



**LISTENING AND SPEAKING SKILL DEVELOPMENT
IN A TAIWANESE TERTIARY EFL CONTEXT:
MANIPULATING POWER-IN-INTERACTION FOR PARTICIPATION**

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Thesis submitted for the degree of
Doctor of Philosophy in
Applied Linguistics
Faculty of Humanities and Social Sciences
University of Adelaide
November 2006

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ABSTRACT

The sociocultural theory of second language acquisition (SLA) highlights the significance of social interaction in language learning, especially oral language proficiency. How to provide opportunities for students' participation in social interaction has long interested language researchers and teachers. However, research on classroom discourse has focused more on teacher-student rather than student-student interactions. In a culture such as Taiwan where teachers have been traditionally regarded as a symbol of both knowledge and authority, the social interaction between teacher and students to some extent constrains or obstructs students from participation or displaying orientations, especially negative ones. The asymmetrical power relations may partially account for students' limited participation. If this is true, I assume that peer interactions, in which students have relatively symmetrical power relations, can be a fruitful locus for investigation. From a pedagogical point of view, they offer students valuable opportunities in terms of social interaction for language learning. On the other hand, peer interactions offer data sources of empirical research for investigating how learners really interact and co-construct social relations in the local context.

This is a qualitative case study in which I combined the concepts of ethnography and ethnomethodology to approach how this specific group of students used the relatively symmetrical encounters to display their interactional power and the participation patterns. The subjects were freshmen students in an evening program in a Taiwanese university, and like the majority of students in Taiwan, the development of oral English proficiency was a commonly-shared goal of their seeking membership in the particular Department. This urged me, as a teacher, to incorporate two interactive learning activities, group discussions and oral presentations, with the hope to offer them opportunities for oral practices. In addition, as a researcher, I was keen to know what students really did or said and how they interacted with each other and participated when they were released from the teacher-fronted teaching. To explore students' participation, I employed the notion of "community of practice" (Lave & Wenger, 1991; Wenger, 1998; Wenger, McDermott, & Snyder, 2002) as the major framework. Another purpose

of the study is to relate the macro-membership as English majors to their micro-membership in specific communicative events designed to provide oral practice.

The data showed that in both the group discussion and oral presentation activities, the students overtly demonstrated their own negative and positive orientations by taking different situational roles in the interaction. The findings also showed students employed different discursive strategies to overcome linguistic limitations and display and justify their 'power-in-interaction' in terms of acceptances and refusals, or took advantage of linguistic superiority or favourable roles and situations to impose, control or defy the agenda. In addition, by tactically taking advantage of the timing and opportunities for personal orientations, they actively displayed different patterns of participation. The active participation in interaction demonstrated that they did not shy away from showing their power-in-interaction by positioning themselves according to their preferred orientations. On the contrary, they realized their different roles in immediate communication events or communicative activities by seizing the opportunities that were favorable to them. While the discourse data exhibited active micro membership in the immediate communicative situations as a member of the local community, students' accounts in the written and interview data presented interconnection between their macro-membership in the advanced English learning community as English major students

The findings of this study gave strong support for the view that in peer interaction students can demonstrate strong power-in-interaction despite linguistic limitations. This kind of display of power-in-interaction has not commonly found in teacher-student interaction in Asian learning contexts. One reason contributing to this lively and enthusiastic participation may be the removal of teacher-control, which allowed the students significant space for displaying personal and linguistic orientations. Another reason may be this specific cohort of students had ambitious expectations of being an English major student. The active membership in the local communications was a reflection of their solid shared identity as a member in this advanced learning community.

The most critical implication from this study is on the concept of participation, which may need to be redefined in interpreting Taiwanese EFL learners' participation in classroom discourse. Most of these students were not reticent in participation. This participatory force may involve various factors such as their claim to the shared identity as English majors, the shift from teacher-fronted to student-fronted classroom learning, the reduction of teacher-control, and the activities selected. Thus, from a pedagogical perspective, the findings suggest the following. (1) Social and contextual factors need to be taken more into account when encouraging and evaluating students' participation. (2) Adult language learning classrooms in Taiwan can work not only as a learning community but also as a community of practice, in which participants can learn how to take part in various learning and social practices at the same time, which in turn contributes to the development of their oral skills. The functions of this community need to be valued, enhanced and cultivated (Wenger et al., 2002). (3) Tertiary students can benefit from more substantial opportunities for using English for communication in the language classroom which can invite them into participation, such as the activities employed in this study. (4) In terms of oral proficiency, the concept of communicative competence in the Taiwanese EFL context requires the incorporation of sociolinguistic, discourse and intercultural competences.

DECLARATION

This thesis contains no material which has previously been accepted for the award of any other degree or diploma in any university and, to the best of the candidate's knowledge and believe, contains no material previously published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my thesis, when deposited in the University Library, being available for photocopying and loan when it is accepted for the award of the degree.

Signed:

Date: Nov. 23, 2006

ACKNOWLEDGEMENTS

Completing a scholarly work of this magnitude would definitely have been impossible without advice from the scholarly world, and encouragement and assistance from family members and friends.

My foremost gratitude and respect go to Dr. Kate Cadman and Ms. Margaret Cargill for their scholarly, trustworthy, candid supervision and encouragement. Without their academic support, commitment and comments, it would not have been possible to bring this thesis into being. I truly wish there were words to sufficiently and appropriately represent my heartfelt thankfulness to both of them.

I would also like to express my appreciation to Dr. Peter Mican and Professor Peter Mühlhäusler for their initial insightful guidance which led me into the academic world of the linguistics discipline.

In addition, I would like to thank Dr. Gerard O'Brien for his assistance and advice. I would also like to thank Dr. Christina Eira for her comments on the theory that I employed for the thesis.

My most heartfelt thankfulness also goes to my late mother, my father, my husband and my son for their confidence, understanding and support, which made my personal academic pursuit not just a fancy dream.

My true thanks are also given to Ms. Emma Murphy for her time and effort in the final editing and proof reading of parts of this thesis.

Finally, I would also like to thank the lovely friends in Room 708, Hughes Building: Alison, Aramesh (two Dr. A's), Barbara, Brodie (two Dr. B's), Sariah and Simon (two Dr. S's) for building up the warmest and most cheerful office to work in.

1 INTRODUCTION

A wide-spread recognition of English as “the world’s lingua franca” (Krashen, 2003, p. 100; C.-C. Li, 2004), or “global language” (Burns, 2004; Eoyang, 2003; Nunan, 2003) has established its crucial role for intercultural communication. This is also true in Taiwan, where people have a “national obsession” with English (L. Liu, 2002) although English is a foreign language. Most students there have for some time experienced the effects of what has been called “English fever” (Krashen, 2003, p. 100). At the turn of the new millennium, this fever has been heightened by the introduction of a range of important new government policies in relation to English education. These facts suggest a need for empirical research as an aid to understanding English learning and teaching in practice in the new context in Taiwan. To provide an overview of how this study came into being, in this chapter I introduce its rationale and purpose, and the structure of the thesis.

English education in Taiwan has been going through a significant transition since the turn of this new century. Several important policies have been implemented with the goal of improving the English proficiency level of the whole country. A new integrated curriculum has opened a new page for English education. The role of English in national development has been enhanced by a critical decision to upgrade English to be “a quasi-official language” (Government Information Office, 2002; Ministry of Education, 2005b). English thus is not only an individual academic, professional and social concern but also a national goal. More importantly, the new curriculum dictates communicative language teaching (CLT) as the mandatory approach in classroom teaching. This top-down decision seems to have resulted from students’ inability to carry on basic conversation, even after at least three years of English classes. Developing students’ oral skills is regarded as a main focus of the new curriculum, and CLT is considered to be able to achieve this aim. The background to these issues is the subject of Chapter 2. However, certain degrees of concern have been expressed by teachers and researchers on the practicality of this assumption, based on the implementation of CLT without taking into consideration certain contextual factors related both to

the nature and needs of particular groups of learners and to the status of Taiwan as an EFL (English as a Foreign Language) teaching and learning context.

In the tertiary educational setting in Taiwan, an English-related university department usually congregates a group of learners who have specific and persistent interests in and enthusiasm for improving their English proficiency. This group of learners is likely to have shared understandings about and expectations of achieving advanced English proficiency. They not only accept the fact of English fever but also immerse themselves in it and try to take advantage of the symptoms of the fever to pave their way to a better future. Students at the tertiary level of educational systems are adult learners, who deserve “an appropriately status-congruent mode of interaction” (Rose & Kasper, 2001, p. 37). This indicates that in designing classroom activities, students’ current status such as age, English abilities, world knowledge, and life experience have to be taken into consideration.

However, the fact that English is learned and taught as a foreign language in Taiwan is critical for understanding students’ English proficiency, especially listening and speaking skills. The EFL context not only explains learners’ limited opportunities for learning or using English for communication, but also highlights the important role of what happens in the classroom for the resulting English language learning. Although classroom learning has its limitations, such as its difference from authentic communication (Boulima, 1999) and limited social variations (Hall, 1995a; Kasper & Rose, 2002; Kinginger, 2000; Rose & Kasper, 2001), classrooms are often the only place where students learn and use English linguistic resources for communication. In other words, in an EFL context, English language classrooms play a crucial role in developing students’ English listening and speaking skills. Thus, how to maximize the function of classrooms to serve as a locus for developing both skills, especially at the tertiary level, can be an important goal of pedagogical decision making, and an empirical exploration of the outcomes in terms of language use can contribute to knowledge in both the pedagogic and research arenas. These were the two broad goals of the study reported in this thesis, and Chapter 3 describes the pedagogic rationale for the study, the site and participants, and my interests as teacher and researcher.

Language use and language learning have converged in the concept of social practice; that is both discourse (Fairclough, 1989) and learning (Lave & Wenger, 1991; Wenger, 1998) are social practice. This means that a window to investigate classroom learning of oral skills can be provided by the social perspective of language use and language learning. Exploiting the social perspective to create learning potential in classroom activities was my focus in this study. Chapter 4 presents the theoretical framework in which the study is grounded. Chapter 5 presents the over-arching research questions that guided the study, and the methodology and methods used. These were a combination of ethnography and ethnomethodology to collect spoken, written and supporting data, and thematic analysis and discourse analysis as tools for investigating the data. Chapters Six to Nine present the data and analysis. Chapter Ten concludes the study and presents pedagogical implications for Taiwan and other similar EFL tertiary contexts, and future research directions. As a researcher, my interest in the study presented here was to investigate the insights that the social perspective of language use and language learning could provide to understand students' classroom participation in the EFL context of Taiwan. As a teacher, I also wanted to understand what kind of learning potential could be provided in terms of developing students' oral skills by maximizing the social potential of classroom practice.

2 TAIWANESE ENGLISH EDUCATION IN TRANSITION

2.0 Introduction

The role of English in Taiwan is a very important one. This can be seen from several critical policies currently being implemented in relation to English education in Taiwan. English not only concerns individuals but has also developed into a critical issue related to a national development goal of obtaining recognition or admission to international organizations in arenas such as politics, economics, and culture. In the private sector, English concerns both students and parents, since academic performance in English may serve as an indicator of potential for succeeding in accessing further levels of education and future career opportunities, as well as current achievement in school. In the public sector, competency in English involves individuals such as educators, teachers, researchers, textbook designers, policy-makers, and many different enterprises such as educational institutions, informal language schools, organizations, and even the Government. The importance of English can be inferred from its long history as the only required foreign language in Taiwan. The recent reform of English education has also added to its importance due to the fact that the Government has been working on a plan to upgrade English to the “quasi-official language” in Taiwan (Council of Economic Planning and Development, 2005).

This chapter gives an overview of English education in Taiwan, which has gone through tremendous change since 2001. This change has occurred as a result of a combined effort from different sectors, in educational and non-educational institutions and organizations, as well as individuals. This development has been urged by a central preconception that “English is the language that links the world” (Government Information Office, 2002). It is also an indispensable requirement in an individual’s personal life from the perspectives of education and professional success. The key national policy, along with a series of complementary measures, illustrates the role that English proficiency plays in spheres from national development to individual life planning. However, the

enforcement of the national policy has not only imposed a great challenge on English education in Taiwan, but also exposed the dilemma that learners have long been encountering: a lack of communicative competence. Thus the national policy has counted on communicative language teaching (CLT) as the overarching teaching concept to invigorate the classroom teaching/learning practices for developing oral English skills. To present the dilemma that English education in Taiwan has been facing, in Section 2.1 I explore the two major policies in relation to English education. Then in Section 2.2 I present and discuss the dilemma of English proficiency in terms of students' speaking and listening abilities. In Section 2.3, I illustrate how English is valued in Taiwan's social and political context, which is followed by Section 2.4, where I discuss the impact of communicative language teaching in Taiwan and the difficulties associated with its implementation.

2.1 English Proficiency as a National Development Scheme

A series of national policies on English education since 2001 has emphasized that a member of the modern world has to have facility with English or other foreign language abilities. As English is the only required foreign language, the whole country has been dedicated to the campaign of upgrading communicative competence in English (Pan & Yeh, 2005). To use Krashen's term, the island of Taiwan has been experiencing symptoms of "English fever" (Krashen, 2003). This phenomenon has been rooted in political and economic considerations as English has been seen as the indispensable tool to provide access to all aspects of the global community, including international trade, foreign relations, the world of high technology and academia (Sims, 2004). Chronologically, the two decisive policies regarding English proficiency are the Nine-year Integrated Curriculum, and the National Development Plan, or the Challenge of 2008. The former, which started to be enforced in 2001, has incorporated formal English education into the Taiwanese system from primary school. The latter, initiated in 2002, aims to upgrade the English proficiency of the whole country. One additional device related to both policies is the General English Proficiency Test (GEPT). To single

out the GEPT and its relation to the two major policies, I present it as a separate subsection, Section 2.1.3.

2.1.1 The Nine-year Integrated Curriculum

To upgrade students' English proficiency, an innovative curriculum was implemented in the school year of 2001: the Nine-year Integrated Curriculum, or the Grades 1-9 Curriculum Reform. This curriculum is regarded as "a brand-new milestone in the educational history of modern Taiwan" (F.-H. Su, 2003), as it has moved the start of formal English education downward to elementary school level. Since then Taiwan's English education has turned a new page. Formal English education now commences in Grade 5 (Ministry of Education, 2004). This reform is a big leap for Taiwan's English education, as historically English education commenced in Grade 7, or the first year of Junior High School. The three main goals of this curriculum reform are (1) to develop students' communicative abilities; (2) to develop students' English learning interests and strategies; (3) to improve students' knowledge of local and global cultures (Ministry of Education, 1998). To achieve these goals, the communicative language teaching approach is recommended by the Curriculum Guidelines, and communicative competencies of learners are highlighted (Pan & Yeh, 2005).

The adoption of the new curriculum has had a great impact on classroom teaching and learning practices, which involve teacher training, course design, material selection and pedagogical concerns (Y. C. Chan, 2000, 2001; Liao & Chern, 1998; S. C. Shih, 1998; Y. H. Shih, 1999; Yu, 1998). Some issues related to these four aspects have posed new challenges to the current English education mechanisms. Firstly, the policy authorizes the recruitment of teachers from English-speaking countries such as the USA, Australia, Canada, and the United Kingdom. Many of these teachers have been assigned to teach in rural areas for the purpose of bridging the gap in English proficiency levels between rural and urban school children. Secondly, these new measures impose a new challenge on English teachers in Junior High School in relation to the selection of textbooks (Pan & Yeh, 2005). Previously, there was a standardized nation-wide textbook for the

whole country for Junior High School students. This change in Junior High contexts means teachers in primary school also have to take tremendous responsibilities, not only in choosing teaching materials but also in working out appropriate teaching methods for the younger students.

Researchers, however, have advised that the new developments in English education do not reflect the existing situation of English education outside the education system, and parents' expectations and attitudes toward it ((Y. F. Chang, 2003), and that there was a discrepancy between local educational authorities' execution of the policy in the cities and counties. For example, although the national policy originally explicitly stated that English learning was to start at Grade 5, some schools started it earlier, from Grade 3 or even from Grade 1 (Y. F. Chang, 2002, 2003; Dai, 2002). This discrepancy in local educational decisions, and the awareness of the increasing importance of English in personal communication with international friends, pushed the Government to move the start of formal English education downward to Grade 1 in 2003 (Dai, 2002; Y.-C. Wang, 2003a).

Another aspect of the incorporation of the new curriculum is the evaluation of students' performance. According to a report issued in January 2006 by the Ministry of Education (MOE) on 6th graders' general English abilities, in terms of the four macro skills, students were better in listening and reading than in speaking and writing (C. P. Chiu, 2006). The report showed that they could answer 71.63% of the reading and listening questions but were only able to recite 12% of the given texts. In addition, the 2006 findings stated that fluency and intonation and writing abilities were still not sufficient. These statistics imply that students were less proficient in speaking and writing abilities. The unbalanced development of the four macro skills has been a long-lasting dilemma for Taiwan's English education.

The Government's determination to upgrade English proficiency is not restricted to students at the elementary school level but has been extended to students at secondary and tertiary levels. It also applies not only to students in the formal education system but also to the general public. This broadening to the entire

population has made English learning a national cause. One policy that clearly aims in this direction is the National Development Plan.

2.1.2 Challenge of 2008: The National Development Plan

Whereas the new curriculum policy targets younger learners, the National Development Plan has cast the English policy net widely to older students and the general public, and aims to prepare a competent and competitive e-generation in the global arena (Y.-C. Wang, 2003a, p. 589). In addition, the Nine-year Integrated Curriculum is enforced within the education system, whereas the National Development Plan involves multiple efforts from education and non-education sectors and government and non-government organizations. With the hope that English proficiency can help both the country and its citizens to link to the world, the national English proficiency policy is formally presented in the section on “e-Generation Manpower Cultivation Plan”, in the “Challenge of 2008: National Development Plan”, which was initiated by the Executive Yuan of Taiwan in 2002.

In order to create an appropriately skilled e-generation and to prepare it to be competent and competitive in the global economic arena, the Plan lists three major domains: IT, English, and creative skills (Council of Economic Planning and Development, 2005; Council of Economic Planning and Development in Executive Yuan, 2002). Several measures have been proposed for the purpose of “fostering an international environment and enhancing the abilities to master foreign languages” (Ministry of Education, 2002). The Plan consists of two elements in the domain of English proficiency: creating an English-friendly environment, and upgrading the English proficiency of the people (Council of Economic Planning and Development in Executive Yuan, 2002). Under the guidelines of “Challenge of 2008: National Development Plans”, an action project called the BLESS (Bilingual Living Environment Service System) has been implemented. The general objective of this project is to “build an internationalized living environment synchronous to the global development and connected to the global village” (*Action Project for Building an English Living Environment*, 2002).

In other words, to accomplish the goal of making English the quasi-official language, the government has instigated measures to promote the concept of a bilingual environment, including the adoption of internationally recognizable signs or icons, official bilingual websites, and a user-friendly environment, and the empowerment of citizens' abilities in relation to internationalization. This project has certain goals to achieve and one of them targets the successful accomplishment of "the Taiwan Exhibition Program of 2008" (*Action Project for Building an English Living Environment*, 2002), which is expected to attract tourists and business people from all over the world.

It is obvious that the BLESS project aims to boost Taiwan's international image and competitiveness in political, economic and cultural arenas. In other words, it is a policy for fulfilling external demands in order to attract foreign tourists and at the same time enhance channels for people from the whole world to understand the country. By this process it aims to enable the country to get out of the difficult situation it finds itself in, in terms of the status quo in relation to world politics as a result of the conflicting agendas across the Taiwan Strait. By the same token, the importance of understanding foreign cultures has also been accentuated (Ministry of Education, 2002). Consequently, to meet the internal demands of enhancing English proficiency, the Ministry of Education (MOE) has implemented significant measures to "promote the learning of English and actively expand the use of English as a part of daily life"(Ministry of Education, 2002). To service the English courses now found from primary to tertiary levels, a number of in-service training programs for English teachers have been designed and implemented, especially for primary school teachers, for the purpose of improving teaching quality and efficiency in order to meet the demands of the policy transformation commenced in 2001 (C.-C. Li, 2004).

2.1.3 The General English Proficiency Test

English proficiency is thus compulsory for people who want to keep abreast of current developments in the multi-cultural and information technology world (C.-C. Li, 2004), not only for students but also for the general public. The educational

innovations and the nation-wide dedication to upgrading English proficiency involve different assessment devices to evaluate effectiveness and outcome. One important device that is related to both the Nine-year Integrated Curriculum and the National Development Plan is the use of the General English Proficiency Test (GEPT).

This testing device was established in 1999. As stated on the website of the Language Training and Testing Center (LTTC), the responsible organization in charge, the GEPT was introduced with the support of the MOE with a view to offering “a fair and reliable check for each level of ability in English” (The Language Training & Teaching Center, 2005). There are five different levels: elementary (equivalent to junior high school graduates’ ability), intermediate (roughly equivalent to senior high school graduates’ ability), high-intermediate (equivalent to non-English major university graduates’ ability), advanced (equivalent to English-major university graduates’ ability) and superior (approaching the ability of a native-English-speaker with higher education). The test covers speaking, listening, writing and reading skills. This breadth marks the major difference from traditional literacy assessments, which are designed for evaluating only lexico-grammar and translation (Hsu, 2003).

GEPTs are not compulsory for students at any level, and primary school students are barred from taking the tests since 2006. Nevertheless, the GEPTs do greatly influence English education in Taiwan as they have frequently been used for entry and classroom achievement testing (The Language Training & Teaching Center, 2002). For example, junior high students who have passed a certain level of GEPT can earn extra points when they apply for senior high school. This is also true of high school students who are applying to attend a university. For university students, GEPTs have now become a gatekeeper or graduation requirement. A number of universities and colleges such as National Taiwan University, National Chung Cheng University and National Chiao Tung University have employed them for assessing students’ English abilities, and some even require students to pass the high-intermediate level GEPT as a graduation requirement. The tests are also implemented in various government and non-government institutions for categorizing and evaluating staff.

The importance of GEPTs is clearly evidenced in a monthly report that was given by the Minister of Education to the President in September 2004 (Tu, 2004). This report stated that in the year 2008, 50% of university students are expected to pass the intermediate level of GEPT, while 50% of students in technology colleges are expected to pass the beginning level of GEPT. Moreover, GEPT is also taken as a requirement for a teaching post. Novice English teachers in primary or junior high school have to pass the high-intermediate levels, and those who teach other subjects are supposed to pass the intermediate level of GEPT. The 2004 report also adds that 70% of current junior high school teachers and 40% of primary school English teachers had passed the high-intermediate level of GEPT.

GEPTs are not the only legitimate public evaluation mechanism for English abilities in Taiwan. In May 2005, the MOE announced that they had decided to apply the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEF) (The Language Training & Testing Center, 2005), which has been taken as an internationally recognized indicator for evaluating English proficiency. This decision will affect the dominant role of GEPTs in evaluating English proficiency. In addition to GEPTs, the TOEIC (Test of English for International Communication) is another standard test popular in Taiwan. These two are still the primary standard tests used by businesses to hire new employees or evaluate current employees for promotions and overseas posts (C. P. Chiu, 2005). The former is popular among local businesses and the latter is employed most by international businesses. Around 80% of businesses, either local or international, have applied these English testing results for measuring English abilities (C. P. Chiu, 2005). However, one factor that contributes to the continuing predominant role of GEPTs in Taiwan is that the four skills are covered in the test, including speaking. Other international tests such as IELTS also do this, and both IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) are regarded as valid devices, but they are mostly taken for the purpose of further studies overseas.

An additional impact of GEPTs occurs in relation to the social processes involved in English teaching and learning. In order to pass GEPTs, school students often go to private language schools on weekends or after school, and there the GEPT-

oriented teaching tends to put more emphasis on reading, memorization of lexical items, and listening tests. This may help to explain the 2006 results mentioned earlier, in which the 6th graders had performed better in reading and listening. Overall, it seems clear that the GEPT has had a great impact on English language learners, both students and non-students, in Taiwan. For students, to have a GEPT certificate means good performance in English at the current stage, but also a potential credit for going on to the next level of school, and even decides if they can graduate successfully from university. For school teachers, passing the required level of GEPT can certify them as qualified teachers. As for government and non-government employees, it may mean more potential for keeping their current position or obtaining a better post. These effects signal the significant role of the GEPT and its impact on English teaching and learning in both formal and informal educational contexts in Taiwan.

2.2 English Proficiency as an Individual Expectation

In the previous sections, I have described the upgrading of English proficiency as one crucial component in the national plan. In this section, I aim to discuss the importance of English proficiency from the perspective of individuals. Two aspects are involved, educational achievements and professional requirements. The former refers to general academic performances, and the latter to future job-seeking. Lack of English proficiency has been regarded as “the major reason for bilingual students’ failure” (Jim Cummins, 1996). This notion can also be used for describing the difficult situations that Taiwanese students have faced in learning English as a foreign language. The difficulties facing Taiwanese students may be a result of the fact that at various levels of classroom, English has long been taken simply as a content-based subject course to learn and teach, instead of a language to be used in daily life. As Wang (2003a, p. 588) explained,

[i]t was unfortunate that English in Taiwan during the past fifty years has not been taught and learned as a true language to be used in the real world; it was perceived as a foreign language with a great distance from its practical values.

This factor seems to be considered of more serious concern in the current Taiwanese context than concerns expressed by critical scholars in the west as a

linguistic imperialism” or “English linguistic imperialism” (Phillipson, 1992). According to Phillipson (1992, p. 47), the dominant role of English “is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages”. In Taiwan, the dominant role of English over other languages is due to its overwhelming importance in international politics, world markets, education, business, job markets and even daily life.

Individual expectations in English can be traced from four factors. First, the current rapid development of globalization (C.-C. Li, 2004), especially with the wide application of the Internet, has shortened the time and space between people from different countries. People now have a heavy dependence on the World Wide Web to communicate with each other (Burns, 2004), and English has still been the first choice of international communication. This unrivalled role of English has been predicted to last within the next 50 years (Graddol, 1997). These developments may also justify the Taiwanese Government’s active role in making an English-dominant education policy (Nunan, 2003). Secondly, learning English is a job-incentive enterprise. Companies or businesses related to high-technology products, services and international trade (Sims, 2004) have a high demand for English-speaking personnel and Taiwan’s economy has long been dependent on electronic hardware products and international trade. Moreover, English has also been used in academic and scientific disciplines (Krashen, 2003). Thirdly, the concept of the global village has increased the necessity of understanding other cultures. Gaining access to the world is not only a national effort but also an individual endeavor as the majority of Taiwanese nationals are able to afford travel overseas. Traveling to another country has now made intercultural encounters easier than before. Finally, English is at the center of families’ concerns about academic achievements. Excellent academic performance has historically been regarded not only in terms of personal success but also as a source of pride for parents or even the whole family. These four main factors have jointly established high individual expectations of learning English. In fact, in my experience too, these common factors are crucial reasons for Taiwanese people to learn a foreign language, without any consideration of possibly colonizing effects.

Research on this subject exposes the complexity of individual responses to changing demands. In Hall's (2001, p. 2) study of why middle or high school students in the USA studied a foreign language, she found that, in addition to academic requirements, the key reason was to expand their communication world. However, in a study of 313 primary school students in Taiwan, it was shown that 89% considered good English proficiency would mean a better job, and 86% thought that English abilities could bring them a better life. Moreover, 69% regarded English oral abilities as a symbol of social status and good family background (Y. C. Chan, 2001, p. 190). These findings imply that these younger Taiwanese younger students were more likely to take English proficiency as a concrete symbol relating to a better job than as an abstract concept such as higher social status. This pragmatic attitude towards English proficiency was also found in a study of freshman students in university in Taiwan. According to Wang (2003b, p. 231), 91.8% of survey respondents put an emphasis on the instrumentality of English for their career development in the future.

In terms of the four macro skills, in the same survey of freshman students, it was found that speaking was the skill most of them wanted to develop or improve at university. The proportions of surveyed students wanting to develop each of the four macro skills were: speaking (83.7%), listening (82.6%), reading (79.6%), and writing (78.6%) (Y.-C. Wang, 2003b, p. 233). Although these percentages did not vary widely, they imply that those freshman students highlighted the importance of both speaking and listening. In addition, the results suggests that those students would have high hopes that the English classes at university could offer them the potential for developing their speaking and listening skills.

Overall, from the perspectives of individuals, English proficiency is deemed an important tool for their education, career and social life. Better command of English can mean a ticket to a better life and job. It may also mean a better chance to roam in the global village. This may explain why the English fever in Taiwan does not easily subside. However, the feverish craze for learning English may also relate to a discrepancy between students' expectations and practical learning outcomes in terms of developing communicative competence—a problem that Taiwan's English education has historically faced. Thus, it is impossible to have a

thorough understanding of the push to upgrade English proficiency without looking into the dilemma that English education has been encountering in the classroom context.

2.3 English Proficiency as an Educational Dilemma

The high expectation of upgrading English proficiency was not only found in surveys of students but also clearly stated in an official report. In the Preface of the document *2005 Education in the Republic of China (Taiwan)*, the MOE has expressed the hope that Taiwan's education should be internationally oriented (Ministry of Education, 2005a. p. 3). It is a difficult and complex situation that can be scrutinized from two perspectives: first, the unbalanced development of English skills; and secondly, the discrepancy between national policy regarding CLT and classroom practices.

2.3.1 Speaking and listening abilities as Taiwanese students'

Achilles heel

It is obvious that the whole country has invested a large amount of effort to upgrade English proficiency. The mandatory requirement of boosting English proficiency is demonstrated both in official reports and studies. According to the White Paper on Higher Education published by the MOE (Ministry of Education, 2001), one critical problem in Taiwan's higher education is insufficient "thoroughness in internationalization". The Paper indicates that students are not capable of reading texts in foreign languages or carrying on conversations in foreign languages, not to mention writing papers. In addition to this official report, research has also shown that university students are aware of the lack of listening and speaking abilities in their previous training. In Wang's (2003) survey mentioned earlier, students reflecting on their English learning experience in secondary schools have complained about the ineffectiveness of their previous classroom experience in terms of building up their listening and speaking abilities, the two crucial skills that they want to improve when they enter university (Y.-C.

Wang, 2003a, 2003b). In other words, the inefficiency of English classroom teaching in developing communicative abilities is a dilemma that most university or college students in Taiwan have commonly experienced. This dilemma has its roots in three critical factors: the status of English as a foreign language, classroom instruction reality, and assessment requirements or examinations.

First of all, the fact that English is a “foreign” language, although it is the primary one, has effectively restricted learners’ exposure to and use of English in their daily lives. Students do not have to use English for communication with parents, friends or even teachers. Mandarin, Taiwanese, Hakka or other native languages are used for daily communication. Among them, Mandarin still holds the dominant role and has been found to be the functional language for communication in all domains such as education, work, friendship, family and other social purposes (Yeh, Chan, & Cheng, 2004). This implies that opportunities for using English in authentic contexts are limited, especially in terms of speaking and listening. Moreover, it also means that English use is in effect restricted to the classroom. Once students are outside the classroom, they generally have few or even no opportunities to use it for daily communication (Tsao, 2004; Yen & Shiue, 2004). Furthermore, it is unfortunately the case in my experience that most English classrooms do not offer extensive opportunities for using listening and speaking skills.

Secondly, studies have reported that most English teachers at secondary levels still utilize an audio-lingual teaching method or a traditional grammar-translation method (Chia, 2002; Chia & Chia, 2003), even after communicative language teaching has been strongly recommended by the new curriculum. The grammar-translation classroom emphasizes memorizing lexical-grammatical rules, translation, and drills, and students spend the majority of their time on written assignments or exercises (Y.-J. Chang & Lin, 2001; H.-C. Wang, 2005). The audio-lingual classroom puts focus on mechanical repetitions and drills, imitation, pattern practice, etc. (D. Brown, 2001). In other words, students rely on memorization skills and repeated drills to learn the language, and thus social interactions are not important in the classroom teaching/learning practices. English learning is a cognitive and psychological behavior without too much

involvement of others. Communication in English for social purposes is thus strictly limited. In these classrooms, reading gets the predominant amount of attention. Consequently, students are generally more confident in and comfortable with reading skills (H.-C. Wang, 2005)

Another influential factor is assessment. In an examination-oriented learning environment like Taiwan, the design of assessment determines to a great extent students' efforts in terms of skill preference or prejudice. From a cultural perspective, it is believed that Mandarin-disciplined students have a preference for memorization skills (Hofstede, 1986; Rogoff, 1990) and the traditional English literacy assessments tend to test memorization skills (Padilla, Aninao, & Sung, 1996). Furthermore, the design of assessment or examination in Taiwan aims to measure the accurate use of vocabulary, correct spelling and grammatical rules. In most examinations and assessments in the Taiwanese contexts, speaking and listening are neglected because of technical difficulties such as the lack of assessment equipment and appropriate question designs. The testing of students' English abilities has always been restricted to reading and written tests. This is not only true for on-going assessments but also for different types of entrance examinations in Taiwan, in which lexico-grammar, translation and reading skills have historically been the primary question types, as is the case for the most famous, the national English tests of the Joint Colleges Entrance Examination (JCEEs)(Yen & Shiue, 2004). Thus, the test design has evidenced a discrepancy with the goal of potential development of the four macro skills.

Testing has its washback effects or impacts on teaching and learning (A. Hughes, 1989) (Cohen, 1994). Its impacts are felt not only by the educational system but also by the teachers and the test-takers themselves (L. F. Bachman & Palmer, 1996; Wall & Alderson, 1993). For example, test-takers may tend to pay attention exclusively to examined content (Cheng, Watanabe, & Curtis, 2004) or even question types in the specific testing content. Although research has found that JCEEs have "limited washback effects on practice activities" in high school textbooks (Yu & Tung, 2005), the domination of reading and writing types of questions in the examination do seem to limit the importance of speaking and listening in English learning. (Yen & Shiue, 2004) In addition, researchers have

agreed that university students in Taiwan have been deeply rooted into an examination-oriented English teaching and learning environment (Hadzima, 2002; Y.-C. Wang, 2003b; H. Y. Wu, 2002), which in a way de-motivates them or distracts their attention from the need for acquiring speaking and listening skills (Hsu, 2003). As learning attitudes and styles have been so strongly conditioned towards reading skills, it may take more than time to correct this preference and its related behaviors.

In addition to these three factors, there are several others that are frequently cited as contributing to the students' unbalanced development of speaking and listening skills. Among these are the lack of English-speaking environments, insufficient hours of instruction, large class sizes, a fixed syllabus, and teachers' insufficient English communication abilities. These interwoven factors may restrict students' potential for using English, not only outside the classroom but in the classroom as well. The key solution that has been recommended and clearly designated in the new curriculum reform is the integration of communicative language teaching into the classroom from primary school onward, and communicative competence is specified as the goal to achieve. In brief, the curriculum places a great value on communicative language teaching to correct the currently imbalanced development of English abilities.

2.3.2 Communicative language teaching as an antidote:

Concept or pedagogy?

For cultivating communicative competence in English, teachers have been clearly encouraged in *the Outline and Guidelines of the Nine-year Integrated Curriculum* (Ministry of Education, 1998) to apply communicative language teaching (CLT) as the leading method for classroom practice. Different communicative activities have been designed and introduced to the Taiwanese classroom. A central axiom of CLT is that learners should be provided with as many opportunities as possible to use English for communication, at least in the classroom. Small group activities, one popular solution to minimizing the negative effects caused by large class sizes in terms of possible shares of speaking, have been widely applied in

both second and foreign language classrooms (Tsui, 1995). These are indeed in use in Taiwan, but few published studies are available on them to date. Another principle of CLT is using authentic language and materials (Rao, 2002; H. G. Widdowson, 1996), so different modalities of original and authentic texts, including written, audio, and video, have been integrated into Taiwanese teaching contexts. The wide use of the Internet has also facilitated easy access to authentic texts.

CLT is in essence a teaching approach designed to replace or compensate for what traditional language teaching has failed to achieve, especially in terms of communicative competence (D. Larsen-Freeman, 2000; Richards & Rodgers, 1986). Traditional classroom teaching and learning practices in Taiwan are now regarded as creating critical setbacks in the development of students' communicative competence on the assumption that they fail to offer authentic and meaningful communicative opportunities (H.-C. Wang, 2005; Y.-C. Wang, 2003b; Yen & Shiue, 2004). Students coming from this type of classroom are less confident in or familiar with listening and speaking. They are good at memorizing and reciting vocabulary and grammatical knowledge but inadequate in dealing with different social practices in English (H. D. Brown, 2001; D. Larsen-Freeman, 2000; H. Widdowson, 1978). As previously mentioned, in traditional classrooms students deem English as subject knowledge to attain and then to be assessed in the same way as other learning subjects instead of as a meaningful semiotic system that aims for different communication goals.

CLT is not a completely new teaching approach in Taiwan. It was introduced in the 1980's and has since been conceptually prevalent in the discipline of English teaching. The truth, however, is that although it has been widely quoted as being utilized in Taiwan, this is not in fact the case. A 2004 survey demonstrated that simply 23% of junior high school teachers regarded themselves as believers in CLT (Chia & Moslehpour, 2004). From his own work, Nunan (2003) has argued that CLT is only rhetorically implemented in Taiwan. Moreover, many studies have agreed that there are difficulties in its full implementation in Taiwan, or even in Asia as a whole (Rao, 2002). Existing difficulties found in empirical studies range from students' varying proficiency levels to teachers' qualifications, from

class size to lack of English-speaking opportunities and environment, and also from test-oriented teaching and learning to minimally effective evaluation criteria (Anderson, 1993; S. Chang & Huang, 2001; Huang & Huang, 2000; D. Li, 1998). Nevertheless, given that the national policy and the new curriculum reinforce the importance of communicative competence, there is a high expectation that CLT will be a solution for the inadequate communicative abilities of learners. The aforementioned difficulties that hamper the implementation of CLT therefore need to be dealt with concertedly. The discrepancy between conceptual appropriateness and real classroom practice is a dilemma that Taiwan's English education system has not yet solved. From a positive perspective, this gap may allow a space for considering how to modify CLT appropriately in order to meet the needs of the national policy, the education system and personal expectations, especially individual needs in intercultural and academic situations.

The dilemma of English proficiency is also demonstrated in the discrepancies between the implementation of CLT in different levels of schools. It seems that CLT has begun to gain solid ground in primary and secondary schools because of the enforcement of curriculum reform. However, at the senior school level, CLT has clearly not been practically implemented. This situation has been assumed to be the result of "the most heavily content-laden English curriculum in any Asian country, large class sizes, limited contact time, and testing procedures that appear to be just as rigid and traditional as the old ones" (C.-Y. Chiu & Trezise, 2004). These practical issues and concerns have again meant that listening and speaking skills receive the least attention in the senior high school classroom, in spite of the fact that the MOE has explicitly stated the major goal is to advance the level of all four English skills, and at the same time enhance students' abilities in applying them in everyday situations. Additionally, the curriculum guidelines also emphasize participation and recommend that a higher level of activities such as peer tutoring, group work and other interactive skills be incorporated (MOE, 2003). Nevertheless, it has been found that there is a gap in students' speaking and listening abilities when they enter university (C.-Y. Chiu & Trezise, 2004; Y.-C. Wang, 2003b).

In addition to these technical and practical obstructions, the CLT dilemma also results from a narrow interpretation or understanding of communicative competence. It appears that the decision-makers may not have been fully aware of what the concept of communicative competence currently is seen as. Theorists in applied linguistics have devoted ongoing efforts to redefining communicative competence. Hyme's (1964, p. 110) concept of communicative competence, which addresses the intricate interrelation between utterances and contexts of use, has been elaborated and refined by researchers such as Canale and Swain (1980), Canale (1983), Bachman (1990) and Celce-Murcia et al. (1995). Nevertheless, some researchers have reservations. For example, Cook (1992, 1999) and Firth and Wagner (1997) are wary of applying the concept of "communicative competence" in understanding and defining the knowledge and abilities that foreign language learners (henceforth FLLs) have to be equipped with. Cook (1992) has suggested the term multi-competence, expressing the view that FLLs' "ultimate attainment of L2 learning should be defined in terms of the L2" (Cook, 1999, p. 191). By this, she means that communicative competence is a concept used with which to examine first language learning instead of second language. Based on this notion, it may be more appropriate to discuss communicative competence in the Taiwanese context in relation to the status of English as a foreign language, so that intercultural communication will be the most likely situation in which people will use English. This may imply that intercultural aspects should be incorporated into its teaching, giving intercultural communicative competence. Built upon the notions of communicative competence and multi-competence, Byram (1997) have proposed intercultural communicative competence for participating in intercultural communicative situations. He proposes three dimensions, cognitive, affective and behavioral, to define the knowledge and abilities that an FLL needs to obtain. For communication purposes, competence involves not only the abilities of manipulating the linguistic resources but also social and behavioral competence. In this respect, Byram (1997) has incorporated skills such as initiating encounters in unfamiliar situation, establishing interpersonal relationships and handling different communicative styles. These skills could also be taken into consideration for curriculum design.

Thus, scholars have problematized and expanded the definition of the iconic term “communicative competence” for EFL learners. However, national decision-makers and educators in Taiwan have restricted themselves to the narrow or general abilities of participation in daily communicative activities such as face-to-face interaction or small talk, which require only simple levels of listening and speaking. This narrow interpretation of daily communication or casual conversation has been reflected in teachers’ interpretations. Teachers have expressed their concern that CLT means they have to put relatively more focus on speaking, which might be at the cost of other skills. This concern is associated with the fact that most activity designs in textbooks emphasize speaking and listening rather than reading and writing (H.-C. Wang, 2005). This interpretation has led to criticisms that the guidelines for balanced development of the four macro skills are contradictory to the teaching method that the new curriculum upholds (Pan & Yeh, 2005, pp. 234-235). However, researchers in local and overseas contexts have long agreed that teachers view CLT as a concept instead of a teaching method, and this concept can be applied to reading and grammar teaching as well (D. Brown, 2001; Y. C. Chan, 2001; Finocchiaro & Brumfit, 1986; Pan & Yeh, 2005; Richards & Rodgers, 1986), and it can be flexible in principle. In teaching, teachers may try to keep a balance among the theme, communicative functions and sentence patterns. Moreover, researchers in Taiwan have also recommended the principle of being flexible or compromising in employing CLT specifically in the Taiwanese EFL context (Y. C. Chan, 2001; Y. H. Shih et al., 2000). This would mean following the communicative concept but at the same time taking the EFL environment into consideration.

Thus, English education in Taiwan, although now undergoing an unprecedented reform, is still in a transition stage. The reform has had its roots in both external and internal demands. The external demand originates from the country’s struggle to obtain international recognition. The internal demand lies in the reality that underdeveloped speaking and listening skills are a problem for most people, especially students. To cure this Achilles’ heel of English proficiency, policy-makers and educators have put extremely high expectations on CLT. However, facts and findings have shown up contradictory situations that the reform has incurred. For example, in terms of English skills, freshman students’ reading and

grammar abilities have been found to have declined while listening skills have improved (Sims, 2004). This may conform to the common criticism and concern that CLT lead to deterioration of reading skills as it focuses on fluency instead of accuracy. If this is really the case, it needs to be considered what skills EFL learners most need. Moreover, this implies that the balanced development of four skills can be a complex matter. The high expectations and commonly-held interpretation of CLT, and the simplified prevailing perception of communicative competence, have put Taiwan's English education at another impasse, and thus a modified CLT teaching approach has been recommended (C.-Y. Chan & Teng, 2005; Y. C. Chan, 2000, 2001; S. C. Shih, 1998). It is suggested that CLT should be taken as a concept rather than a method appropriate to Taiwanese students. Under this principle, other teaching methods such as audio-lingual, total physical response, direct method, and so on, may be integrated with CLT (Y. C. Chan, 2000, 2001).

The discussion above may help to clarify the situation that, although there is a national guideline, what really counts lies in real teaching practices in classrooms. In other words, while the national policy-makers attempt to utilize CLT to readdress or improve listening and speaking, finally how to integrate the four macro skills in classroom teaching remains a challenge to teachers who themselves were trained and have been accustomed to traditional language teaching practices.

2.4 Conclusion

This chapter has presented an overview of the importance of English proficiency in Taiwan, from national policy to classroom teaching, and also from the perception of the government and of individuals. It is expected that through upgrading English proficiency both the country and the people can have easy access to international English-speaking communities. For the country, upgrading national English proficiency promises international recognition and enhances competitiveness. For individuals, better English proficiency increases the potential for a better job and life. To help the country and people to achieve better English

proficiency, at the national level there are the guidelines of the Challenge of 2008, down to the Nine-year Integrated Curriculum, along with other supportive devices such as BLESS. In assessing general proficiency, there are further testing programs or instruments, from the locally designed assessment mechanism GEPT to other international English tests.

In terms of classroom teaching, the Nine-year Integrated Curriculum clearly lists developing communicative competence as the goal of Taiwan's English education, and CLT is the teaching approach to be implemented in the classroom. However, the predominant belief in CLT has neglected the social dimensions of language use. It is problematic to be insistently adhering to any specific teaching method without considering the dynamics and the contingency of interaction. The social context has a decisive place in influencing human communication, and thus it is not possible to leave it out of language learning.

The continued insistence on CLT as a top-down policy is clearly problematic for the Taiwanese context. Researchers who have addressed the realities of classroom teaching have pointed out limitations in employing CLT in this context. However, most of them have focused on the difficulties or differences involved in institutional, educational, individual, and cultural aspects, rather than probing the core issue of how communication works and what communication needs EFL learners commonly have. While considering what teaching methods work with Taiwanese students, it is crucial to focus on preparing students not only on the four language macro skills but also in how communication or intercultural interaction works, fails or struggles. Thus, what teachers really need to deliberate on is how to help learners to understand the dynamics and contingency of daily communication.

This current trend in English education in Taiwan has re-emphasized the importance of considering the goals of foreign language learning. To some extent, the national policy and the empirical research have focused on communicative competence as the final goal of English teaching in Taiwan. The supreme domination of the concept of CLT, despite suggestions of modified versions, has narrowed language teaching to skill-training in which balanced development of

the four skills is required. However, it is a fact that teachers take the central role in pedagogical decisions. This gives the teacher freedom to incorporate communicative activities into the classroom based on her understanding of what may work for the students. Thus, before making any decision, it is imperative to understand clearly the pedagogical context that teacher and students are situated in. This is the focus of the next chapter, in terms of the context of the present study.

3 PEDAGOGICAL CONTEXT OF THE STUDY

3.0 Introduction

Having identified in the previous chapter the recent trends in English education in Taiwan as national and community concerns, it is now appropriate for me to foreground the context in which this study was implemented in terms of my pedagogic concerns and decisions. As mentioned earlier, the teacher plays the central role in the pedagogic decision, but appropriate decisions cannot be made without taking the pedagogical context into consideration. In this chapter I describe the pedagogical context that this study was embedded in. I start by describing the general structure of English teaching in Taiwan's tertiary education system and then focus on information on the study context, including the particular Department in which the research was conducted, the specific subject course, the classroom, and the participants. The Department and course information shows the general responsibilities and requirements that I was supposed to work within as a teacher of this specific course. Descriptions of the physical classroom show the benefits and limitations of the site in which the teaching happened. The students' profiles indicate the initial information available to me as I planned the course and the research.

3.1 English Language Teaching in Higher Education in Taiwan

Higher or tertiary education in Taiwan is divided into two sectors; one is aimed at mainstream high school students and the other at vocational high school students. The former comprises institutions known as general universities, and the latter are technology universities or colleges. For both types, some institutions are government-run or national, and others are privately run. Both offer bachelor programs. Some universities of good standing are allowed to have further programs for masters or doctoral degrees. For the specific disciplines of English or other foreign languages, most general universities and technology universities

have established a department related to English, foreign languages, or applied linguistics.

English is a required course for all students in the first year of university, and the course is mostly termed “Freshman English”, a 3-credit or 3-hour course. Different or additional English courses may be required by different departments or universities. To upgrade students’ listening and speaking abilities, courses called Listening and Speaking Training or Language Laboratory Workshop are popular among most departments. Alternative arrangements can also be found. This means that under the title of Freshman English, there are two elements: Reading, and Listening and Speaking, or Language Laboratory Workshop. With this change, the 3-credit is still kept the same but the total instruction takes four hours, two hours for each. This shift has highlighted the importance of English listening and speaking.

In addition to the general English courses described above, more specific courses are incorporated for English-major students. They have to take fundamental courses such as English Listening and Speaking, Oral Training, English Conversation, and so on. Literature, Linguistics, Language Teaching, Translation and Oral Interpretation, and Second Foreign Language are also required. For non-English-major students, most universities offer double major or English-minor alternatives.

Besides the regular programs, some universities run an English-related bachelor program in the evening for adult learners who seek further studies but are not able to attend the regular program for personal or academic reasons. A great number of them have part-time or full-time jobs or work experience. These programs are different from mainstream ones because they are usually seen as extensive education programs. It was in this type of program that the present study was carried out.

As a teacher of this atypical program, I assumed that the students who joined it might have different and practical needs of English, and the traditional teaching practice might need a modification to meet their needs. If this were the case, it

would be important to find out what they really needed English for and what they expected from the Department and the specific course. However, before making any pedagogic decisions, it was important to investigate the context, which included requirements on both students and the teacher separately, the physical context of the classroom, and resources and facilities. This information would offer me some idea of what resources the students and I could utilize, what institutional requirements I had to take into consideration, as well as what limitations I might encounter. To make proper pedagogic decisions, it was also essential for me to find out the admission and general course requirements for this specific group of students, as well as the institutional requirements in terms of pedagogy. All these factors involved in the pedagogical context could also either support or hinder an empirical study of classroom interaction.

3.2 The Context of the Study

The study was carried out in a class of the evening program of the Department of Foreign Languages and Literature in a university in Taiwan. The evening bachelor program is in name affiliated with the School of Continuing and Extension Education in this university. However, in reality, the program has been run by the Department of Foreign Languages and Literature, and utilized the same resources of teachers and facilities, since its inception in 1968. Although the Department has two divisions of bachelor programs, their goal is the same—“to cultivate integrated talents and skills in foreign languages, primarily English” (Department of Foreign Languages and Literature, 2003).

To be qualified to enter the evening bachelor program, students have to be graduates from secondary school or the equivalent. Applicants can be admitted through two channels: the Entrance Examination or the Transfer Examination. For the first type of examination, applicants have to take tests in four subjects: Chinese, English, Chinese-English Translation and English Composition. Applicants admitted through the transfer examination are evaluated by their performance in two subjects: Literature Reading and English Composition. The Entrance Examination is designed for applicants who have finished high school

education or above, and the Transfer Examination is for applicants who have already started university education (Department of Foreign Languages and Literature, 2003), or who have acquired a 5-year college degree or the equivalent.

In order to focus on these freshman students' communicative competence in English in relation to my personal pedagogical concerns as the teacher, this study was conducted in the course of English Listening and Speaking Training 1, or Language Laboratory Workshop 1, within a required major program. This is a required course in the category of Basic English Proficiency Training (this category accounts for 26 of the 136 credits required for the bachelor program). Students are required to take this course for two consecutive semesters. It is a one-credit course but students meet for 2 hours once each week. In this course, teachers are allowed a great deal of freedom in choosing and using textbooks and assessment methods, and designing the syllabus, tasks and activities for the class. There is a shared requirement that teachers set mid-term and final examinations in each semester, but there is no common format of these examinations. The assessment percentage of each examination is also decided by the teacher. In other words, the Department gives a great amount of freedom for teachers to teach the class based on their personal understanding and preferences in relation to teaching practices, and students' needs and proficiency levels. This flexibility offered me a great potential for developing specific pedagogic elements and at the same time fulfilling my research purposes to explore and extend my understanding of the students.

The course was given in a modern language laboratory, which was equipped with fixed desks equipped with a tape recorder/player and a microphone for intercommunication among students or between students and the teacher. With the modern device, students could record the listening materials and the talk in class if they wanted to. In the front of the class, there was a control panel for monitoring the whole system, including audio and video facilities such as speakers, amplifiers, a projector, DVD, CD and VHS players, and a double-deck tape recorder. In addition, on the desk of the control panel, there was a set of computer devices to control the movable screen, projector and other equipment. The computer also had Internet connections. There was a big whiteboard in the classroom.

It is obvious, then, that the classroom was equipped with facilities which offered both students and teacher multiple methods for teaching or learning practice. The language laboratory offers opportunities for employing modern technology in language learning and teaching, which a traditional lecture classroom cannot provide. However, in most classes, the teacher is the only person who manages and utilizes the equipment. Even among these modern facilities, the most frequently used by most teachers is the tape-recorder for playing tapes; once in a while the DVD and projector may be used for playing movies or situational comedies. This is also a critical point that offered me the idea of optimizing the classroom equipment by having students operate computers and the visual and audio equipment themselves, to give a different impetus for engaging them in taking control of some of the learning directions.

3.3 Participants' Profiles

Information on students' profiles was also crucial for both my pedagogical and research decisions. From my perspective as a teacher-researcher, it was important to situate my study in a deep understanding of who the students were in order to form a rich picture of their identities and motivations. As general information, I was interested in the student numbers, age range, gender distribution and educational background. For English abilities, I utilized a GEPT result as a reference.

3.3.1 General information

The subjects in the evening bachelor program were 32 freshman students, 10 males (31%) and 22 females (69%). Their age span was between 19 and 39. The majority of the age group was aged between 19 and 25, accounting for 24 out of 32 (80%). Table 3-1 shows the age range and gender distribution of the students.

Table 3-1: Students' age and gender distribution

Age groups (Years old)	19-20	21-25	26-30	31-35	36-39	Total
Number of students	12	12	2	3	3	32
Gender distribution	5M/7F	4M/9F	2F	3F	1M/2F	10M/22F

In the present context, educational background refers to students' most recent previous education (see Table 3-2).

Table 3-2: Students' most recent educational backgrounds

I. Senior high school graduates and equivalent	18
A. General high school	14
B. Vocational high school	4
II. 5-year College graduates or equivalent	8
III. Others	6

Most students, 18 out of 32, came from Type I backgrounds, senior high school or equivalent. This can be attributed to the educational system, in which most high school students go to universities after they graduate. The second type (Type II) was a 5-year college or its equivalent, which means a 3-year high school program plus a 2-year college degree. This accounted for 8 students. In the 5-year college degree group, students' majors were various, from International Trade, Accounting, Tourism, Journalism, Applied Linguistics to Banking and Insurance. Type III, signaled as others (6), accounted for students who had backgrounds different from the previous two. These students had, for example, finished at least a one-year course in another university or department, studied in a university in the USA for 1 year, or already finished most of the required courses in this Department. Thus these students had heterogeneous age and educational backgrounds. Some of them had just graduated from high school (the age group 19 to 20) and some had come back to university after an intermission of several years. Moreover, the variety of educational backgrounds meant that they had different experiences in learning English, as different educational institutions set up different requirements for English courses. These varying backgrounds also imply different levels of English abilities.

3.3.2 GEPT results

To obtain an objective measurement of the students' English ability in terms of reading and listening, in the first month of the semester I conducted an intermediate level test based on the GEPT (General English Proficiency Test) format published by the Language Training and Teaching Center (LTTC). According to the LTTC, the test is designed for test-takers whose English ability is "roughly equivalent to that of a high school graduate in Taiwan" (The Language Training & Teaching Center, 2004). The test I gave only covered reading and listening because only those who pass both the listening and reading tests at the same time are qualified to take the speaking and writing tests of the GEPT. The questions for reading and listening are in a multiple-choice mode, which makes the results easy to mark. Table 3-3 shows the components and format of the GEPT at the intermediate level.

Table 3-3: Test formats and structures of the intermediate levels of GEPT*

Stage	Component	Part	Item Type	Time (mins)
First	Listening	1	Picture Description	30 (approximately)
		2	Question or Statement Response	
		3	Short Conversation	
	Reading	1	Vocabulary and Structure	45
		2	Cloze	
		3	Reading Comprehension	
Second	Writing	1	Translation	40
		2	Guided Writing	
	Speaking	1	Reading Aloud	15 (approximately)
		2	Answering Questions	
		3	Picture Description	

*Source: http://www.lttc.ntu.edu.tw/E_LTTC/gept-eng_.i.htm

According to the GEPT criteria, a "pass" requires that the examinee should obtain a score higher than 80 out of 120 points. Thirty students took both the reading and the listening tests. The test results (see Table 3.4) show that 16 (53%) students passed the reading test, and 13 (43%) passed the listening test. Eight of them (27%) passed both reading and listening tests, and therefore were eligible to take the speaking and writing tests. As speaking and writing are generally considered more difficult than reading and listening, this result implies that the general

English proficiency of the majority of participants' general English proficiency did not reach the identified descriptor level of "senior high school graduates in Taiwan".

Table 3-4: Students' performance in the reading and listening sections of an intermediate level of the General English Proficiency Test (GEPT)

Points scale/ Number of students	110- 120	100- 109	90- 99	80- 89	70- 79	60- 69	Lower than 60	Score range
Reading	1	5	7	3	8	6	0	63~117
Listening	1	3	4	5	4	3	10	32~115

Additionally, the results in Table 3-4 show that overall the students did better in reading than in listening. On average, for reading they gained 85 out of 120 points, and for listening, 74 out of 120 points. The highest score for reading was 117, and the lowest was 63 (difference 54). For listening, the highest was 115 and the lowest 32 (difference 83). The difference for listening was much wider than for reading. However, the highest scorers in both listening and reading had a score approaching the full 120.

Table 3-5 shows the reading and listening scores for the eight students who passed both sections. In terms of gender, there was 1 male and 7 females. Based on educational background, 1 came from Type I educational background (high school and equivalents), 5 from Type II (5-year college and equivalents), and 2 from Type III background—one had finished her first year in another university and the other was a double-major student.

Table 3-5: Comparison of listening and speaking scores of the 8 students who passed both tests

Student number	S30	S02	S05	S03	S15	S31	S08	S22
Reading score	117	105	102	102	99	93	90	87
Listening score	104	88	115	85	107	93	88	85
Educational background	II	II	II	III	II	III	I	II
Gender	M	F	F	F	F	F	F	F

These results also show that the majority of these students did better in reading than listening. Furthermore, in terms of educational background, Type I students accounted for the smallest portion of those eligible for taking the further tests. Seventeen out of the 30 test-takers were from Type I background, but only one of them passed. Type III did better: five test-takers were from this background and two of them passed. The Type II group did best. They accounted for eight out of the 30 test takers, and 5 of them passed both the listening and reading tests. Of the 16 students who passed the reading test, 7 (44%) were from Type I, another 7 (44%) from Type II, and the remaining 2 (12%) from Type III. For listening, among the 13 who passed, 3 (23%) were from Type I, 6 (46%) from Type II, and 4 (30%) from Type III educational backgrounds. These statistics indicate that Type I students did better in reading than listening, Type II students performed similarly in both listening and reading, and Type III students did better in listening.

These results permit some generalizations about this group of students. First of all, female students did better in both listening and reading than male students. Secondly, the majority of the students were not eligible to be qualified as “high school graduates” in terms of their English abilities. Thirdly, most students were better in reading than listening skills. Fourthly, these students’ English abilities, especially in listening and reading, varied significantly. However, as this class was mostly composed of students with Type I backgrounds (18 out of 32), this may also mean that Taiwanese high school students’ listening skills are generally lower than reading skills. Another important implication is that this group of students was composed of various English abilities in terms of reading and listening skills. Furthermore, to most of them, listening and speaking abilities might be a particular challenge. The information presented concerning the participants, including educational background and English abilities, was vital for the development of both my teaching and research agendas.

3.4 Pedagogic Decisions and Research Concerns

In this section, I present additional factors that helped me make my pedagogical decisions and formulate my research plan. The pedagogical decisions related to

my project were developed on the basis of my particular interest in the teaching context, the students and the nature of the course.

First of all, in terms of the teaching context, there was no clearly-stated course requirement strictly imposed on me as the teacher of the course English Listening and Speaking 1. The educational goal set by the Department is too broad to be applied in a single specific course. The only written version I could find was an outline stating the goals of this course dating from 2003. It includes correcting improper pronunciation habits, enhancing the coordination of ears (listening) and tongue (speaking), and improving speaking abilities (Department of Foreign Languages and Literature, 2003). This outline has been employed since 2003 for both the regular and evening bachelor programs. However, there have been no common requirements for textbooks, tests and assessment criteria. These general guidelines allowed me great flexibility in choosing the textbook, working on the syllabus, setting assignments, selecting test methods, grading assessments, and so on.

In terms of physical setting, the modern facilities of the laboratory offered wonderful learning as well as teaching tools. It was clear to me from the beginning that the modern and cutting-edge facilities should be optimized; it would be a waste if they were merely utilized for narrow teaching purposes and limited to playing audiotapes, videotapes and DVDs. My view was that the Internet connections, the computer devices and the others should not be restricted only to teachers; they should also be open for students to use for communication and learning purposes. The flexibility of the course requirements and the modern laboratory facilities ignited my desire to maximize the potential for classroom activities.

Secondly, information on the students' profiles and my understanding as an experienced teacher of Taiwanese students gave me a rich knowledge of these students. In my first encounter with them in mid-September of 2003, following the convention of welcoming new students, I started with a brief introduction of myself in English, and then I asked them to give a short introduction of themselves in English as well. When they listened to me, their attentive eyes

shone with an admiring look. After my announcement, some started to talk with their neighbor to check if they had understood me correctly. Some began jotting down notes. In their own brief English talks, some of them demonstrated and expressed the excitement and nervousness of giving their first ever talk in English about themselves. Although the scene was not completely new to me as it was my third year of teaching the same course, the eager expectation shown by their talk explicitly showed me that they wanted to improve their English and become fluent English speakers with good listening and speaking abilities. Although these students were mostly from traditional English learning backgrounds, they were an atypical group of learners in terms of age, life and working experience. Their seeking membership as English-major students suggested that they had specific and explicit needs of English. Their GEPT results supported my personal knowledge of such students as having weaker performance in listening, not to mention speaking. Yet this was not reflected in their motivation to learn.

Furthermore, these students were adult learners. They deserved to be given the opportunity to take the role of agent in their own learning (Shoemaker & Shoemaker, 1991), which they might not have been familiar with or aware of in their previous English learning classrooms. I began to see that, to make this possible, my dominant role as the empowered agent had to be modified or lessened, which would leave them more space to take control. However, this kind of empowerment could not be achieved without a change from the typical teacher-fronted classroom practices. Nor would it be easily achieved in the teacher-dominated interactions or drill-oriented teaching that are the most common activities in Language Laboratory Workshop classrooms in Taiwan.

The final factor for me to consider in relation to developing pedagogy was the nature of the course. In terms of the name, although the official name in English was Language Laboratory Workshop, the Chinese title of “英語聽講教學”, which literally means Teaching of English Listening and Speaking, might give a more exact understanding. The Chinese title, in which the two elements of speaking and listening are covered, shows the content of the course, while the English translation title given by the Department emphasizes that the physical environment is in a language laboratory. Furthermore, from my understanding, a

large number of Language Laboratory Workshop classrooms do focus on listening drills rather than on speaking. Very frequently, students sit in the booth and listen to different tapes, and then practice the exercise that is given in the textbook or designed by the teachers. Speaking still plays a very minor part in such classroom practices, which in principle were not compatible with the purpose of the course I was to teach.

As a teacher whose goals were to offer students substantial opportunities for developing speaking and listening abilities, I was impelled by these factors to consider non-traditional classroom practices and at the same time maximize opportunities for them to use English for communication. Moreover, as a researcher, I wanted to try to understand how EFL learners in Taiwan interact with each other in English in terms of power negotiation in the local context, and what impact this would have on their English language performance, despite their limited linguistic competence. To address these concerns, I decided to incorporate two types of activities into the curriculum, oral presentations and small group discussions. Through these, students could take more control and initiative in the communication than teacher-student interaction would supply. Furthermore, I was conscious that these two activities were particularly appropriate for the students in this study in terms of their age, world knowledge and life experience.

Group work has for some time been valued in terms of meeting specific pedagogic goals. First of all, it enriches classroom activities (Wells, 1993); it offers different types of activities for students to participate in. Secondly, from the perspective of peer talk, it allows more time for each to contribute, which is what a whole-class discussion or teacher-fronted activity cannot offer (McDonough, 2004). In regard to oral presentations, they may in a way be considered as large group work. They share common traits with small group discussion in terms of offering students more talking time and different forms of talk. Moreover, speaker-students are allowed to take the role of expert to inform or even teach something to their peers. Although they can be a challenge to many EFL learners, they can give students the positive opportunity to experience different types of communication events. Both small group discussions and presentations serve the function of information and opinion exchange, and life and

experience sharing, or what have been argued to be the major purposes of language: social interaction, social value and information exchange (Emmit, Pollock, & Komesaroff, 2003).

In terms of social interaction, small group activities without teachers' involvement are assumed to be able to release students from the interaction grounded in a teacher-fronted structure (Tsui, 1995). They break the stereotyped teacher-student interaction, in which students are relatively obstructed from getting into power negotiations because of their inferior status in the asymmetrical structure, as well as their linguistic abilities and knowledge (Lian, 2000). In addition, small group discussions provide the potential for engaging passive participants as long as they assume obligatory speaking responsibilities and are prepared to realize their speaking rights instead of just listening. Moreover, these activities also enhance the possibilities of creating space for personal orientations and empowering students as legitimate speakers. In an Initiation-Response-Feedback (IRF) (Mehan, 1979) interaction, students may be restricted to taking a peripheral role in speaking as their roles are minimized to respondents rather than initiators. Thus, in a significant manner, peer talk cracks the traditional power structure in teacher-student discourse, which involves a higher power distance (Scollon & Scollon, 1995) than student-student interaction encompasses. In student-student interaction, there is no clear-cut or fixed expertise mode as explicitly observed in the former type of interaction (Tan, 2003, p. 55.) Research has found that the presence and absence of an authority figure clearly affects the verbal exchange patterns (Basturkmen, 2003).

All these considerations ignited my research interest to consider what would really happen when I lessened my control and reduced my interference in students' interaction. McDermott (1993, p. 283) asserts that "interactional circumstances that position people in the world" are crucial in learning. Consequently, in order to give students more control in their linguistic and communicative orientations, and at the same time foster the flow of the talk to move on as naturally as possible, one crucial principle for me to abide by was to minimize my domination or interference. If EFL learners were situated and positioned as autonomous and independent English users without a teacher's

supervision or domination, what would they say and how would they participate, once they had the opportunity to take more control in expressing their opinions or even their emotions? Would they optimize these opportunities to participate in order to claim their rights and control in English, or would they revert to ignoring or sabotaging the task because of the absence of teacher surveillance? Furthermore, could they engage confidently and actively in these activities and even display the dialogic power that can not be found in teacher-student interaction? Would there be any patterns in terms of levels of participation? These questions are what this study was rooted in, in terms of both pedagogic and research purposes. A more refined set of guiding questions is presented in Chapter 5, following the presentation of the theoretical framework in Chapter 4.

4 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

4.0 Introduction

In the previous chapters, I have foregrounded the macro context and the pedagogical context in which this study was embedded. In terms of the macro context, it is a country where the majority of people are obsessed with, and suffer from, English fever. The most obvious symptom that experts and educationists in English emphatically target for treatment is how to cure inefficient teaching and learning practices resulting in a lack of communicative competence. They have appealed to what is commonly regarded as an antidote in communicative language teaching (CLT). In English language classrooms, from primary to tertiary level, teachers have been urged to adopt a communicative language teaching approach; however, certain doubts about CLT have been expressed, and modifications have been suggested in order to fit into the Taiwanese learning context by preserving valued practices which are specific to learners' learning styles or strategies. As upgrading English proficiency has become a national goal stated in the National Development Plan, or Challenge of 2008, the importance of English has been enhanced. To some learners, one possible solution to achieving improved English proficiency is by joining an advanced English learning community such as the Department in the present study. This makes an empirical study particularly valuable and informative for examining the language learning in this particular Department. The findings may shed light on the potential and constraints that classroom learning may offer and encounter, but also on how these students develop their oral skills in Taiwan, an EFL context. The pedagogical context that I have described allowed me to implement this research in my own classroom and make the pedagogical decisions related to my research interests.

The purpose of this chapter is to establish the theoretical framework on which I based my study of how tertiary EFL learners participate in student-directed peer interaction. As my interest was in examining how the subject students manipulated dialogic dynamics in peer interaction, I establish my theoretical framework on insights from both language use and language learning. Through

exploration of language use, I establish the theoretical framework of local power relations in discourse, and through theory on language learning, particularly from second language acquisition (SLA), I develop a framework to investigate whether/how a foreign language classroom can serve as a “community of practice” (Wenger, 1998; Wenger et al., 2002) for learners to manipulate the local power relations for participation but also for upgrading membership in it.

Thus, I divide this chapter into four parts. In the beginning, I introduce the first theoretical assumption that discourse is social practice and then relate this to “talk-in-interaction” (Schegloff, 1987) in which interlocutors engage in the negotiation of local power and situational roles in the moment-by-moment verbal exchange. In the second part, I discuss the critical notion of participation, the core concept of situated learning theory, to build up the concept of English language learning in the framework of a community of social practice. Then, I lay out my interest in studying student-student interaction in terms of power dynamics. In doing this, I discuss my assumption that the foreign language classroom may work as a locus in which linguistic practices and social practices converge for learners to negotiate their interaction in terms of local power and situational roles. Finally, I present grounds to justify the research by locating a gap in recent studies investigating student-student interaction in an EFL context in relation to the concept of community of practice.

4.1 Discourse as Social Practice

My primary assumption underpinning the whole study and the learning and teaching that inform it is that discourse itself both expresses and determines social practices. Among discourse analysts there has been no completely agreed definition of what discourse means. Johnstone (2002, p. 2) argues that most discourse analysts see it as a mass noun, but Foucauldian scholars regard it as a count noun. Taylor (2001, p. 8) attributes the difficulty of reaching an agreed definition to its wide range and “slipperiness”. Fairclough (1992, p. 3) suggests that the main difficulty of getting a consensual definition on discourse is a result of “so many conflicting and overlapping definitions formulated from various theoretical and disciplinary standpoints”. Realizing the impracticality of taking

any “discourse” as fixed or identical, Jaworski and Coupland (1999b) exemplify the inconceivability of taking Fairclough’s “discourse” to investigate other conceptualizations of discourse. Refraining from falling into this pitfall, they suggest that “as in most approaches to discourse, we do need to engage in empirical linguistic study of some sort, and to establish principles according to which empirical investigation may proceed” (Jaworski & Coupland, 1999b, pp. 135-136).

Despite this complexity, it is noted that most definitions of discourse converge in the use of language or language in use. It has been defined as briefly as “language use in context” by van Lier (1996). However, it has also been divided into categories as Gee (1999, p. 7) proposes: “Big D” and “little d”. “Big D”, or *Discourse*, covers “non-language stuff”, and “little d”, or *discourse*, includes “language-in-use or stretches of language”, such as conversation or stories. The main distinction of “Big D” and “little d” discourses, as he points out, is that “language is used ‘on site’ to enact activities and identities...*But* activities and identities are rarely enacted through language alone” (Gee, 1999, pp. 6-7). “Big D” discourse includes these extra-linguistic elements including “ways of acting, interacting, feeling, believing, valuing, together with other people and with various sorts or characteristic objects, symbols, tools and technologies” (Gee, 1999, p. 7). In a word, they are “ways of being in the world” (p. 7). It is observed that Gee’s distinction is an echo of Fairclough’s idea of discourse as “social practice”, or discourse as socially determined and socially determining. This concept encouraged me to investigate discourse beyond words to include the social meaning and social contexts in which the discourse is embedded.

Fairclough (1989, pp. 20-22) does not accept Saussure’s distinction between *langue* and *parole*, on account that this distinction completely separates language from its use. In addition, he argues that this distinction puts too much focus on the concept of individual choice of language use. Thus, Fairclough (1989, p. 22) has advocated taking discourse as a form of social practice in relation to the following assumptions:

[f]irstly, that language is a part of society, not somehow external to it. Secondly, that language is a social process. And thirdly, that language is a socially conditioned process, conditioned that is by other (non-linguistic) parts of society.

This proposition implies that: firstly, discourse is not only “a mode of action” but also “a mode of representation”; secondly, discourse and social structure have a “dialectical relationship” (Fairclough, 1992, pp. 64-66), and thirdly the dialectical link gives a balance of both “the social determination of discourse” and “the construction of the social in discourse”. In brief, discourse is on the one hand constructed and constrained by social structure, and on the other hand, “socially constitutive”. Given that language use or discourse is under the constraints of the context it occurs in, either micro or macro, it is not appropriate to focus only on the text itself, or the process of its production. Instead, it is essential for discourse analysts to investigate “the relationship between texts, processes, and their social conditions, both the immediate conditions of the situational context and the more remote conditions of institutional and social structures” (Fairclough, 1989, p. 26). In discourse the language used on the site is accompanied by non-linguistic elements.

From a constructivist perspective, discourse has fulfilled three primary functions—“identity”, “relational”, and “ideational”. The identity and relational functions, according to Fairclough (1992, p. 63), have been combined into one category as “interpersonal” by Halliday (1985, p. 16), who has examined language in terms of function and taken function as “a fundamental principle of language”. In this respect, Fairclough admits that he has followed Halliday’s multifunctional views of language in texts at ideational, interpersonal and textual levels on the assumption that texts, written or spoken, “are social spaces in which two fundamental social processes simultaneously occur: cognition and representation of the world, and social interaction” (Fairclough, 1995a, p. 6).

Thus, the mono-instrumentality view of language, or taking language solely as a tool for communication, is problematic. Bourdieu (1999), for example, with an emphasis on the social function of language, believes there is no possibility that language merely works as a communication instrument, or exchange of information. Gee (1999, p. 1) has argued that the two interrelated functions of language are “to scaffold the performance of social activities (whether play or

work or both) and also to scaffold human affiliation within cultures and social groups and institutions.” In other words, according to these perspectives, language functions as “a powerful social instrument” (Hasan, 1996, p. 414), or as a form of “social practice”, or “a way of doing things” (Taylor, 2001).

Taking discourse as social practice encourages researchers to explore its interactional features (Gumperz & Cook-Gumperz, 1982; Tannen, 1985; Taylor, 2001; van Lier, 1996; Voloshinov, 1995). The common ground embedded in the social dimensions of language is that, whether in spoken or written form, it is “dialogic” or interactional (Gumperz & Cook-Gumperz, 1982). Voloshinov (1995, p.139), depicts the dialogic or interactional features of discourse when he argues that:

[t]he actual reality of language-speech is not the abstract system of linguistic forms, not the isolated monologic utterance, and not the psychological act of its implementation, but the social event of verbal interaction implemented in an utterance or utterances.

Verbal interaction, or talk, is described as “one of the most pervasive social activities that human beings engage in” (Duranti & Goodwin, 1992), or “the primordial locus for sociality” (Schegloff, 1987). The interaction feature of discourse or talk was explicitly singled out when Schegloff (1987) coined the term “talk-in-interaction”, rather than just referring to talk. This term suggests that talk entails more than the language system in use. Instead, it emphasizes the importance of interaction and conveys that the talk itself is not a static or an individual language behavior. Instead, talk-in-interaction involves interactants or co-participants, the artifacts, the activity, and the context. Furthermore, in talk-in-interaction, interactants do not work merely as encoders and decoders (Wertsch, 1991). It is then argued that talk-in-interaction is a combination of simplicity and complexity because it usually involves interrupting, overlapping, repairing, topic shifting and other strategies (Antaki & Widdicombe, 1998). In other words, talk-in-interaction is not an “epiphenomenon” outside of human behaviors, but “provides the fundamental framework of social interaction and social institution” (Zimmerman & Boden, 1991, p.3). In addition, Moerman (1988, p. 2) has argued that:

[i]t is in interaction that people encounter, experience and learn the principles, institutions, and ideals that characterize their society and culture. It is only in interaction that things social are manipulated. It is on occasions of interaction that they, and language, and persons live.

Social interaction, thus, not only provides the energy and locus for language use but also for learning. Van Lier (1996) has put a premium on social interaction in the learning process. He argues that, in a broad sense, social interaction denotes “being ‘busy with’ the language in one’s dealings with the world, with other people and human artefacts, and with everything, real or imagined, that links self and world” (van Lier, 1996, p. 147). Language is the primary “mediational means available to individuals engaged in social interaction, and human learning and development are inherently embedded in social relations” (Sanford, 1996 unpublished cited in Donato, 2000, p. 27). This concept has its origin in Vygotsky’s concept of the mediational function of the human mind in manipulating physical and symbolic tools, of which language is the primary among the symbolic group which fosters socialization (Lantolf, 2000; Thorne, 2000).

These arguments highlight the importance of these social or interpersonal dimensions and the negotiability of meaning in the process of communication, an aspect that has not received sufficient attention in language teaching (McCarthy & Carter, 1994). To gain an authentic picture of foreign language learning, it is essential to look at the influence of social theory on learning, and consider how it can be applied to second language acquisition in classrooms in terms of the two critical aspects of constitutiveness and situatedness. As my own interest was in understanding how English learners in Taiwan exercised or manipulated power dynamics in peer talk, it was necessary to foreground the concepts that allow me to examine how moments of power realization as well as identity expression are embodied or presented in talk-in-interaction.

4.2 Power and Identity Realizations in Talk-in-interaction

I now move to two important and interrelated aspects of social practice, power and identity in talk-in-interaction. In doing so, I am resting on the assumption that power and identity are two sides of a coin. To understand how an individual

manipulates language to enact dialogic power, it is essential to look at how they position themselves and the interlocutor in the situational context, and vice versa. Conversely, the way an individual claims identity can be explored from their utterances as they exercise interactional power, which in turn influence their role or roles in the immediate context.

4.2.1 Power in talk-in-interaction

The role of power manipulation in discourse has been an interest of researchers in critical applied linguistics such as Fairclough (1989; 1992; 1995a), Pennycook (1994; 2001) Luke (1996), and others. To Luke (1996), the concept of power has been used too broadly to have any precise meaning, and it has become a cliché. Clearly, what “power” really refers to is not identical or even similar from different viewpoints. Pennycook (2001, p. 27) has suggested that a basic premise for salvaging a term like power, is critically to make sure first what “version of power” is being targeted. Following his advice, I need first to note that the version of power investigated in this study was neither political power nor asymmetrical power relations in institutional or social constructions, but its socio-linguistic realization in the classroom interaction between peers. To explore how EFL learners exercise local power in talk-in-interaction, or ‘power-in-interaction’, I started with the relationship between power and language use to establish the theoretical background position, and the basic assumption that I followed was that language is more than a tool for communication but also a means “for consolidating and manipulating concepts and relationships in the areas of power and control” (Fowler, 1985, p. 61).

Although my specific interest was in local interactional power, what macro power means in different areas can reflect the crucial roles of power in discourse and how power resides in discourse. Pennycook (2001, p. 27) has argued that “power is at the heart of questions of discourse, disparity and difference”. He also argues that the purpose of critical applied linguistics is to understand “how power operates on and through people in the ongoing tasks of teaching, learning languages, translating, talking to clients” (p. 28). Thus, with the recognition of the important role of language in “the construction or maintenance of power relations”, what needs to be pursued is not only “how power operates in and

through language”, but also “what different versions of change...to advocate” (p.28). This was my own goal for better research and teaching.

Expanding language function from mere “giving and getting information” to our social action, Gee (1999) has located relationships between power and language as inevitably involving the angle of politics. To Gee (1999, p. 2), all discourse is “political”. He argues that when we talk, we are taking a certain stance on what the world or reality should be like or not, and the perspective is significantly built on personal beliefs, wishes and acts for the purpose of securing “social goods”. He (Gee, 2005, p. 2) points out that:

[p]olitics is part and parcel of using language. But this does not mean that analysing is just an invitation to pontificate about our political views. Far from exonerating us from looking at the empirical details of language and social action, an interest in politics demands that we engage with such details. Politics, in terms of social relations where social goods are at stake, has its lifeblood in such details. It is there that “social goods” are created, sustained, distributed and redistributed. It is there that people are harmed and helped.

Differently, Bourdieu uses economic rather than social metaphors to interpret the relationship between language and power. In his view, linguistic exchange not only gives a communicative link between the speakers, it also offers “a symbolic relation of power between a producer, endowed with a certain linguistic capital, and a consumer (or the market), which is capable of procuring a certain material or symbolic profit” (Bourdieu, 1999, p. 502). With a specific view of the value of utterance and power, Bourdieu (1999, p. 503) has indicated that interaction depends on “the relation of power that is concretely established between the speakers’ linguistic competences, understood both as their capacity for production and as their capacity for appropriation and appreciation”. This highlights that the speaker’s linguistic competence is central to their performance of power in the verbal exchange.

Avoiding taking linguistic competence as the sole indicator of power or being in favour of any particular language in terms of power, Bourdieu further argues that:

...the linguistic relation of power is not completely determined by the prevailing linguistic forces alone: by virtue of the languages spoken, the speakers who use them and the groups defined by possession of the corresponding competence, the whole social structure is present in each interaction (and thereby in the discourse uttered). (Bourdieu, 1999, p. 503)

In other words, the relationship between the speakers, the social situation, the topic, and time and location where the talk happens all play roles, to different degrees, in the interaction. All these factors affect the form and the degree of participation of the interlocutors.

I found Fairclough's concepts in relation to power and language to be useful in structuring my expectations of the relationship between power and discourse in the social interaction of my classroom, and constructing the concept of 'power-in-interaction. To foreground the social function of discourse, Fairclough (1989, p. 17) explicitly points out the vital role of language in power relations by stating that "[l]anguage is centrally involved in power, and struggles for power". Consequently, power exists in and behind discourse, and in the language structures employed in exchanges (Fairclough, 1989; Philips, 2000). Fairclough (1989, p. 44) stresses the indivisible nature of the relationship between power and discourse, as he regards discourse "as a place where relations of power are actually exercised and enacted." Therefore, discourse elucidates how individuals exercise the power that is socially performed by them, or how those people who are under certain restrictions of power strive for greater access by empowering themselves in their interactions with others. In particular, Fairclough (1995a, pp. 46-48) argues that descriptive research approaches such as pragmatics and ethnomethodology have given little attention to the performance of power in language use; instead, their analysis of discourse deals limitedly with background knowledge and pragmatic interaction goals. In terms of the narrowness of interpersonal meaning in pragmatics and ethnomethodology approaches, Fairclough (1995a, pp. 46-47) has claimed that:

[t]he descriptive approach has virtually elevated cooperative conversation between equals into an archetype of verbal interaction in general. As a result, even when attention has been given to 'unequal encounters', the asymmetrical distribution of discorsal and pragmatic rights and obligations according to status has not been the focal concern.

With this argument, Fairclough foregrounds that asymmetry in "unequal encounters" is the locus for investigating power operations in discourse. To him, the way a person talks or replies is affected or regulated by a network of visible or invisible social controls, which is more than the "cooperative principle" can reveal.

For Fairclough, Grice's "cooperative principle" of conversation is therefore too narrow and limited, as even Grice (1999, p. 79) himself later recognized:

[t]he conversational maxims, however, and the conversational implicatures connected with them, are specially connected (I hope) with the particular purpose that talk (and so, talk exchange) is adapted to serve and is primarily employed to serve. I have stated my maxims as if this purpose were maximally effective exchange of information; this specification is, of course, too narrow, and the scheme needs to be generalized to allow for such general purposes as influencing or directing of actions of others.

To move his argument further to emphasize how critically power influences interlocutors in discourse events, Fairclough also used economic concepts to explain how power is formulated in social interaction:

Power is conceptualised both in terms of asymmetries between participants in discourse events, and in terms of unequal capacity to control how texts are produced, distributed and consumed in particular sociocultural contexts (Fairclough, 1995a, pp. 1-2).

In other words, to Fairclough, power is concerned with how "powerful participants" control and constrain less powerful or non-powerful ones from contributing in the process of the on-going talk, and this is especially true in terms of topic control. He maintains that "topics are introduced and changed only by the dominant participants" in any discursive events (Fairclough, 1992, p. 155). This is how the unequal power relationships are produced or reproduced in discursive interactions.

This argument may, however, be problematic when it is applied to investigate turn-after-turn exchanges in which a less dominant or less powerful participant might be interpreted as contributing to topic change or development. Moreover, as most of Fairclough's power concept deals with "unequal encounters", this may suggest that in order to apply these power and language concepts to examine relatively equal encounters as in peer interaction, certain modifications may be necessary. Consequently, for my own context in foreign language learning, I narrowed Fairclough's concept to focus on specific instances of student performance in discursive events. For this purpose, I developed the concept of 'power-in-interaction', which I conceptualize to be appropriate for exploring various equal and unequal encounters that I focused on in classroom peers' talk-in-interaction. Moreover, power is assumed to arise from interaction, as it "is rarely if ever simply given or unproblematically present in any individual

actor”(Leezenberg, 2002, p. 906). This notion strengthened my need to modify Fairclough’s power concept to be applicable for talk between peers, which could in some respects be taken as equal and symmetrical. Concurrently, I also hoped to extend the ‘power-in-interaction’ concept into conversational talk. Thus, I also took note of some conversation analysts’ insights into the nature of conversation. Conversation analysts have established a solid grounding for this aspect, exploring how power-in-interaction is manipulated and demonstrated in spoken discourse.

Conversation analysts’ insights are valuable in examining the discursive practices at the center of my study. Talk-in-interaction, according to ten Have (2000), combines sociability and interaction. The focus of conversation analysis is to study the “orders of talk-in-interaction, whatever its character or setting” (ten Have, 2000, pp. 3-4). On account of its mundane function as ‘sociability’, conversation has been even taken as the textual genre that has “least or no power difference” (Kress, 1985, p. 25). However, I took the oppositional view that other conversation analysts have held. Linell and Luckmann (1991, p. 8) have argued that “even relatively ‘symmetrical’ conversation involves asymmetries of various sorts”. Furthermore, they are cautious of the absolute view that asymmetrical interaction only exists in institutional settings. Asymmetry is embedded in either institutional or non-institutional talk. They argue that, “if there were no asymmetries at all between people, i.e. if communicatively relevant inequalities of knowledge were non-existing, there would be little or no need for most kinds of communication!” (Linell & Luckmann, 1991, p. 4).

Other researchers have come up with similar views of the indispensable role of power movements in symmetrical encounters. Drew and Heritage (1992, p. 48) observe that “all social interaction must inevitably be asymmetric on a moment-by-moment basis and many interactions are likely to embody substantial asymmetry when moment-by-moment participation is aggregated over the course of an encounter or, indeed, many encounters”. Eggins and Slade (1997, p. 65) argue that power distribution even in conversational interaction is not in an equal form, and they further claim that “conversation is *always* a struggle over power—but that the struggle goes ‘underground’, being disguised by the *apparent* equality

of the casual context". Johnstone (2002, p. 113) has used the metaphor of an electric current to highlight the importance of this operation of 'power-in-interaction'.

If there were no power, there would be no interaction, just as the lights would go out if the electric currents were cut. In this sense, power is not necessarily dominance, but rather more like agency: a person's ebbing and flowing contribution to shaping the activity at hand.

This describes the interplay of power and interaction and provides me with a fundamental concept for exploring power-in-interaction among peers.

One further concept in talk-in-interaction, which is usually juxtaposed with power, is solidarity. While power is often assumed to operate in asymmetrical relationships, solidarity is symmetrical (Tannen, 1993c). It appears that the two concepts are often taken as opposite and exclusive of each other. However, according to Tannen (1993a, p. 167), power and solidarity have "paradoxically" interrelated relations because they are entailed with each other. This leads to the creation of a paradoxical existence of closeness and distance at the same time.

The concept of closeness and distance dates back to Brown and Levinson's (1987, p. 74) face threatening acts (FTAs). Based on this concept of FTAs, Scollon and Scollon (1995) have developed a system with three types of face relationship, solidarity, deference and hierarchical, developed on the basis of two indicators of power and distance. Solidarity is built on equal status and close relationship (-power and -distance), and deference, on equal status along with distant relationship (-power and +distance). In other words, solidarity and deference are embedded in symmetrical relationships, where power is not involved or simply plays an insignificant role. As for the third system, hierarchical, it is asymmetrical, where interlocutors have higher and lower relations; that is, super-ordinate versus subordinate. These three types of face relationships may provide a comprehensive insight into social interaction. However, interlocutors' strategies in manipulating or responding to the manoeuvre of power and distance in a local interaction can complicate the power-in-interaction, in ways which the three types of face relationships may not comprehensively cover.

The above discussions suggest that a discursive event can be a potential arena for the demonstration and negotiation of power-in-interaction. Moreover, it is also a locus to examine how an individual manipulates different strategies to display his/her orientation of solidarity or distance. In addition, the manner or the extent of participation or involvement also affects the power relationships between and among interlocutors. Interpersonal involvement in interaction has been described as two porcupines seeking for warmth in the winter by huddling together (Tannen, 1985). Distance is always evident in this warmth-seeking process. This “double bind” has made talk-in-interaction, or interaction-in-talk, complicated, and to examine the complexity, one useful parameter is to examine how interactants position themselves or are positioned in the conversational talk. For EFL learners, this maneuver of power-in-interaction in peer-peer interaction can also be challenging on account of their linguistic limitation and their symmetrical status as classmates. These two factors may influence their display of power-in-interaction. However, how they position themselves can also be crucial for understanding how they manipulate power-in-interaction in their favor.

4.2.2 Identity in talk-in-interaction

As previously mentioned, identity is one of the three functions in discourse that Fairclough (1992, p. 63) has argued for. The relationship between power and identity in discursive performance is complementary, as identity is taken not only as “a locus of social selfhood” but also as “a locus of social power” (Wenger, 1998, p. 207). The discursive performance can display the way in which particular individuals want to position themselves or be positioned in the interaction. Sociolinguists such as Goffman (1981) and Tannen (1993b) have argued that through language use, interactants construct their “footing” (Goffman, 1981), or their roles and responsibilities that they are commonly expected to take up within the frame that the discursive practice entails (Goffman, 1981; Tannen, 1993b). This notion foregrounds the importance of positioning for investigating power-in-interaction and the situational role that a particular interlocutor attempts to obtain or maintain. In other words, in a particular discursive event, interlocutors position themselves in accordance with their social needs, expectations, and sociocultural histories, in the discursive events that they engage in (Goffman, 1981) (Hall,

1995a; Roebuck, 2000; Tannen, 1993b). Positioning also may determine their tactics in manipulating power-in-interaction. The action of role claiming is an action of power claiming too. In and through discourse, identity is claimed and power is exercised and enacted. Also, in and through discourse, the exercise of power-in-interaction helps to display or even consolidate the identity that is desired in the exchange. Thus, following or from the discussion of power in talk-in-interaction, or power-in-interaction, I go on to discuss identity in talk-in-interaction, or 'identity-in-interaction'.

Perceptions of identities from different perspectives show complexities of interpretation. However it is evident that identities are characterized as something abstract or "in the air" (Antaki & Widdicombe, 1998, p. 3). One major argument is whether identity is "an inherent property that is always already present" or "a social construction and achievement realized" (Schatzki, 1996, p.7). In this study, I employ the latter position, seeing that identity "consists in the particular positions" that people assume "in participating in various social arenas" (p. 8). Sociocultural linguists such as Norton (2000, p. 5) have elaborated the shifting and socially developing notion of identity in suggesting that identities are to be regarded as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future". The culture theorist Hall also views identity as neither "a fixed essence" (Hall, 1990, p. 226), nor "lying unchanged outside of history and culture"; to be specific, it is "a positioning". The conception of the involvement of different times and spaces, history and culture, has made identities "changing, fluid and multiple" (Gee, 2001; Hawkins, 2004). In a word, identity is "unstable" and "constructed in particular local interactions and entails relationships of power" (Toohey, 2000, p. 8). These arguments and interpretations reveal that identities can be negotiable and flexible and that they can be developed through participating in discursive practices.

From an ethnomethodological perspective, the identity of a person is a "display of, or ascription to, membership" (Antaki & Widdicombe, 1998, p. 2). Although gender, ethnicity and class are customarily taken as parameters in terms of identity (Gumperz & Cook-Gumperz, 1982; Johnstone, 2002), they should not be

taken for granted; instead, they may be seen as products rather than producers of talk-in-interaction. Researchers on identity theory Davies and Harre (1990) argue that identity is “an ever-developing repertoire of available characteristics, viewpoints, and ways of being that are both learned from and recruited through participation in discourses” (p.61).

The relationship between discourse and identity is well described by Burkitt (1991), when he states that identities are created and produced through discourse, and they are also the prevailing element of discourse. This again indicates that discourse and identity are interwoven facets of talk-in-interaction. On the one hand, any discourse is constructed by and composed of the contribution of identities, and on the other hand, individuals’ identities are represented or created by the discourses which they are engaged in. Fairclough (2000) maintains that, there is no social practice which does not engage the construction of identity. In addition, he has suggested questions to be asked for studying identities, such as, “What kind of voices do the participants hold or present in the text? And how are the voices constructed? What kinds of relationships are established between or among the participants?” (Fairclough, 1995b, p. 203). These become key questions for an investigation of students’ identity representation in a foreign language.

For investigating EFL learners’ classroom interaction, I also found Zimmerman’s identity categories useful. Zimmerman (1998, p. 87) proposes that identity be treated “as an element for talk-in-interaction”, and that there are three distinguishable modes of identity rooted in individual’s speech: “discourse”, “situational” and “transportable” identities (Zimmerman, 1998, p. 90). One fundamental aspect in discourse identities is no matter what role a person takes, this will put their interactant(s) into an opposite role(s). When one participant acts as a current speaker, they naturally put other participants as listeners. This also suggests that any participant experiences the process of “assuming and leaving discourse identities” as a fluid procedure (Zimmerman, 1998, p. 92). The emergence of situational identities relies on the specific features of situations, and they may change on the basis of different contexts (Van De Mieroop, 2005). These contexts are always socially situated and are never without institutional

constraints. However, in Zimmerman's (1998, p. 90) words, they "are effectively brought into being and sustained by participants engaging in activities and respecting agendas that display an orientation to, and an alignment of, particular identity sets." For example, in a courtroom discourse the questioner/answerer identities are institutionally aligned. In a peer seminar, the speaker takes the role as a quasi teacher, and the other peers as learners. As for "transportable" identities, they cross the boundaries of situation and "tag along" all the way with individuals. To be exact, the three identities will be shifted back and forth or even mixed with each other, and converged or demonstrated in the discourse. These three categories provide me with a basic tool to look at how students' multiple identities interplay in the talk-in-interaction, and also assist me to identify the situational rôles or positions that a particular speaker is trying to claim or forsake.

The above arguments around power and identity foregrounded not only their essential role from both global and local perspectives, but also in asymmetrical and symmetrical interactions. In relatively symmetrical conversation, power is not only enacted in relation to the macro context and the social settings in which the conversation occurs, but also to the local dynamics of the interaction. These notions clarified my intention to focus on examining the power dynamics occurring in local interactions, and furthermore informed my formation of the concept of power-in-interaction, to distinguish it from the broad terms of power or political and institutional power in relation to other domains. In addition, the arguments surrounding identity established the concept of participant positioning, or identity-in-interaction, which inspired me to look into the local roles of the speaker and listener, and how they position themselves or are positioned in the communicative events. In conversation, power-in-interaction is not necessarily formulated and constructed by interlocutors' status in terms of rank, knowledge, experience, age, etc., but also by the local agency of the speaker and listener. All these factors collaboratively create and recreate, or shape and reshape the power structures in local interaction (Philips, 2000). They also demonstrate participants' action in role claiming in the local context.

In this section, I have explored the notions of power and identity from macro perspectives and then linked them to my interest in local power relations and

situational roles in social interaction. To locate them in the micro context of talk-in-interaction, I have chosen to term the power dynamics in talk-in-interaction as power-in-interaction. For investigating power-in-interaction, it is indispensable to consider not only local roles in interaction but also the interactive identities that an interlocutor takes on. These two concepts offered me basic principles for analyzing the spoken discourse of the student subjects in the study. As my interest was to explore how power-in-interaction might be displayed in student-student interaction, in the following section I attempt to link the concept of discourse as social practice to learning theory. To investigate students' power-in-interaction based on their performed interactional roles, I put these roles in the framework of situated learning theory to explore the concept of participation and the patterns of their performance. In this way, I narrow down the talk-in-interaction to foreign language learners' classroom talk, and also examine how a perceived identity as members of a learning community as English majors came to be displayed in the power-in-interaction in language exchanges.

Due to the fact that this study was situated in an EFL context, the purpose of examining students' language use was not only to understand how students engage in the discursive events in and through English, but also to link this to language learning. Thus, it is important now to introduce the learning theory that this study is grounded in.

4.3 Learning as a Locus of Participation

Learning has historically been a commonly shared concern in various disciplines such as anthropology, psychology, education, and sociology. A crucial recent conceptual contribution from sociocultural perspectives to the understanding of learning was proposed in 1990 by Lave and Wenger, when they introduced their notion of "situated learning" or "legitimate peripheral participation" (LPP) at the Workshop on Linguistic Practice held at the University of Chicago. This concept of learning has been characterized by William H. Hanks as not only expounding "how practice grounds learning", but also as having "basic significance to practice theory" (Hanks, 1991, p. 14). In the discipline of applied linguistics, the

contribution of their notion has also been recognized and employed. Norton and Toohey (2002, p. 119) have observed this development and argued that:

...educational research might focus not only on assessing individual 'uptake' of particular knowledge or skills but rather on the social structures in particular communities and on the variety of positionings for learners to occupy in those communities.

This is especially significant for the uptake and use of foreign language structures for communication.

Lave and Wenger's contribution to learning has been an impetus to recent developments in New Literacy Studies. According to Gee (2000), Lave and Wenger's work, along with other movements including conversation analysis, ethnography of speaking and so on, have collaboratively shaped the shift of New Literacy Studies from a focus on individual cognition to sociocultural interaction. He argues that this "social turn" implies "reactions" against the previously dominant concept of cognitivism, which takes the "digital computer" or "information processing" as the crucial metaphor for thinking.

For 'social turn' movements 'networks' are a key metaphor: knowledge and meaning are seen as emerging from social practices or activities in which people, environments, tools, technologies, objects, words, acts, and symbols are all linked to (interworked' with) each other and dynamically interact with and on each other. (Gee, 2000, p. 184)

This argument highlights the intricate and interwoven relationships that link individual learners to the social world and the semiotics available in its contexts, rather than just the learners and the learning objects. It is this social turn in learning theory that offered me the greatest potential for my study, especially in relation to communities of practice (CoP) and situated learning. However, before exploring the two concepts, I examine how this "social turn" exerts its impact on second language acquisition (SLA).

4.3.1 The "social turn" in SLA theory: participation in practices

Having foregrounded the theoretical concept of power-in-interaction from the perspective of language use, I now come to discuss the other key concept of this study, participation, from the perspective of language learning. In order to

investigate foreign language learning in a Taiwanese context, I apply some literature on SLA theory and learning theory to link the crucial concept of participation to the EFL context of this study. This is because the participation concept has been widely accepted, not only in general learning but also in SLA.

A significant recent trend in SLA is the wide recognition of socio-cultural or socio-historical perspectives in language learning, and to be exact, the incorporation of the concept of “participation” has characterized a pivotal change in mainstream SLA theory. Having observed the significant role of sociocultural or sociohistorical perspectives in language learning, Sfarid (1998) has even termed “participation” a new metaphor to complement the traditional metaphor of “acquisition”. In this participation metaphor, the fundamental premise requires language learners to ‘become a member of a certain community’ (Sfarid, 1998. p. 6). Such a change suggests a modification of the focus of second language learning, from investigating how well learners are able to manipulate language structures to both language use in context and issues of membership (Lave & Wenger, 1991; Pavlenko & Lantolf, 2000; Sfarid, 1998). It is also differentiated from the traditional concept of learning from cognitive perspectives, that learning occurs inside the brain of the learner (Hanks, 1991; Lave & Wenger, 1991; Young & Miller, 2004).

Other researchers have presented similar views, though with slightly different emphases. For example, aligned with Sfarid’s (1998) stance that participation works as a complement to instead of a replacement of the traditional mainstream concept of acquisition, Pavlenko and Lantolf (2000, p. 156) maintain that the participation metaphor has made a previously hidden aspect of second language learning visible. In addition, Thorne (2000, p. 223) has taken this change in SLA theory as the integration of different “flavors”. He sees it as a shift that constructs a continuum of SLA theory, “from information/cognitive processing attentions within SLA to those examining processes of second language interaction and negotiation” (Thorne, 2000, p. 224).

Some researchers have moved even further to claim that second language learning is exclusively participation, or changing participation in relevant community

practices (Firth & Wagner, 1997, p. 285; Norton & Toohey, 2002; Young & Miller, 2004). For example Firth and Wagner have pointed out that mainstream SLA “fails to account in a satisfactory way for interactional and sociolinguistic dimension of language” (Firth & Wagner, 1997, p. 285). They thus suggest an enlargement of “the ontological and empirical parameters” to “reconceptualize second language acquisition”. These strong demands, according to Markee and Kasper (2004, p. 224), “formalized a split between mainstream, cognitive SLA and emergent, sociocultural approaches to SLA”. However, this also “provides impetus for a whole new generation of empirically grounded research into how cognitive SLA might be re-specified in sociocultural terms” (Markee & Kasper, 2004, p. 224). This sociality concept has given new perspectives in exploring second language acquisition, especially from the perspective of participation.

Thus, putting a premium on the concept of participation, Young and Miller (2004) emphasize the strength of taking second language learning as a trajectory of changing participation in discursive practices, and suggest that second language acquisition serves as “a situated, co-constructed process, distributed among participants” (p.519). This is because through the process of changing participation in different community practices, learners are expected to accumulate and even become able to manipulate knowledge and skills to deal with the communicative situations in the real world. In the process of participation, learners are in the process of experiencing inter- and intra-negotiation with the language, interactants, and themselves, and all these elements in turn contribute to the negotiation of interaction and positioning through discourse.

This shift of focus to participation can be explored in terms of how socioculturalists or situated cognitivists have addressed the concept of participation and practices in language learning. For example, Hall (1995b, p. 221) has argued:

...language use and language learning are not solely individually motivated and unconstrained activities. Rather, one's participation is tied not only to who one is, but to the kind of practice one is engaging in, and the degree of conventionality, authority, that is embedded in the meanings of the resources available to one.

In other words, language learning involves learners in participating in practice that is socially constrained. This perception has added conversational and interactive

elements to factors centrally revolving around individual cognitive behaviors. Consequently, it relates to the dialogue “between individual and cooperative practice and the construction of social context” (Thorne, 2000, p. 223). To further stress the importance of social interaction, Hall (1995b, p. 221) states:

individuals within groups, and groups within communities, (re)create and respond to both their sociohistorical and locally situated interactive conditions, and the consequences—linguistic, social, and cognitive—of their doing so.

This means that language development requires learners to be situated in practices that allow them to work interactively. Moreover, it also clearly expresses that language development requires and is represented in abilities to respond to locally situated communicative situations.

The notion of language learning as participation in practices specific to a community has not only highlighted the importance of participation but also even changed the traditional perspective on “good language learners”. Researchers on the “good language learner” in the 1970s and 1980s such as Rubin (1975), Stern (1975), Horwitz (1987), Wenden (1987), and Oxford (Oxford, 2004; 1990; 1989), devoted to locating what distinguished good language learners from weaker language learners. They investigated the differences in terms of learning styles, learners’ beliefs, motivations, and learning strategies. Those early and the related ensuing studies aimed to discover the answers from learners’ personal traits (e.g. Sy, 2003; Tsai & Huang, 2003; S.-H. Wu & Alrabah, 2004; N.-D. Yang, 1996; N.-D. Yang, 1999). In fact, these individual cognitive and behavioral features are still the focus of attention of a large number of researchers in Taiwan seeking some possible ways to enhance the interest in learning of Taiwanese students and also their learning outcomes.

However, since the early 1990s, under the influence of the participation concept, researchers have moved to view good language learners from socio-cultural or socio-historical perspectives (Norton & Toohey, 2001). Recently, Norton and Toohey (2001) have proposed a redefinition of good language learners. They have suggested that “the focus on individual functioning (characteristic of much psychological SLA research) need to shift to activities and settings and the learning that inevitably accompanies social practices” (Norton & Toohey, 2001, p.

311). Drawing from their individual studies, they have identified two good language learners, one an adult (Norton, 2000) and the other a child (Toohey, 2000) and certain traits that they both shared. They concluded that: “[t]he proficiencies of the good language learners in our studies were bound up not only in what they did individually but also in the possibilities their various communities offered them” (Norton & Toohey, 2001, p. 318). Based on this finding, they suggested that “understanding good language learning require attention to social practices in the contexts in which individuals learn L2s” (p. 318). They also pointed out the necessity of “examining the ways in which learners exercise their agency in forming and reforming their identities in those contexts” (p. 318). Their contribution in adding these new perspectives to the profile of good language learners can give teachers and researchers in EFL contexts a critical option to looking into EFL learners’ participation behaviors, which are not only an individual behavior but also social actions, and involve language but also identity. These findings have changed the perception of what abilities “poor language learners” need to cultivate. This means, in addition to “the ability to communicate in language of this community” (Sfard, 1998, p. 6), they still need to cultivate the ability to act and interact based on norms specific to the target community, rather than a mere imitation of the learning strategies or behaviors that particular individuals employ. These findings have offered an additional perspective to explore good and poor language learners in an ESL context, and may also provide EFL teachers with a valuable new direction to look into students’ performance in discursive events.

Although these arguments have identified the relationships between language learning and participation in social practices, what “social practices” exactly means is still somewhat open. For the definition of practice, I found Miller and Goodnow’s definition has been employed by socioculturalists such as Toohey (2000). I also found that it is appropriate to employ in my study for exploring oral skill development. Having stated their premise that practices provide implications for analyzing development, Miller and Goodnow (1995, p. 7) define practices as “actions that are repeated, shared with others in a social group, and invested with normative expectations and with meanings or significances that go beyond the immediate goals of the action”. This means that practices involve not only social

and cultural but also historical perspectives and this sociohistorical perspective links the past to the future. Miller and Goodnow (P. J. Miller & Goodnow, 1995) also agree with other theorists on practice such as Holland and Valsiner (Holland & Valsiner, 1988) and Lave and Wenger (1991). All of them concur that practices also involve identity. This is because when “people learn the practice—its essential and optional features—they also develop values and a sense of belonging and identity within the community” (P. J. Miller & Goodnow, 1995, p. 6). Furthermore, Miller and Goodnow (1995, p. 6) have identified the fluidity of practices, as they “may be sustained, changed, or challenged by a variety of people”.

To incorporate into my own study the concept that both language use and language learning are a form of social practice, I follow the theoretical position which sees learning including foreign language learning, as participation in multiple social practices specific to the community (D. Douglas, 1997; Lave, 1996; Lave & Wenger, 1991; Norton & Toohey, 2002; Wenger, 1998; Wenger et al., 2002; Young & Miller, 2004). For this cohort of foreign language learners, the learning practices were not only designed for pedagogical purposes, to develop their speaking and listening abilities, but also for involving them in exercising their abilities of responding to the locally situated discursive events by positioning themselves as the immediate situational context required or entailed.

All these arguments can suggest to English educators in Taiwan and also in other Asian contexts the necessity not only of incorporating sociocultural or socio-historical views into language classrooms, but also of bringing them into a central position so that students can realize the social perspectives that communicative practices in the classroom entail. Language learning is not only a process of obtaining linguistic knowledge or skills, but also a process of language socialization, in which students operate in certain social situations and learn the conventions of doing things through talking. In Taiwan, a commonly shared goal of learning English is to achieve communicative competence, or the ability of operating fluently in English on communicative occasions. However, this ability relies not merely on linguistic abilities but also on the ability to perform appropriately in accordance with the social context and interpret the meaning

potential of interlocutors socially. These sociolinguistic abilities are not built up by coping with the written meaning of words, phrases, or sentences, but by participating in various practices in the specific contexts. As discussed earlier, a narrow interpretation of communicative competence has dictated not only policy but also classroom teaching practices in Taiwan. This underlines the importance of incorporating the participation concept into English classrooms in Taiwan. Thus, to gain a further understanding of how this participation framework can work in a foreign language classroom and how it functions in the learning process, it is critical to further investigate Wenger's (1998) two key concepts related to learning place and learning process.

4.3.2 Communities of practice and situated learning

To further explain how the participation concept informed this study and to locate it in the participation framework, I discuss here the two key elements related to learning: the place and the process (Wenger, 1998, p. 215}. In this regard, Wenger says that:

[learning] entails a process of transforming knowledge as well as a context in which to define an identity of participation. As a consequence, to support learning is not only to support the process of acquiring knowledge, but also offer a place where new ways of knowing can be realized in the form of such an identity. If someone fails to learn as expected, it may therefore be necessary to consider, in addition to possible problems with the process, the lack of such a place as well as the competition of other places.

This argument not only establishes the two required elements of learning but also indicates that unsuccessful learning can be a result of lack of access to such a place. This argument also confirms for me that a community of practice can serve as the place for learning, and situated learning as the process. The process serves to define a situational identity in participation whilst the place serves to embody this specific identity (Wenger 1998).

Communities of practice (CoP) are defined as “group[s] of people who share a concern, a set of problems or a passion about a topic and who deepen their knowledge and expertise in this by interacting on an ongoing basis” (Wenger et al., 2002, p. 4). The concept of CoP is now widely accepted in different disciplines of research, for example gender studies (Bucholtz, 1999; Eckert & McConnell-Ginet,

1999; Holmes & Meyerhoff, 1999), , new literacy studies (Gee, 1994) and second language learning (Young & Miller, 2004) (Morita, 2000, 2004).

According to Wenger, McDermott and Snyder (Wenger et al., 2002, p. 27), there are three components in CoP: domain, community and practice. These three elements are interrelated: a domain of knowledge defines a set of issues, the people who value this domain make up a community, and the shared practices are developed to make the domain valid, effective and accessible. These features not only characterize CoP but also establish a framework for participation. Some people may participate for personal preferences or interests in the domain, some for the value and resources that the community entails or shares, and some for mastering the practice (Wenger et al., 2002)

One important aspect of the concept of CoP is that it allows the co-existence of a variety of communities of practices in a person's daily domains. This implies that people are moving in and out of different CoP, and different discourse communities, or subcommunities and at the same time experiencing fluid changes of identity performance because of different discourse practices (Gee, 1994) In a particular community of practice, people share a common language use, ways of talking, interacting, and interpreting and shared values and beliefs that build up the sense of belonging and hold the members together (Wenger et al., 2002). Each participant has a variety of roles in each of the communities they belong to. When new members participate in a community of practice, negotiation of power relations and roles becomes a critical issue.

Domain is the nexus of the framework of CoP. People do not participate for random purposes but on account of the domain. Although a particular community of practice may have its domain well-established, it still can be negotiable because it is "developed in socioculturally organized activities" (A. Douglas, 2000, p. 156) The concept of CoP opens up the potential for participants' negotiation for positions within the domain. Moreover, it engages inter-negotiation and intra-negotiation for gaining access to the domain. In this regard, Gee (2000, p. 186) argues that "knowledge is distributed among multiple people, specific social practices, and various tools, technologies, and procedures—and is not stored in

any one head ...the knowledge is *in* the community of practice...not the individual". In other words, the premise for newcomers to gain full membership is that they immerse themselves "through the collaborative practice" (Gee, 2000, p. 186). This is because many practices may not be available or accessible through traditional instruction in words. In these cases, "socialization" is an effective means of access to the domain and resources. These arguments highlight the critical role of practice in making the domain accessible and negotiable for potential members.

Practice serves as a bridge connecting the participants and the domain and thus forming the community (1998), but it is imperative to clarify what practice really means. To Wenger et al. (2002, p. 47), the notion of practice means not only doing, but doing "in a historical and social context that gives structure and meaning to what we do". Moreover, "practice is always social practice", which includes "the explicit and the tacit" or "what is said and what is left unsaid; what is represented and what is assumed" (Wenger et al., 2002, p. 47). The explicit includes language, tools and various semiotic signs or systems, and the implicit resides in "implicit relations, tacit conventions, subtle cues, untold rules of thumb, recognizable intuitions, specific perceptions, well-tuned sensitivities, embodied understandings, underlying assumptions and shared world views" (Wenger, 1998, p. 57). Performance of these explicit and implicit factors solidifies the membership and determines the success of the community. In Wenger's (1998, p. 62) view, "the concept of practice highlights the social and negotiated character of both the explicit and the tacit in our lives".

The negotiability of practice and domain resides in the core concept of participation. According to Wenger (1998, p. 55), participation refers to:

the social experience of living in the world in terms of memberships in social communities and active involvement in social enterprise. Participation in this sense is both personal and social. It is a complex process that combines doing, talking, thinking, feeling and belonging. It involves our whole person, including our bodies, minds, emotions and social relations.

He goes on to explain that participation requires mutual recognition between people with equal or unequal status. Thus, participation goes beyond "mere engagement". It represents an aspect of our roles, or how we position ourselves

and/or are positioned. Moreover, any engagement is necessarily social (Wenger, 1998, p. 57), for example, even a solitary work such as writing involves social interaction. These notions foreground the social aspects of participation, and also the embodiment or manifestation of inter-subjectivity and intra-subjectivity in social practice.

For the manifestation of participation in social interactions and actions, words are crucial. The interconnection between participation, embodiment and linguistic resources can be well-demonstrated in talk-in-interaction, as Wenger (1998, p. 62) observes:

[w]ords as projections of human meaning are certainly a form of reification. In face-to-face interactions, however, speech is extremely evanescent; words affect the negotiation of meaning through a process that seems like pure participation. As a consequence, words can take advantage of shared participation among interlocutors to create shortcuts to communication. It is this tight interweaving of reification and participation that makes conversations such a powerful form of communication.

This concept not only recognizes that “words” act as a key tool to manifest participation but also correlates power-in-interaction with participation in discourse. In addition, it emphasizes that learning involves access to discourse, or “words” and “conversation”. As McDermott (1993, p. 295) points out:

[t]he question of who is learning what and how much is essentially a question of what conversations they are part of, and this question is a subset of the more powerful question of what conversations are around to be had in a given culture. To answer these questions, we must give up our preoccupation with individual performance and examine instead the structure of resources and disappointments made available to people in various institutions.

In a community of practice, conversations occur between members. This makes the conversational interaction significant for understanding the interpersonal power relations that reside in the interaction. The focus of the current study is not on single speech acts but on dialogue and, significantly, this is regarded as “a suitable locus for power and dynamics on a scale from the most local contexts...up to situations and subcultures” (Linell, 1990, p. 150). In other words, analysis of conversational contributions captures the close relationship between discourse and participation. Moreover, the scrutiny of language use can be a way of understanding how participants manipulate discursive strategies to balance or counter-balance the power relations in an immediate context (Linell, 1990).

Another important aspect of participation is that it can vary in terms of level, which, in this model, covers core, active and peripheral (Wenger et al., 2002, pp. 55-58). This framework also takes “non-participation” into account (Wenger, 1998, pp. 164-172). The “core” group, or “the heart of the community”, is a small group of people engaging enthusiastically in a discussion or even debate around collective issues, and they take on the role of a leader. The “active” group participates but less in terms of intensity and regularity than the core group does. The peripheral group only participates sporadically. In terms of the percentage of composition, the core group accounts for 15 percent, the active group 15 to 20 percent, and the peripheral group for the majority share (Wenger et al., 2002, 55-56). This acceptance of varying degrees of participation gives participation a social meaning rather than simply individual behaviors, and this opens up a rich and fruitful perspective for exploring learners’ participation behaviors as apprentices in communities of practice.

In terms of learning process, the concept I employed is situated learning. To Lave and Wenger (1991), the concept of legitimate peripheral participation (LPP) connects brain to society. It links individual intra-actional brain activities to community social and interactional activities. In Hanks’ (1991, p. 17) view, Lave and Wenger’s learning theory gives a permanent role to learners’ participation in practices with other members, especially with the experts in the community. In addition, Lave and Wenger locate learning in social practice by arguing that:

[i]n our view, learning is not merely situated in practice—as if it were some independently reifiable process that just happened to be located somewhere; learning is an integral part of generative social practice in the lived-in world. (Lave & Wenger, 1991, p. 35)

Thus, learning involves one or even more communities of practice, or changing patterns of participation, demanding “not only a relation to specific activities, but a relation to social communities”; it also implies a process of “becoming a full participant, a member, a kind of person” (Lave & Wenger, 1991, p. 53). What’s more, learning requires a whole-person involvement in social practices, where learners, or “newcomers”, are apprenticed through interaction with experts, or “old-timers”. In the process, learners begin by taking a legitimate peripheral role

in participating in the activities specific to the given community, and in the long run, moving from marginal to ideally central positions as a goal. Lave and Wenger expound this point as follows:

[l]earning viewed as situated activity has as its central defining characteristic a process that we call *legitimate peripheral participation*. By this we mean to draw attention to the point that learners inevitably participate in communities of practitioners and that the mastery of knowledge requires newcomers to move toward full participation in the sociocultural practices of a community. (Lave & Wenger, 1991., p. 29)

In their view, the term “legitimate peripheral participation” should be “taken as a whole” rather than a three-component concept. In other words, “[e]ach of its aspects is indispensable in defining the others and cannot be considered in isolation. Its constituents contribute inseparable aspects whose combinations create landscape—shapes, degrees, textures—of community membership” (Lave & Wenger, 1991, p. 35).

The notion of LPP can function well for learning. In this respect, Lave and Wenger clearly indicate that:

[i]t provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts, and communities of knowledge and practices. It concerns the process by which newcomers become part of community of practice. (1991, p. 29)

A factor that influences participation in CoP is the master-apprentice relationship, which according to Lave and Wenger (1991, p. 91), is mobile or negotiable, because “a specific master-apprentice relationship is not even ubiquitously characteristic of apprenticeship learning”. In addition, they point out that “the roles of masters are surprisingly variable across time and place” (Lave & Wenger, 1991), thus, different relationships may be shaped or formulated between the individual master and apprentices, and also be configured variously in different practices. Furthermore, Lave and Wenger (1991) do not encourage an asymmetrical master-apprentice relationship. They argue that “[i]n apprenticeship opportunities for learning are, more often than not, given structure by work practices instead of by strongly asymmetrical master-apprentice relationship” (Lave & Wenger, 1991, p. 93). This decentered view of master-apprentice relationships highlights that learning opportunities in the apprenticeship may

require the loosening of a master's authoritative role in the process of learning. Applying this decentered view of a master's role into my EFL classroom, I assumed that one possible solution was for me to loosen my authoritative control in classroom interaction, on the one hand, and allow or encourage students to take more control, on the other hand. Based on this consideration, I chose to incorporate student-directed discursive events, in which I withdrew rather than imposed, loosened rather than held a firm grip on power control. This defines the actions I believed would be beneficial to break the rigid power structure in teacher-student interaction prevalent in Taiwanese classrooms.

Although apprentices' escalation of their membership from peripheral to full depends on the acquisition and development of knowledge and skills that learners can achieve in the long run, it is suggested that what learners need is not "observation or imitation", but participation (1991). In addition, Lave and Wenger argue that, an "extended peripherality" can be required for this purpose, as it "provides learners with opportunities to make the culture of practice theirs" (Lave & Wenger, 1991, p. 95). However, the knowledge or skills which learners, or newcomers, need to acquire are not only a target or product, but also a tool or mediator in the learning process. The final goal of learning is to achieve "a view of what the whole enterprise is about, and what there is to be learned" (1991, p. 93). This is not to be achieved in or through schematic or fixed structures in terms of curriculum. In this regard, Lave and Wenger (1991, p. 93) challenge the constructive concept of learning and highlight its improvisational features on the assumption that "a learning curriculum unfolds in opportunities for engagement in practice". By this statement, they not only highlight the importance of "a learning curriculum" but also distinguish it from "a teaching curriculum". Moreover, learning involves not only the learners but also crucial facets of learning events such as knowledge and skills, the master-apprentice relationship and membership, discourse and practice, motivation and identity (pp. 91-117). Particularly significantly, they also point out that language issues and masters' roles are more related to participation legitimacy and peripherality access than knowledge transmission.

Thus another important aspect of this concept of situated learning is access, which is seen as the key to gaining full membership in the community of practice. For Lave and Wenger (1991), it relates to access to the activity, to masters and other members, and also to the resources and participation opportunities available (p. 101). However, they warn that access may easily fall into manipulation, which may put peripheral participants into an awkward situation, because access can be denied socially, just as school children are in general kept out of the broader social world (p. 104).

This concept of “situated learning”, or “legitimate peripheral participation” is applicable to different learning situations, formal and informal, and educational and non-educational. Of special relevance here, it has been accepted and adopted in second language learning (Young & Miller, 2004). These core concepts provided me with critical criteria and guidelines for pedagogical considerations, especially in relation to the curriculum design, the apprentice-master relationship and the concept of access. All these revolve around the core concept of participation.

Consequently, the concepts of community of practice and situated learning are the core components that informed the participation framework used in this study. It was embedded in the assumption that students’ participation in classroom discourse can be approached from the perspective of a community of practice. In the foreign language classroom, students can experience different social and learning practices which require them to negotiate the domain, the practice, and the novice-expert relationships. Furthermore, during the process of negotiation, they might exercise power-in-interaction and claim and take situational identities or positions. Based on these arguments, I took the foreign language learning department and its classroom as definable communities of practice. Another factor that persuaded me to base this study on the framework of these two related concepts was the potentially transformative function of the foreign language classroom; that is, it can transform global practices of English learning practice into local events or tasks which involve, in an interactive manner, four key elements: participants, setting, activities and artefacts (Hamilton, 2000). In other words, through these means the foreign language classroom offers practice by

doing and saying, and through what the learners say and do, or how they participate in interactions, they may take a variety of situational roles in the local context. To clarify this idea, which I adopted for this classroom research, a further look at the nature and function of the classroom can contribute to understanding the participation framework employed for this study.

4.3.3 Establishing a tertiary EFL classroom as a community of practice

The previous discussion aimed to establish the argument that an EFL classroom could operate as a community of practice for developing students' oral skills through situated practices. It has its subject course as the domain, the learning activities involving social interaction as practices, and the participants and the resources as a community. This means that an EFL classroom could involve learners not only in linguistic learning practices but also in sociocultural practices. The specific EFL contexts I refer to include those countries such as Taiwan, Japan, Korea and China, where English generally has been a classroom subject rather than for daily communication usage (Nikula, 2005). To justify this point, I refer to researchers' perceptions on the nature and the function of general and language classrooms to explain interactional dynamics in classrooms.

Classroom researchers have concurred on the multiple social functions of classroom interactions within the four walls. Emphasizing the social function of classroom talk, Lemke (1985) justified his avoidance of using "learning", "transmitting knowledge" "facilitating comprehension" or "getting students to understand" in his study of classroom discourse. He suggested that classroom interaction be regarded as "sharing and negotiating ways of talking and doing". Taking a similar view, Green and Dixon (1994, p. 231) have further linked the actions and interactions in the classroom to social group membership:

In classrooms...actions and interactions among participants can be seen as shaping and being shaped by historical and locally negotiated processes. Through this dialectical process, members construct common knowledge of events, content, tasks, and purpose along with roles and relationships, norms and expectations, and rights and obligations of membership in this particular type of social group.

These arguments on general classrooms have indicated that social interaction is not only a process of negotiation meaning and understanding of the subject knowledge but also the site in which learners are socialized in and through the dialogic process, the roles and conventions that the participants have collaboratively built up. In addition, the cultural norms of the target language and participants' input in the specific context are also crucial in negotiating meaning.

In relation to the nature and function of the English language classroom, Hawkins (2004, p. 21), has identified its strength in offering "specific situated cultural and language practices" by arguing that:

Classrooms are complex ecosystems, where all of the participants, the practices, the forms of language, the forms of literacies, the social, historical and institutional context(s), the identity and positioning work, the politics and power relations, the mediational tools and resources, the activity and task designs, and the influences of the multiple local and global communities within which they are situated come together in fluid, dynamic, and ever-changing constellations of interactions, each one impacting the other. (Hawkins, 2004, p. 21)

By this statement, Hawkins points out that the classroom is composed of "multiple, complex and often interdependent components and characteristics that students must negotiate (both socially and academically) in order to come to participate" (Hawkins, 2004, p. 15)

These arguments suggest that language classrooms can provide learners not only with various opportunities which assist the process of language learning (Pica, Young, & Doughty, 1987) but also with sites for participants to mutually construct and negotiate meaning and their roles in the situational context based on the general and local norms and conventions that are imposed on or developed by the participants. Through this process of negotiation, participants also negotiate their local membership and macro membership in different levels of communities. Thus, in addition to offering the opportunities of learning language forms, the classroom also has the potential for situating learners in multiple practices and relationships, and even creating multiple "communities of learners" (Wells, 1999, 2000);

The idea of seeing classrooms as sociocultural or sociohistorical communities has indicated the necessity of re-conceptualizing the function of language classrooms (Halliday & Hasan, 1985). Traditionally, language classrooms have been regarded as a “crucible” (Gaies, 1980) where language learning occurs. To van Lier (1988, p. 47), it is “the gathering, for a given period of time, or two or more persons (one of whom generally assumes the role of instructor) for the purpose of language learning”. However, for the group of students I was proposing to teach and research with, the heterogeneity and range of their English abilities, English learning backgrounds and ages, along with the freedom and flexibility that I planned to provide in the pedagogical context, suggested a unique classroom community. Furthermore, I assumed that these ranges not only represented their language abilities but also their relative expertise in certain skills and practices, despite their limited linguistic abilities. Thus, in this classroom, there would not only be one person who could assume the “teacher” role. Instead, there would be many or multiple levels of relative experts who could qualify for the role of “teacher”. In this way, how to enlist their relative expertise to work for their oral proficiency was a key incentive that kindled my action of developing and exploring the sociocultural dimensions of this tertiary EFL classroom. I thus assumed that I could link their life experience and world knowledge to enhance the opportunities for oral practice.

The assumption that optimizing students’ life experience and world knowledge would work to enhance their oral proficiency resulted from some critiques of the traditional language classroom. Criticisms converge on limitations of teaching practices which have positioned language and learners as fixed and passive classroom components. In terms of language, such a view has overlooked the sociocultural functions of language meanings (Halliday & Hasan, 1985). Taylor (2001) argued that the strategy of teaching a foreign language by starting with vocabulary, forms and functions is built on the assumption that language is a fixed system. In terms of learners, it positions them as “a one-dimensional acquisition device” (Pennycook, 2001) and teachers as “the sole channel through which knowledge is gained”(Donato, 2000). However, language is not fixed, and neither are language learners passive recipients. Language learning happens when learners are situated “in and through interaction with others in specific (social)

contexts” (Hawkins, 2005), in which learners engage in social and learning practices with other participants in the community (Mondana & Doehler, 2004).

The need of re-conceptualizing the nature of language classrooms, the sociocultural dimensions of language and adult learners’ relative familiarity and expertise in different skills or knowledge all suggested the modifications of classroom teaching and learning practices that I implemented. Recognizing the relativities of students’ linguistic and social knowledge, I moved to design the two student-directed activities, oral presentations and small group discussions, which I considered suited for this tertiary EFL classroom. First of all, they would allow students to take fuller control of the activity development. Secondly, they positioned participants’ differently in novice-expert relations. Through these situated practices, the students might be provided with opportunities for developing oral English skills.

However, some specific considerations were critical in implementing these two activities. It has been suggested when designing appropriate learning practices, the learners’ status and English abilities, and English learning practices at the current stage should be taken into consideration (Papen, 2005). Therefore, I modified these two activities by assigning generic topics related to personal life and experience, or to the lesson topics. Another consideration was related to my role. The teacher has been considered as the “gatekeeper to learning opportunities” (Aguilar, 2004, p. 55). In an Asian learning context, this “gatekeeper” is also taken as a symbol of authority. This suggests that teacher-directed interaction will likely be restricted to the typical classroom interaction found in the patterns of I-R-E (Initiation-Response-Evaluation) (Cazden, 1988; Mehan, 1979), or “triadic dialogue” (Lemke, 1990), in which the teacher largely takes control of students’ learning opportunities. One possible solution to lessen the gatekeeper’s control was to allow students to take their control of their turn-taking and contribution in the interaction. Thus in my study teacher-directed interaction was replaced by student-directed interaction, which was designed to allow students to take more control of the learning opportunities, to “try out their ideas in relation to the topic-at hand” (Hall & Walsh, 2002, p. 188), and become communicatively competent in using English. With these modifications, the activities were not as ‘serious’ and

'academic' as typical small group discussions and oral presentations in higher education. This was especially true for the oral presentations. In other words, I thought they could learn English by and through speaking English, which in turn could contribute to the development of oral English proficiency. The two activities incorporated were not only appropriate in terms of their life knowledge and discursive strategies but also able to offer them opportunities to demonstrate and experience multiple levels of relationships among participants in terms of subject knowledge and language abilities.

Researchers (Gass, 1997; Long, 1996; Pica, 1994; M. Swain, 1995; Merrill Swain, Brooks, & Tocalli-Beller, 2002) have converged on the benefits of student-student dialogues for language development. For example, the concurrent novice-expert status among peers have been recognized and advanced to be an interest for further explorations in terms of language development (Kowal & Swain, 1997; Merrill Swain et al., 2002). From a pedagogical perspective, group work is able to optimise the limited time and opportunities for students to use or learn the target language for communication (H. D. Brown, 2001; Crookes & Chaudron, 2001; Harmer, 2001).

In addition to the potential for developing students' oral skills, these two modified activities could also serve as a locus for me to investigate how power and identity were realized in local interactions. First, both activities required students to be situated in social settings with different levels of power structures. One was relatively formal and structured, and the other was informal and less structured. One situated them in a relatively clear-cut "expert-to-novice situation with an asymmetrical status of participants" (Aguilar, 2004, p. 55)., and the other did not. Secondly, they involved personal and mutual engagement in oral practices as well as other related practices in English such as listening, reading, and question-and-answer. In addition, they required learners to respond to the local situation immediately and appropriately. This required not only language but also social and cognitive competences. Thirdly, both activities would situate them in different levels of master-apprentice relationships in terms of domain or topics, which could in turn involve not only negotiation of meaning but also of power-in-interaction and situational roles. Accomplishment of these modifications required

the loosening of teacher control. This loosened power control from the teacher might enhance the potential not only for students' participation but also for them to exercise their power-in-interaction.

These concepts provided me with the key premise to link my pedagogical considerations to my research interest. In a word, the two designed discursive events were aimed to situate these novice English majors "in discourses, social relationships and institutional contexts" (Papen, 2005, pp. 5-6). More importantly, it was hoped that the reduction of teacher control would allow them to negotiate meaning and local power relations through discourse practices. All these elements persuaded me that I could apply the notion of community of practice to this tertiary EFL classroom, and use the two activities to situate students in interactive learning practices specific to this local classroom community.

4.4 Justification of the study

It is clear that the exploration in the previous sections on language use and language learning converge on social interaction within discursive practices. My interest was to explore 'Taiwanese tertiary EFL learners' participation in power-in-interaction. However, this feature is not be notably observed in teacher-student interactions in first language (L1) classroom contexts, as teacher control has been assumed to inhibit students' participation (Edwards, 1980; Edwards & Mercer, 1987; Edwards & Westgate, 1994); this is even more the case in EFL contexts, especially in Asia. My focus lay on student-student interaction, a context in which I assumed it would be more possible for students to engage in negotiating power relations through situational positioning. I relied on literature from different disciplines such as applied linguistics and classroom discourse research to design and formulate the two central concepts: participation and power-in-interaction. The study was grounded in the concept of situated participation in communities of practice.

The strength and comprehensiveness of CoP and situated learning were crucial reasons for me to situate this study in the situated participation framework. The versatility of this participation framework has been comprehensively

demonstrated in studying different practices, especially ESL students' participation in discursive practices (Young & Miller, 2004), writing practices (Currie & Cray, 2004), and academic discourse practices (Mori, 2002, 2004; Morita, 2000). In addition, it has been applied to study different groups of peoples from immigrants (Norton, 2001; Norton & Kamal, 2003) to offshore postgraduate students (Chapman & Pyvis, 2005). Moreover, it has been used to study different age groups from pre-schoolers (Hawkins, 2005; Toohey, 2000), to adults (Papen, 2005), and also to study students in different schools from elementary school (Hawkins, 2004; Toohey, 2000), high school (Duff, 1995, 2002) to postgraduates (Morita, 2000, 2004), and different fields such as pharmacy (Nguyen, 2003) and politics (A. Douglas, 2000). It has also been applied in different countries from developed English-speaking countries such as Canada and the United States, to developing countries (Papen, 2005). It has also covered educational and non-educational institutes, organizations, and communities such as midwives (Lave & Wenger, 1991; Wenger, 1998; Wenger et al., 2002). All these studies have contributed to understanding how novices and experts co-construct their fuller participation in ESL contexts. However, to my knowledge, the concept of situated participation has not been applied in EFL contexts such as my Taiwanese university classroom. In EFL research contexts, it also appeared that the concept has not received much attention from either researchers or English language teachers. Thus, I have counted on several important researchers in ESL contexts to provide justifications for my study.

Several researchers have been interested in employing the situated learning concept in second language contexts to study newcomers, or new arrivals, who relocate to another country because of political, economical, educational or other personal reasons. For example, Norton has combined this concept with "imagined community" (Anderson, 1993) to study the withdrawal from English learning class of Canadian immigrants. She found that their non-participation behavior was a reflection of disappointment in the classroom learning, which did not work for some students, not being able to access the "imagined community". While Norton's study was focused on adult women, Toohey (2000) carried out a longitudinal investigation of six children from preschool year to Grade 2 in an ESL context. Through investigating identity practices, she found that the "ESL

learner” marker occurred or “produced” only on account of the specific classroom practices. Based on this finding, she suggested that identity be “not best regarded as an individual attribute or acquisition, but rather as the product of specific identity practices” (Toohey, 2000, p. 125). Both these studies kindled my interest in investigating EFL students’ participation and non-participation behaviors, along with membership issues.

In addition, Toohey’s study offered me a window to look at student-managed interaction. She found that, in student-managed interaction, those children either showed their attempt to subordinate other students rudimentarily, or the interactants could not counter the subordinating attempt (Toohey, 2000, p.121). However, she admitted in her study that she encountered occasional problems in understanding and analyzing those young children’s positionality. She ascribed her difficulties to her part-time presence in the community (Toohey, 2000, p. 120). In this regard, my double role of teacher-researcher might allow me to overcome this limitation. Toohey’s study ignited my interest in understanding whether clear positioning could be found in these adult learners.

Because of my focus on two specific learning practices in a tertiary context, studies on both activities in tertiary educational context were also important for understanding students’ participation in this specific community practices. Based on situated participation framework, studies in the field of English for Academic Purposes, or academic discourse socialization, have also contributed rich findings and insights especially in higher education, in which participation in oral presentations and small group discussions have been found critical for personal and academic success (Kim, in press; Morita, 2000, 2004).

Research on academic discourse socialization such as that of Morita’s (2004) was found insightful. In her study of 6 Japanese ESL postgraduate learners in Canada, Morita (2004) investigated how they negotiated their participation and identity in open-ended classroom discussions. By using three case studies, she illustrated how the Japanese ESL learners “faced the challenge in negotiating competence, identities and power relations” (2004, p. 573). Her findings showed that, through and by participation, these learners struggled to shape their identity and

membership. However, in some cases, the struggle for positioning themselves as competent learners turned out with opposite outcomes, which made the subsequent participation even more difficult (Morita, 2004, p. 596). The peripheral and relatively limited participation or reticence was socially constructed and displayed variously in different classrooms (p. 596). This conformed to Toohey's (2000) finding, both recognizing the vital role of the situated environment. However, the study did not focus on discursive practices reported in terms of power-in-interaction, which was a further stimulus for me to employ this concept in my study. Moreover, in ESL academic communities, learners inevitably face the disadvantages of insufficient linguistic competence which can obstruct them from participation with native speakers. ESL academic classroom contexts unavoidably put these learners in an inferior status when exhibiting their positionality in power-in-interaction. It is unclear how those findings related to the situations in EFL classrooms, where linguistic competence might be more symmetrical.

Studies on students' power negotiation are another source that I found critical to my study. As power is a crucial topic in the critical applied linguistics, studies on classroom interaction among peers provided me with research prospects for examining power-in-interaction. Studies on students' take-up of control and manipulation of their power in peer interaction based on the concept of critical discourse analysts such as Fairclough (Fairclough, 1989) and Gee (1990), have shed light on the richness of classroom discourse. Orellana (1996) investigated a group of Latino-American students in California, focusing on their power negotiation in problem-solving meetings both with and without a teacher's involvement. The study gave a rich look into primary school students' struggle of "war-like manoeuvres" (Orellana, 1996, 348). It was found that although it was a problem-posing meeting, those students showed more interest in posing a war against their "enemies" than in the posed problems in the meeting (Orellana, 1996, p. 348). They opposed merely for opposition's sake. Another significant finding in this study was concerned with the open-agenda, which gave them a great control to "pose problems, to critically examine local reality and name issues for collective discussion and transformation" (Orellana, 1996, p. 360). This study showed students' active interaction in manipulating different levels of power

relations: student-student, teacher-student, student-institution, and so on. However, the discursive events were conducted in their native language, Spanish, which might have enhanced students' free demonstration of their power control. In this regard, it also showed an empirical study in EFL contexts might offer an additional perspective to explore how students manipulated their power-in-interaction despite their linguistic limitations.

The previous research based on the participation framework and students' power-in-interaction showed two aspects in need of extension for my research context. First of all, those studies were mostly implemented in ESL contexts, where English was communicatively available in participants' life, school or classroom. The purposes of learning English could be different for ESL learners, who need it to engage in or fulfil the required literacy practices for their daily life (Candela, 1999; Currie & Cray, 2004; Papen, 2005). In such a context, English resources, including interactants and communicative occasions are more easily accessible than in an EFL context. However, this fact highlights the role of participation in classroom discourse in EFL contexts, as it might be the only place students could get access to communicative resources for discursive practices in English. In other words, access to communicative resources including English competence, could be an important factor in investigating EFL learners' participation or non-participation. The second factor is also related to the difference between ESL and EFL contexts, that is, the commonly shared identity of the student in my study. They were not a group of general EFL learners, but English majors, for whom people in Taiwan have very high expectations in terms of English proficiency, and oral English in particular. This is also true for the learners' self-expectations of developing oral skills. The status of novice English majors in an EFL context may also need to be taken into consideration for exploring their participation in power-in-interaction. Although English major students are a unique group of students in terms of their strong pursuit of English communicative competence, their development of English proficiency has not received particular attention from researchers and teachers in Taiwan, let alone their oral skills and related issues such as classroom participation and peer interaction. One more significant issue was the lack of to date of studies using the participation framework to investigate

students' participation in classroom discourse, as well as how they manipulated power-in-interaction for participation.

4.5 Conclusion

In this chapter I have discussed the two key concepts of this study: power-in-interaction and participation. For power-in-interaction, I sought theory on discourse as a form a social practice, which involves issues related to power and identity in talk-in-interaction. I modified critical discourse analyst Fairclough's concept of language and power to build my theoretical framework, to base this study appropriately for investigating power-in-interaction. Again, from learning theory, I built my participation framework by combining the interrelated concepts of community of practice and situated learning. The community of practice (Lave & Wenger, 1991; Wenger, 1998; Wenger et al., 2002) offers the location for learning, whereas situated learning, or legitimate peripheral participation (Lave & Wenger, 1991), describes the process of learning. I set out to employ the concept of community of practice to examine how a new student cohort participated in two discursive practices, small group discussions and oral presentations, on the basis of the assumption that it could work not only to investigate foreign language development but also to interpret participants' shared identity and membership issues. Moreover, the insights from discourse analysts fostered my investigation of the positioning or situational identity that particular students took in a discursive event, which in turn could complement my investigation of their "transportable" identity (Zimmerman, 1998) as English majors.

As discussed earlier, one critical reason that encouraged me to employ the concepts of CoP and situated learning to investigate students' participation in discursive practices resides in the strength and comprehensiveness of their previous applications in different learning situations and contexts. However, it appears that English educators and researchers in Taiwan have still paid little heed to the wide acceptance of these concepts outside. Moreover, there have been few studies on student-student classroom interaction in Taiwan, let alone from the perspective of power-in-interaction. These factors meant that I did not have sources from Taiwan to consult in regard to how to collect and analyze data.

However, based on the above framework and the insightful research previously conducted in ESL contexts I commenced this empirical study. Thus, the participation framework provided my theoretical framework and the research referred to above informed my methodological concepts, which I describe in Chapter 5.

5 METHODOLOGY AND METHODS

5.0 Introduction

In this chapter, I describe the methodology and methods employed to investigate the guiding questions. As pointed out in Chapter 3, if these students' joining of the Department is constructed as macro-level participation, the local interaction in the immediate context could be seen as micro-level participation. To explore why they participated in this macro-community, an advanced English learning community, and how they participated in the local tasks as a micro-community or communities, I employed a combination of ethnography and ethnomethodology for this case study. Thus, this chapter has three main goals: to illustrate the nature of the study as a qualitative case study integrating ethnography and ethnomethodology; to explain the data sources and collection methods; and to establish the framework and procedures of the analytical approach.

When I commenced the study, the guiding questions were based on my role as a teacher of oral/aural communication in English, in a particular adult education context in Taiwan. As a researcher, I was interested to explore specifically how these students manipulated power-in-interaction to participate in the two different types of learning activities that I proposed to use in the class I was to teach. The following are thus the questions with which I embarked on the study:

- (1) Why did these students want to seek membership in an advanced English learning community?
- (2) In peers' oral presentations, how did they manipulate their power-in-interaction? What were the participation patterns?
- (3) In specially designed student-directed small group discussions, how did they manipulate their power-in-interaction? What were the participation patterns?
- (4) How did they see the learning potential that these two activities provided in terms of developing their oral/aural skills? Were there links between their macro-participation in the Department and micro-participation in the local class activities?

- (5) What pedagogical or theoretical implications could be drawn from the findings?

5.1 A Qualitative Research Case Study

Researchers who conduct qualitative studies have similar understandings of the strength of this type of research in presenting how people construct meanings. Denzin and Lincoln's (2000; 2005) definition of qualitative studies, quoted below, has been widely employed and followed by researchers from various disciplines:

Qualitative research is situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible...At this level, qualitative research involves an interpretive, naturalist setting, attempting to make sense of, or interpret, phenomena in terms of meanings people bring to them. (Denzin & Lincoln, 2000, p. 3)

This means that qualitative studies require the observer to situate in a specific and natural setting. Other qualitative theorists and researchers in education have presented similar views of qualitative studies. Stake (1998, p. 86) maintains that qualitative studies are powerful in representing "naturalistic, holistic, cultural, phenomenological interests." Within this theoretical framework, reality is approached and understood naturalistically in the study context. Lazaraton (2003) has also pointed out that the three fundamental features of qualitative research are "situated", "interpretive", and "naturalistic". In terms of natural settings, Denzin and Lincoln (2005, p. xv) further argue that, qualitative studies are able to represent not only everyday life but also "the investigation of new pedagogical and interpretive practices that interactively engage critical cultural analysis in the classroom and the local community". This concept confirms that classroom settings are appropriate for implementing qualitative studies.

Methodologically, qualitative research is an attempt "to understand situations in their uniqueness as part of a particular context and the interactions there" (Patton, 1985, p. 1, cited in Merriam, 1998, p. 6). The researcher's job is to discover unique features or patterns of the settings instead of creating or predicting what

will occur (LeCompte & Preissle, 1994). In order to discover the patterns in naturalistic face-to-face talk between and among foreign language learners, I did not set up categories *a priori*. Instead, adopting Glaser and Strauss (Glaser, 1992; 1967) recommendations, I allowed my identifications of useful categories for analysis to emerge from the informants and the data. It is assumed that, by doing this, the categories developed can be realized by the reality being studied (Connell, Lynch, & Waring, 2001). The emergence of categories is able to offer plentiful “context-bound” materials which bring about patterns specific to the informants and the culture (Creswell, 1994, p. 7). In addition, Denzin and Lincoln (2003) note the particularity of qualitative research from the perspective of researchers’ commitment to “an emic, idiographic, case-based position, which directs their attention to the specifics of particular cases” (p. 16).

Qualitative research has not only gained an increasing acceptance in general education (Davis, 1995; Tedlock, 2000) but also in areas of applied linguistics such as language teaching and second language acquisition (Lazaraton, 1995, 2002, 2003). According to Holliday (2004), even though qualitative research may be small in scale, it optimizes potentials in allowing researchers to “go on whatever quest is necessary, with whatever investigative tools they can muster” (p. 731). Moreover, it offers methods to investigate “educational issues that are not easily addressed by experimental or other types of quantitative research” (Duff, 1995, p. 507). I employed these notions in the design of this study within the interpretive paradigm (Davis, 1995; 1997, p. 442; Lincoln & Guba, 2003) to gather emic (Merriam, 1998; Silverman, 1993), rather than etic, insights and interpretations for investigating the relationship between participation and local power relations in student-student interactions within Lave and Wenger’s (1991) framework of community of practice.

5.1.1 Research integrating ethnography and ethnomethodology

The two major approaches that I employed were ethnography and ethnomethodology, the former to provide the basic descriptions, and the latter to present the participants’ common-sense accounts of their performance in the interactions I observed. Significantly, this study adopts a theoretical framework of

situated learning and community of practice (Lave & Wenger, 1991; Wenger, 1998; Wenger et al., 2002), which support the integration of ethnography and ethnomethodology. Lave (1996, p. 162) has suggested that ethnography is proper for understanding “learning as part of practice”. Furthermore, from the perspective of classroom research, Seedhouse (1995) points out the importance of obtaining participants’ perspectives and interpretations of their verbal and non-verbal behaviors. These arguments suggest that ethnography is appropriate for studying classroom interactions.

Ethnography has been widely applied in various discipline areas such as L2 research (Davis, 1995; Duff, 1995; Lazaraton, 1995, 2002, 2003; Morita, 2000; Nunan, 1992) and other disciplines such as linguistics, cultural studies, critical theory and feminism. The wide-acceptance may result from its comprehensiveness in studying phenomena in human culture. As this qualitative study is focused on social interactions, I employed Atkinson and Hammersley’s (1998) view of ethnography on which to base my approach. In their view, the features of an ethnographical approach can be summarized as follows (P. Atkinson & Hammersley, 1998, p. 98):

1. A strong emphasis on exploring the nature of particular social phenomena, not to set out to test hypotheses about them;
2. A tendency to work primarily with “unstructured” data, that is, data that have not been coded at the point of data collection in terms of a closed set of analytic categories;
3. Investigation of a small number of cases, perhaps just one case in detail;
4. Analysis of data involving explicit interpretation of the meanings and functions of human actions, the product of which mainly takes the form of verbal descriptions and explanations, with quantification and statistical analysis playing a subordinate role at most.

This summary illustrates not only its characteristics but also its strength, which other researchers (Saville-Troike, 2003; Tedlock, 2000) have also recognized. For example, one benefit of ethnography, according to Tedlock (2000, p. 470), is “that by entering into firsthand interaction with people in their everyday lives, ethnographers can reach a better understanding of the beliefs, motivations, and behaviors of their subjects than they can by using any other method”. Recognizing the strength of ethnography, Baszanger (2004, pp. 10-13) suggests that robust ethnographic study has to satisfy three components. First of all, empirical observation enables the phenomena investigated to be deduced.

Secondly, openness of the field worker or ethnographer is a requisite in doing observation for the purpose of unveiling “the elements making up the markers and the tools that people mobilize in their interactions with others, more generally, with the world” (p.11). Thirdly, it is grounded or situated in a specific context.

Ethnomethodology is a term coined by Garfinkel (1967; 1972), a cognate of ‘ethno’, which means “the availability to a member of common-sense knowledge of his society as common-sense knowledge of the ‘whatever’” (Garfinkel, 1968). Ethnomethodology is a “sociological approach to language and communication” (Jaworski & Coupland, 1999a, p. 19), focusing on phenomena explicitly shared by or specific to people in a particular community. The purpose of ethnomethodology, according to Saville-Troike (2003), is to locate ‘the underlying processes which speakers of a language utilize to produce and interpret communicative experiences, including the unstated assumptions which are shared cultural knowledge and understanding’ (p. 104). Researchers such as Mehan (1975) and Zimmerman (1991) concur that ethnomethodology is an appropriate approach to investigate complicated systems and phenomena. Its driving force lies in the accounts of the members in the settings about what they do and how they carry out different practices, or the “interactional what” (Button, 2000). Button (2000) has also pointed out that the fieldwork of classical ethnography has missed out this part of members’ knowledge, and ethnomethodology can bridge the gap between social scientists’ theoretical concerns and what members’ actual interpretations of practices are.

While the ethnographic approach relates the particular features to the historical and cultural context, or the macro-context, an ethnomethodological approach pays attention to “how social realities are built from the “bottom up” (from ordinary interactions to general social processes)” (G. Miller & Fox, 2004, p. 36). In fact, ethnomethodology has been considered as a proper approach to discern “the formal properties of commonplace, practical common sense actions ‘from within’ actual settings, as ongoing accomplishments of those settings” (Garfinkel, 1967, p. viii). Researchers agree that ethnography and ethnomethodology are compatible with each other because both are qualitative and holistic approaches (Auer, 1995; Seedhouse, 2004b; Silverman, 1999). Seedhouse (2004a, p. 2) has also suggested

that ethnomethodology is a “suitable methodology for applied linguists to use” when he argues that both ethnography and ethnomethodology “may be applied to the same instances of talk” (2004b, p. 89).

One justification for me to combine ethnography and ethnomethodology as an appropriate approach is that I believe that Garfinkel’s explication of situated practices is compatible with the concept of community of practice which I discussed in Chapter 4. First of all, both approaches count on members’ knowledge or accounts to interpret and analyze the activities that members have been engaged in. This accountability has been explicated by Garfinkel (1967) as important in order to learn about daily life activities because the ways “members produce and manage settings or organize everyday affairs are identical with members’ procedures of making those settings ‘account-able’” (p.1). Besides, “members’ accounts are reflexively and essentially tied for their rational features to the socially organized occasions of their use for they are *features* of the socially organized occasions of their use” (p. 4). Secondly, the concept of situated practices is a central concern of both theoretical constructs. Situated practices, to Garfinkel, “are done by parties to those settings whose skill with, knowledge of, and entitlement to the detailed work of that accomplishment—whose competence—they obstinately depend upon, recognize, use, and take for granted” (p. 1). This concept accords with Lave and Wenger’s (1991) core concept of “situated learning” and “community of practice” on the one hand, and also the notion of legitimate peripheral participation, in which competence plays to some extent a somewhat important role, on the other.

In relation to methodological concerns, my own multiple roles in this study need now to be explained and justified for the purpose of achieving trustworthiness in the data. I could not deny that my roles, on the one hand, rendered me certain advantages in getting access to the informants and the data; on the other hand, they put me into an ambivalent position as both an ‘insider’ and an ‘outsider’. As an ‘insider’ of the studied context, I experienced the three advantages that Saville-Troike (2003, pp. 89-90) has described: making the implicit in the culture explicit, partially solving the reliability and validity concerns, and justifying an insider’s interpretation of the cultural meanings. On the other hand, my involvement with

the informants and the activities put me at a risk of being too subjective or directive. In other words, I had to recognize my teacher role both constrained and contributed to my personal understanding or perception of the classroom context and participants. Researchers have advised on this participant-observer dilemma. Luttrell (2000) has suggested that, instead of avoiding the problem, researchers should admit it explicitly. Saville-Troike (2003, p. 98) also recommends that researchers should “include their behaviors in relation to the others, and an analysis of their role in the interaction as well as those of others”.

My role of researcher/teacher/participant kept me alert to the importance of constructing an environment of “openness” for the purpose of my access to the field as an ethnographer. Consequently, two strategies were employed to minimize the paradox effect. First of all, I focused on student-student interactions, in which I could retreat as an observer or as a “relative non-participant” (Swan, 1994). Instead of being a dominant teacher or controller, I kept a low profile in student-student interactions. As part of the attempt to foster students to become the actors and agents of their talk, I took a role as a facilitator rather than director in the talking process. In other words, I tried not to let my personal preference or prejudice hinder the natural flow of students’ talk-in-interaction. With the incorporation of ethnographic and ethnomethodological approaches, I started this research as a case study.

5.1.2 Defining the case

The present research is a case study of classroom discourse, based on the premise: (1) it is bounded in nature; (2) it is a personal inquiry by a teacher. Being bounded is an important feature of case studies. Miles and Huberman (1994, p. 25) argue a “case” is “a phenomenon of some sort occurring in a bounded context”. In other words, a case is “bounded” (Smith, 1978), or “fenced-in” (Merriam, 1998). From this perspective, a case can be very different in terms of numbers of subjects because it can be an individual, a group, a classroom, an institution, or a community (Gillham, 2000; Merriam, 1998; Nunan, 1992; Yin, 1994). In addition, it is also an “integrated system” with a “self” (Stake, 1998, p. 87), and it is “a

specific, a complex, functioning thing” (Stake, 1995, p. 2). As this study focused only on one class, the case study design optimized the opportunity to study the social interaction on its own terms (Stake, 1998). This ‘bounded-ness’ offered the potential for rendering specific and “thick descriptions” (Geertz, 1973; Hopmann, 2002), or “rich descriptions” (Erickson, 1986) which result from the overall strength achieved in coping with various evidence (Yin, 1994, p. 8), and also from an observer’s “play by play account” (Erickson, 1986, p. 119).

Moreover, the uniqueness and difference of each classroom makes it a case. Van Lier (1988) has pointed out that “one of the problems with L2 classroom research is that there is such a tremendous variety of L2 classrooms” (p. 5). As context plays a critical role in human behaviors, it entails “insights into the particulars of how and why something works and for whom it works within the contexts of particular classrooms” (Cochran-Smith & Lytle, 1993, p. 15). This implies that each classroom can be investigated as a case or even cases. It could also imply that narrowing down the research scope and classroom type is imperative in L2 classroom research. Additionally, case study research usually employs ethnographic methods for naturalistic, exploratory inquiries (Merriam, 1998, p. 26).

Secondly, this study was a personal discovery and inquiry by a teacher, or teacher research, which has been defined as “a systematic and intentional inquiry carried out by teachers” (Cochran-Smith & Lytle, 1993, p. 7). Teachers have been urged to investigate “the ecology of their own classroom” (Burton & Mickan, 1993), and also “to be both consumers and producers of knowledge about teaching” (Cochran-Smith & Lytle, 1993, p. 9). Many researchers (Bartels, 2002; Cochran-Smith & Lytle, 1993; Crookes, 1993, 1998; Hall, 2001; Larson-Freeman, 2000; Nunan, 1989) have put a premium on teachers’ inquiries in terms of understanding teaching practices in the specific contexts. Furthermore, they also accredit the knowledge that teacher research generates as able to “yield multiple conceptual frameworks” for others to understand or reflect on their situations (Larson-Freeman, 2000, p. 20). This is clearly one of the strengths embodied in case studies.

In addition, case studies have been widely accepted in educational research (Hancock, 1997; Merriam, 1998) and are also one of “the most frequently employed methods in SLA research” (Nunan, 1987). Case study research is viewed as potentially “informing educational judgments and decisions in order to improve educational action” (Bassey, 1999, p. 39). For me, this study provided not only an opportunity for understanding the learning potential of the incorporated activities but also a genuine inquiry process in which I took a journey as a novice researcher-ethnographer exploring subjects’ patterns of speech and interaction behaviors. Furthermore, as a teacher and co-participant, it allowed me to get first-hand knowledge of how these new members became apprenticed in this English language community of practice in the initial stage. These characteristics accord with the basic nature of qualitative studies—instead of testing a hypothesis (Merriam, 1998, pp. 28-29), case studies focus on what “insight, discovery, and interpretation” can be generated.

The last but not the least important point to make is that this is a case study but not action research. There is a common perception that teachers’ inquiry research tends to be carried out in an action research approach. As pointed out earlier, the purpose of this study was to explore and interpret how students manipulated power-in-interaction locally in the discursive event, rather than to implement any new remedial actions into the activities. Participatory or action research in education entails collaborative and democratic contributions of stakeholders or participants to pedagogic outcomes (Greenwood & Levin, 2003; Heron & Reason, 1997). Another point is that action research emphasizes a reflective cycle, which involves immediate innovations, and evaluations of the intervention devices (Cherry, 1999; Kemmis & McTaggart, 1982). Cherry (1999) has described the process of action research as “a continuous cycle of planning, action and review of the action”, and “in the process, action is continually enriched by reflection, planning and the injection of new ideas: at the same time, the action produces experience which changes the way we think about things” (p. 1). However, this study was my own personal inquiry as a researcher in a teaching context. This aspect might be taken as a promising direction for future studies and also as a limitation of the present study. My own case study is hoped to elicit certain pedagogical implications for English teaching and to make a contribution to the

literature on teacher research. These expectations may conform to what Cochran-Smith and Lyle's (1993, p. 12) suggest when they point out that the findings of teacher research are "often useful beyond the immediate context".

Many researchers agree on the significant role of reflection for teacher development and classroom practices (Munby & Russell, 1990; Schön, 1983, 1987; Zeichner, 1999). In this regard, I do not mean that I ignored the importance of innovation or evaluation in terms of language pedagogy or curriculum. To me, in every class, new planning, action and reflection work as a continuum. Nevertheless, in this research project I was more interested in understanding the patterns of students' interpretations and claims in relations to their membership and positions in the learning interactions. This explains and supports the premise that I kept a low profile to avoid interference in the natural flow of talk-in-interaction, instead of interrupting or integrating experimental activities. Moreover, I wished to consider the emergent patterns over an extended period of time, in order to allow categories to settle into solid forms for analysis and interpretation. Therefore, I chose to take the reflection and the remedial action as a postponed process, instead of an immediate or on-the-spot intervention.

In brief, for this study, I counted on the strengths of case study research. As Yin (1994, p13) argues, a case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident", as was the case in my context. Needless to say, case study research has its limitations, as do other research approaches. Criticisms of case study methodology target its validity, reliability and generalizability (Yin, 1994) because of the nature of the "subjectivity" which qualitative studies share. Gillman (2000) argues that this subjectivity does not exclude objective evidence, and is mainly achieved by seeking underlying reasons from subjects' interpretation of their experience through written reports or talk, or providing primary evidence to balance the subjective perception. In addition, he also argues that being objective may, in some ways, neglect data evidence significant to a sufficient understanding. Furthermore, as Holliday (2002, p. 1) has claimed, qualitative research basically deals with "reality and social life that has to be continually argued and

reaffirmed”. Thus, it involves careful management and justification of the data and findings.

However, the criticisms mentioned above may encourage the researcher to establish a solid ground for carrying out a case study because they suggest the importance of incorporating different methods into the accomplishment of a case. Yin (1994, p. 34) suggests two tactics for constructing validity: “multiple sources of evidence” and “a chain of evidence”. This suggestion signifies the importance of data triangulation through different data sets and analytical methods. Data triangulation establishes the strength of the internal validity of the research (Fontana & Frey, 2000; Gillham, 2000; Merriam, 1998; Morse & Richards, 2002). Wengraf (2001, p. 104) has pointed out that single-source accounts lack the potential or strengths to “be evaluated in the light of other materials”. Denzin and Lincoln (1994, p. 2) maintain that triangulation is “an alternative to validation”, and Morse and Richards (2002, p. 77) also argue that understanding based on multi-methods or *multi-sightings* “can be extraordinarily revealing”. The application of multi-methods is a strategy to enhance the rigor and depth of the research (Flick, 1992).

Based on this concern, I deliberately sought different sources for data collection. Furthermore, as this study focused on social interaction specific to the subjects and the research context, generalizability to some extent is limited. Although Gillham (2000) has questioned the practicality of generalizing human behaviors, he maintains that a “case” does not have to mean that the evidence will be narrowly restricted, on the assumption that it requires a search of “a range of different kinds of evidence which is there in the case setting, and which has to be abstracted and collated to get the possible answers to the research questions” (2000, pp. 1-2). Consequently, possibilities for generalization may be opened up in relation to context and pedagogic goals.

5.2 Data Collection Process and the Studied Communicative Events

The case of this study was defined and bounded by the pedagogic context set up as described in Chapter 3 and the studied communicative events in the classroom. The discussion here focuses on the two communicative events as the major focus selected for the research project and the process of data collection, which helped me to locate and consolidate the case. The data collection crossed two academic semesters, from September 2003 to June 2004. Table 5-1 summarizes the process and methods for data collection.

Table 5-1: Process of data collection

Semester	Data collection event	Data type	Amount/ numbers	Data code	Discussion in thesis chapters
1	Self-account of personal background	Spoken*	13	A	3 & 6
	Questionnaire 1 (background)	Written	19	Q1	3, 6 & 9
	GEPT 1	Supporting	30	~	3 & 9
	Individual presentation (Show and Tell)	Spoken*	29	S & H	8
	Weekly journals	Written	8wks	J	6, 7, 8, & 9
	Commentary 1 (Yoga)	Written	27	C1	7
	Reflective assignments	Written	2wks	R	6
	Interview 1	Spoken*	12hrs	IV1	6 & 9
	Questionnaire 2 (Pronunciation)	Written	19	Q2	9
2	Group presentations	Spoken*	11	GP	7 & 9
	Small group discussions	Spoken*	50mnts	GD	8 & 9
	Weekly journals	Written	10wks	J	6, 7, 8, 9
	Commentary 2 (Taiwan's snacks)	Written	26	C2	7, 8, & 9
	Commentary 3 (English learning)	Written	21	C3	7, 8 & 9
	Interview 2	Spoken*	12hrs	IV2	9
	Questionnaire 3 (Group discussion)	Written	20	Q3/R	9
	GEPT 2	Supporting	30	~	9
	Questionnaire 4 (Evaluation)	Written	20	Q4	9

Notes:

1. Spoken* data were collected by audio-recording or video-recording, or both along with participant observation, and then transcribed
2. GEPT=General English Proficiency Test
3. Accumulative notation is used for coding the data. For example, in JSM1S02, J=Journal, SMI=Semester 1, S02=Student No. 2.

The major data collected revolved around the two student-directed communicative activities implemented in the classroom, oral presentations and small group discussions. The presentations were of two types, individual presentations (Semester 1) and group presentations (Semester 2) with an ensuing Question and

Answer (Q and A) session. While presentations were held in both semesters, small group discussions were in the second semester. Because my goal was to investigate students' participation in oral activities, the talk-in-interaction in these communicative events served as the core of the study. For an overview of the two activities, some information in relation to the activities is depicted.

A. Oral presentations

Presentations are valued as a good opportunity for foreign language learners to use English for communication. The format can be either formal or informal. In this case study, for the first semester, the presentations had the nickname "Show and Tell", which has a counterpart in the "Sharing Time" or "Sharing Circle", which is an activity in many American primary schools for sharing personal experience outside of school life (Cazden, 2001). The main purposes of the activity were (1) offering a short-cut for participants to get to know each other; (2) establishing an English speaking community; and (3) bringing real world knowledge into the closed-wall classroom.

From my own understanding developed over several years of practice, "Show and Tell" works well for foreign language learners who have little confidence or few opportunities for using English. This advantage is based on principles inherent in this activity. In this study, students were first required to "show" something and "tell" a story about it. By showing and talking about the object or topic, the speaker developed a topic through the skill of narrating. In the meantime, by seeing the object and listening to the talk, the audience could learn something about the object. When the speaker was not able to communicate well in English, the object or the topic itself could offer basic ideas to help both the speaker and the audience. A Q and A session followed and provided a possible channel for explanation, elaboration and further communication. Students were not encouraged to read prepared notes, but they were allowed to bring some lest they should forget some points they wanted to address.

The main guideline for "Show and Tell" was sharing, and it thus allowed much freedom in topic choice. The topic or object could be a personal item, such as a collection, a gift or a souvenir. It could also be something that students were

interested in, for example a hobby. The topics in the first semester had a very wide variety and fell into five different categories (Table 5-2).

Table 5-2: Presentation topics in Semester I

Topic types (number)	Descriptions
1. Hobbies, skills or talents	<u>Yoga</u> , Kungfu, Photographing, flute-playing, traditional Chinese “chops”, patching, and handicrafts
2. Personal items	Wooden smoker, stamp albums, NBA player cards, CD walkman, Watch, Teaching props, music CD.
3. Life experiences	Overseas trips or study tours, a traffic accident, my only childhood photo, my father’s job.
4. Media	Novels or storybooks, movies, situational comedies, games
5. Others	Santa Clause and Christmas story, favorite animal, World tourist attractions

*Presentation on the underlined topic was transcribed for analysis; others were used as audio-records for thematic analysis.

In Semester 2, the oral presentation was carried out as a group activity. The purposes of the group work were two. First of all, it was aimed to enrich task variety. Although it was similar to the individual presentation in Semester 1, in a group presentation the presenters had to cooperate and negotiate about the whole process of presentation, including the follow-up interview. My personal pedagogical consideration was that “Show and Tell” in Semester 1 could be regarded as a warm-up for the presentation in Semester 2. After the students had been given a taste of how it worked, they could do the group work presentation more efficiently and with better organization. Secondly, in Semester 2, the topic shifted from personal preferences to a content-based or knowledge-based topic. The generic topic was assigned by me, although students still could work on details and make the final choice to narrow down the topic. Needless to say, this provided them with a good opportunity for negotiation. The topics were aligned to the syllabus framed by the textbook, and were very broad, including culture, the business world, English learning and the media. Table 5-3 shows the generic- and sub-topics of group presentations in Semester Two.

Table 5-3: Presentation topics in Semester 2

Topic	Titles
1. Culture	<u>Living abroad</u> , Taiwanese aboriginal tribes, Taiwanese snacks, operas, Pop singers, the Amish
2. Media	The 76 th Oscar Awards, Peanuts the cartoon, movies
3. Business world	Job ads, Surveys and questionnaires, E-bay auction
4. English learning	English words in action

*Presentation on the underlined topic was transcribed for analysis; others were used as audio-records for thematic analysis.

B. Small group discussions

The small group discussion tasks were held in Semester 2. Again, they were contextually related either to the content of the lesson, or the topic of a presentation. The three topics were censorship in mass media, foreigners in Taiwan, and English learning. Complete audio-tapes were collected for the third topic, English learning, and they formed the source of the group discussion data I analyzed. This allowed me to understand how different groups oriented toward developing the same topic and the differences in students' participation levels.

5.3 Data collection methods

For this study, the data included primary data (spoken and written) and supporting data (see Table 5-1). The spoken data consisted of the talk-in-interaction in the focused communicative events that the students participated in, self-accounts and interview data. The written data were composed of four questionnaires, commentaries, student journals and reflective reports. The supporting data included information and documents related to the national policy, the department, the two GEPT model test books and students' presentation data. In this section, I describe how I collected these three types of data. The employment of different methods reflected two concerns: first, there is no specific type of evidence comprehensive enough to cover everything (Gillham, 2000), and second, these methods would provide the basis for data triangulation, as discussed in Section 5.1.2. By using these multiple sources, I aimed to build up the inter-connections among the collected data from different aspects (Holliday, 2002; Merriam, 1998; Morse & Richards, 2002).

As mentioned earlier, the data collection lasted for one academic year. In addition to hand-written note-taking, I depended heavily on technological devices, such as a laptop computer, a digital camera, and digital and traditional recorders, to collect the data and keep files of records. In what follows, I describe methods of data collection based on the data types: spoken, written and supporting.

5.3.1 Methods for collecting spoken data

The spoken data included the talk-in-interaction in the communicative events and the interviews. In addition, some students' self-accounts were also collected. The methods involved in collecting these data included participant observation, interviewing, audio- and video-recording, and transcribing.

A. Participant observation

Participant observation is the most common method (Saville-Troike, 2003) for collecting ethnographic data. It can serve many significant functions in collecting classroom data. First, it offers insights and understandings into how learning activities are implemented and carried out in the whole process (Hammersley & Atkinson, 1995). In addition, observation can provide information about social events in the classroom (Nunan, 1992). Another important aspect lies in the fact that the information obtained from observations can work powerfully to suggest follow-up interview questions to clarify some specific points or phenomena that are presented in the observations (Merriam, 1998).

Observations are commonly classified into participant and non-participant (P. Atkinson & Hammersley, 1998). As the teacher, my observations should be properly termed "on the spot" observation (Swan, 1994) or my role as an "active observer" (van Lier, 1988). However, "the observer's paradox" (Labov, 1972) is an issue to be recognized and managed. In fact, the paradox is related to the participant-observer role and the strengths and weaknesses inherent in the observation itself. According to Yin (1994), the strength of participant observations can be viewed from three aspects. First of all, they can offer "unusual opportunities" for collecting case study evidence. Secondly, they offer distinctive opportunities for getting access to an inside perception. Finally, they give the researcher access to manipulating events such as interviews. However, the limitations inherent in participant observation are also recognized. First, the participant observation may fall into the dilemma of lacking an appropriate distance for objective observations. Secondly, the observer may become too familiar with the environment and lose his or her critical stance. Finally, the researcher's role as an observer may be subsumed or endangered by that of a participant. To optimize the strength and minimize the limitation, I let students

understand and recognize my facilitator role and also counted on various sets of data as described earlier, and I also counted on observation notes.

Note-taking was crucial to keep the observation records. Keeping field notes is regarded as the “mainstay” data collection method of ethnographic research (Clandinin & Connelly, 1999). Although researchers such as Angrosino and de Pérez (2000, p. 696) acknowledge the convenience of employing technological products, they still value the lived experience that researchers can have on the very site. Clandini and Connelly (1999, p. 169) also show a similar concern that audio- and video-recording may sacrifice the real experience. These arguments highlight the importance of note-taking in the process of participant observation.

Researchers are urged to process notes as soon as possible while the memories are still fresh. However, constrained by the impossibility of completing detailed field notes in the classroom, I chose to keep observation notes in my own way. My observation notes were a combination of rough field notes and a reflection journal; in fact, both are suggested for teacher research (Hall, 2001). In the classroom, I could only jot down some basic facts and participation features. To solve this problem, I appealed to technology, which made it possible for me as an observation-based researcher to keep records of the particular events in the research sites. After the class, I reviewed the video- or audio-recording to grasp more details and record more interaction descriptions, and these became my observation notes, which usually contained the basic information of the lesson, the activities, participants, etc. When there were crucial interactional events or incidents, I put down facts such as the names and the particular events, and then kept these as a week-by-week file.

For me, these observation notes served many purposes. They were not only the on-the-spot records but also worked as reflective notes. They kept my memory alive to the interaction characteristics, especially the negotiation of meaning. In addition, they also kept me alert to certain issues with classroom management such as mechanical problems that occurred in the facilities or with the audio- or video-recording procedures.

B. Audio-recording and video-recording

Audio- and video recording were critical methods for me to collect the spoken data. The methods complemented each other and had their individual strengths and limitations. Audio-recording was the central tool for collecting the talk-in-interaction in the communicative events. Audio-recording is highly recommended for a case study with an ethnographic basis in real-world communication or language classroom interaction, on account that “these audiovisual images themselves may become part of the description that the researcher develops” (L. Bachman, 2004, p. 724).

I maximized the functions of several types of audio-recorders, traditional recorders, digital recorders and the built-in recorders in the laboratory, to complete the data collection. This resulted from the fear that unexpected mechanical problems or mistaken operation might interrupt or undermine either the collection process or the recording quality of data. For the interviews, I also depended on traditional and digital recorders. The former was easily operated and the latter was more convenient and compact for filing and maintaining the data. Recordings were labeled by date. Video-recordings was used to complement data collected through audio-recording for offering additional clues other than verbal contributions. It could present the image, the facial expressions and the movements. It also worked as a source that I relied on to complete observation or reflection notes later on. As the video camera also had audio function, it could complement the audio-recording and serve as a reference option when I encountered expressions which were not easily identified in the audio tapes. Finally, it also helped me a lot afterwards for reviewing and analyzing the data beyond the audio data.

Problems related to the employment of video recording such as camera positioning have been addressed by researchers such as Sacks (1992) and Heath (1997). For this study, the video recorder was set up in the back of the classroom on a tripod before the class began. This positioning was based on several considerations. First, it would feel less threatening or intrusive to students. It was also useful because it allowed the main focus of video recording to target not only the presenter but also the materials or artifacts he or she presented, which included

photos, posters, real objects and PowerPoint files. In other words, the backstage position aimed to record the verbal and nonverbal behaviors that speakers performed when doing the presentation, as well as getting as full a picture as possible of the additional materials or objects they displayed or utilized to assist the presentation.

However, the backstage arrangement had its limitations on certain occasions. The view angle captured only actions or activities occurring in the front stage, so it had its limitation in catching verbal or nonverbal interactions in the audience. This was especially difficult for the Q and A session, so the video camera was moved to the front to record the interaction between the speaker and the audience to make sure who the inquirer was. The videotapes were transformed into DVD format after collection for ease of display and filing.

C. Interviewing

The critical function of interview can be seen from researchers' perceptions. Some researchers (P. Atkinson & Silverman, 1997; Silverman, 1993) have suggested the world today is "an interview society". This explicates the significant role of interviewing in daily life. Interviewing has also been seen as central to qualitative research (Gillham, 2000; Merriam, 1998; Yin, 1994). More specifically, it has been considered "indispensable" in qualitative case studies (Hammersley, 2005, p. 7). Within the paradigm of qualitative research, reality is not regarded as an external object outside to look for, through an etic perspectives, and interviews can serve well in obtaining an emic perspective from the participants. In this study, interviews were a crucial data collection method to supplement participant observations (Saville-Troike, 2003). Two face-to-face interviews were conducted to collect data in relation to two aspects: (1) these students' understandings of and reflection on their performance in the communicative events; and (2) their understandings and interpretations of the learning potential that these two communicative events could offer.

For me, the face-to-face interviews had two additional functions. First of all, they provided me with opportunities to confirm some uncertain issues or incidents that I encountered in the observation or after viewing the videotapes. Confusion or

uncertainty sometimes resulted from the low volume produced by a speaker or the sudden stopping of the videotape. In some cases, issues discussed came from central ideas that emerged from sources such as students' journals and required further elaboration or explanation from the student. Secondly, the interviews aimed at data triangulation. One principle that I followed was to equally value each type of data. Moreover, I expected that most students would contribute similar amounts of information. However, when other data were not attainable, interviews helped by retrieving data orally. Finally, the interviews also gave me the idea that, in addition to the initial background survey interview at the beginning of Semester One, and the final evaluation questionnaire at the end of Semester Two, an additional questionnaire (Questionnaire 2) would be necessary to further understand students' perceptions.

It is recognized that a face-to-face interview has a tremendous strength in offering rich communication (Gillham, 2000). Semi-structured interviewing has been considered as a very "productive" tool for conducting qualitative research because they are "flexible" (Gillham, 2000, p. 69). I followed the two principles for semi-structured interviews recommended by researchers, leaving the questions as little structured as possible and inserting questions by following the natural flow instead of raising them in an abrupt or intrusive manner (Saville-Troike, 2003; Spindler & Hammond, 2000). To avail myself of the strength of semi-structured interview, I also followed the suggestion of being "a good listener" (Fontana & Frey, 2000, p. 652), through which I could ask additional questions on critical issues or topics emerging from students' talk. The strength of flexibility and improvisation rendered rich first-hand data to understand how the students thought and understood their performances. For me, semi-structured interviews were more feasible than open-ended ones for gathering an in-depth understanding specific issues determined in advance, especially on the basis of the observations. This justified my application of semi-structured interviews.

I adopted a group mode for the face-to-face interviews. I followed the assumption that group interviews could reveal rich data because interviewees could help each other recall some events. In other words, they could be stimulated to give more talk or opinions than in an individual interview (Madriz, 2000; Morgan, 1988)

Moreover, as the presentation in Semester 2 was group work, interviewing the group members at the same time would be feasible and beneficial in terms of collecting their shared experience in completing the same task. Additionally, I was concerned about time constraints. This arrangement was not only because one-on-one interviews consumed much time, but also because some students had full-time or part-time jobs. Thus it was not easy to arrange interview times. However, group interviews offered a good and comfortable atmosphere for serious talk. In the group interviews, students sometimes made comments or added points among themselves. There were some interesting interactions among them, especially in the second interview, when several months had elapsed since the first interview, and they had become more familiar with each other. The interview atmosphere became more relaxed and interactive, which in some way released the tension of being interviewed by the teacher.

One aspect in relation to the interviews also needs to be addressed here: the language. The two interviews were carried out in English. This was rooted in three considerations: (1) to provide students with extensive occasions and opportunities to use English for communication; (2) to enhance the authenticity of the data when their words were directly quoted in the text; and (3) not only to save time for translation but also to decrease the possibility of incorrect or improper translations. In order to obtain English responses from students as naturally as possible, instead of giving them the full questions in advance, I informed them only of the two generic questions on the activities: how did they think about their performance and what did they think they could learn from the particular activity? However, to several students, the English interview was a serious challenge. This was particularly true in Interview One. In order to make the interview continue but at the same time not leave them with a negative impression or experience of interviewing, I accepted several instances of talk in Mandarin, when students requested that they could express more clearly in Mandarin. However, several students chose not to directly ask to reply in Mandarin. They tried to answer in English, but in very short responses, such as “Yes”, or “No”. When I found something critical or unclear, I usually added immediate questions to elicit further details. This was especially helpful to those who found it challenging to understand me or express their ideas in English. However, it did not work well

with every one, especially those who were worried about their limited English abilities.

Although face-to-face interviews have been seen as “the most common and powerful ways in which we try to understand our fellow human beings” (Fontana & Frey, 2000, p. 645), they still have limitations (Hammersley, 2005). Wengraf (2001, p. 1), thus, has suggested that researchers should not hold a broad expectation of interview data, but take them as “data only about a particular research conversation that occurred at a particular time and place”. This position gave me some guidance for analyzing the interview data.

D. Transcribing

All the spoken data collected through the methods described above made transcribing an important data collection method in this study. Transcribing is viewed as a trusted research technique or method (J. M. Atkinson & Heritage, 1984; Lapadat & Lindsay, 1999). Compared to field notes or observational data, according to Silverman (1993, pp. 11-12), recordings and transcripts can offer a highly reliable record to which researchers can return as they develop new themes and hypotheses. After audio-recording and video-recording, the next job for me was to do verbatim transcriptions.

Transcription is widely applied in a range of disciplines in studying and analysing utterances as social action or interaction (Lapadat & Lindsay, 1999; Moerman, 1996). Transcription, in ten Have’s (2000, p. 76) argument, is a *translation* of the “speech” produced by the speaker into “language”, or translating “verbal interaction” into “written words”. Moerman (1988, p. 3), sharing a concern of Ong’s (1982), points out the danger that “writing down sounds as words and marks on paper encourages us to rip life from its context, to make processes as products and fields as objects.” He makes the point that, although researchers should be cautious of falling into that trap, it is impossible to avoid it completely. Ochs (1999) has held a stance that there is no perfect transcription, but merely a transcription that meets the research orientation and is anchored in the researcher’s theoretical hypotheses. She argues for the principle of selectivity in transcription by pointing out that “a transcript that is too detailed is difficult to

follow and assess. A more useful transcript is a more selective one. Selectivity, then, is to be encouraged” (p. 168). However, she also asserts that selectivity does not allow being “random and implicit”. Thus, researchers are advised to be alert in the process of filtering or selecting and to specify their criteria for selectivity very rigorously.

In the process of transcribing, I experienced with the nature of transcription, that is, how to face the issue of its “selectiveness” and “compromise” (2000). Thus, based on focus of the present study, *how*, or the way that a speech was produced, was sometimes compromised in certain ways for practical concerns. With the data here, I applied the standard orthography on the assumption that “utterances are pieces of information, and this, in turn, assumes that language is used to express ideas” (Ochs, 1999, p. 168). However, it does not mean that the phonetic or prosodic aspects of the speech were not important or completely forgotten. I did not exclude or sacrifice *how* totally. For those interactional aspects that played necessarily important roles in constructing the interactional patterns, such as pause, interruption, overlapping, latching, and strong emphasis on the words produced, these were presented in transcription conventions appropriate to this study. Moreover, other identifiable vocal and crucial non-verbal expressions were bracketed when the analysis required them (see Appendix B).

The principle of transcription conventions was applied based on how the data were collected and analyzed. For small group discussion data, collected through audio-recording, notations for verbal and vocal behaviors were added to the text. For presentation data, the same rule was applied. For the other presentation, because it was collected with a combination of audio- and video-recording, I added additional accounts for the movements and behaviors of the speaker and the particular participants. Regarding interview data, “what” was the focus rather than “how”, and I thus transcribed all the audible data.

The selection of data for transcribing took me some time because I went repeatedly through the data, including observation notes, students’ journals and video- and audiotapes. It did not seem necessary to transcribe every bit of the talk. As the focus themes were power-in-interaction and participation, episodes related

to these two core issues were selected. As this work proceeded, the transcribing job became more focused and purposeful. Finally, the transcript of the focused analyzed data was read by participants for confirmation.

5.3.2 Methods for collecting written data

Written data were also crucial in this study. I divided them into two categories: (1) questionnaires and commentaries, and (2) weekly journals and reflective reports, on the basis of similarities in relation to the collecting methods. Questionnaires and commentaries were conducted for a specific topic or task and collected based on the timeline, whereas weekly journals and reflective reports were on random topics or tasks, and collected when they had been completed. These two types of data were complemented with each other. For example, for questionnaires and commentaries, some students chose to reply in free responses or in their journals. Thus, they were interrelated in some way.

A. Questionnaires and commentaries

Questionnaires (coded as Q), are relatively more common in quantitative than qualitative studies, but in teacher research, they are viewed as able to serve similar functions to interviews in terms of eliciting personal information, attitudes, and opinions from participants (Hall, 2001; Diane Larsen-Freeman & Long, 1991). Four questionnaires were conducted and collected. Of the four questionnaires employed, Q1 was for collecting students' profiles, Q2 was focused on pronunciation, Q3 was for students to talk about their opinions on the small group discussions, and Q4 for the final evaluations. In addition, the four questionnaires were complemented by or replaced by other related data. For example, students' self-accounts complemented or even replaced Q1. This is because some students did both of them, and others chose to do either.

All the questionnaires were in open-ended format. Certain advantages of open-ended questionnaires were noted in the process of data collection. One advantage was that it allowed students more time to think and write their answers. Although they had to answer the questionnaires in English, it may not have been as threatening as the face-to-face interview. Moreover, issues related language and

face-to-face interviewing might have been solved. As it was an individual written account, students might have been able to put information in more detail from their own personal viewpoints without influence from partners in the group interview. In other words, they could express their ideas more freely than when they were in the group interview, in which they had to respond immediately to my questions in English. I found that several students who could not talk much in the interview did express their ideas more clearly and informatively in the questionnaires. This was a very critical benefit through which I could justify my use of questionnaires. Another benefit was that it saved me time from transcribing or translation, and I could quote directly from the original data.

Commentaries (coded as C) also played a crucial role in this study. Three commentaries were implemented, aimed for students to give comments on the specific presentations, including the content, the presenter's performance and any suggestions they wanted to make. C1 related to the Yoga presentation, C2 to Taiwan's Snacks, and C3 to English Learning.

When students were not able to submit the required questionnaires or commentaries, I resorted to other sources such as interviews, weekly journals or reflective reports for their ideas and opinions.

B. Students' weekly journals and reflective reports

The other type of written source was students' weekly journals (coded as J) and reflective reports (coded as R). Of the two types, weekly journals covered various events, such as the classroom learning activity, their own presentations, interviews, or the small group discussions. Reflective assignments were implemented in the two weeks for the first semester to replace regular journals. These assignments were designed for obtaining information of students' learning practices both inside and out of the classroom. The purpose of these two types of sources was the same, for students to reflect on their learning experience.

Journal writing is deemed "a powerful way for individuals to give accounts of their experience" (Clandinin & Connelly, 1999, p. 166). Researchers have employed journals, either their personal introspective ones or those of students, to

study the language learning process (K. M. Bailey, 1980; Kathleen M. Bailey & Ochsner, 1983; Crooke, 1986). Reasons for employing journal writing in language learning classes are various, such as for improving writing skills, program evaluations (Savage & Whisenand, 1993), and understanding learners' learning experience both inside and outside the classroom (Norton, 1998; Peirce, 1995a). The latter two were similar purposes to those of the journal and reflective reports in the current study.

The purpose of the weekly journal was for students to keep a record of participation in the classroom activities, especially the presentations and the small group discussions. In the journal they reflected on and evaluated the classroom performance of themselves and their peers. In other words, it was for these students "to make sense of their learning experiences" (Burton & Carroll, 2001, p.1). In the first semester, due to the fact that the "Show & Tell" was short in terms of time consumption, there might be four presentations in one night. Thus, they gave comments on the one that impressed or interested them and reflected on their participation, what they learned, how they felt, etc. In terms of their participation, they described what questions they asked and answered, and their thoughts about whether their questions were properly understood and answered. However, the students did not always submit the journal as regularly or punctually as expected. This especially true with students who had a day-time job or those who did not have a computer accessible. In addition, after some weeks, some students began to write only a short note.

Thus, at the end of the first semester, they were asked to do two reflective assignments to substitute for the weekly journal. They were coded as R and were specially designed for retrieving their personal learning practices, which offered me a view of what learning practices they usually engaged in outside the classroom. This means that reflective reports were an additional design for connecting students' classroom activities with private learning activities available to them.

5.3.3 Methods for collecting supporting data

Supporting data came from various sources. It related to assessment documents, policy, media reports, and student-produced materials. For collecting this type of data, the method is generally termed “documentation” (Yin, 1994), a method suggested for case study research.

For the assessment, I purchased two sets of the published GEPT (the General English Proficiency Test) model testing materials, including the test books and the CDs, designed by the LTTC (Language Testing and Teaching Center). Policy documents were either related to the national policies as discussed in Chapter 2, or the information about this particular Department and Program presented in Chapter 3. The government documents related to English education policies were mainly produced or published by the Ministry of Education and other offices in the Executive Yuan, the chief administrative office of the country. The Department data covered its history, curriculum, admission policy, and so on, and were retrieved from websites. As English proficiency has become a national concern, media reports on the latest English education policy and related issues were important for me to keep up to date with current developments in Taiwan. The final type of source in this category was materials or artifacts produced by students for their presentations, including drafts, notes, formal reports, PowerPoint files, and even CDs they provided.

5.4 Data Analysis

To investigate how the students manipulated English in negotiating power-in-interaction in different activities, along with how the participation patterns were configured in the local events, I used discourse analysis to present the “ethnographically specific social meanings of language use” (Bucholtz, 1999, p. 214). In addition, I also employed simple numerical counts to show issues related to their micro participation in the local communicative situation, factors in

relation to their macro participation in the Department, and the assessment of students' test results. The theoretical background to the discourse analysis approach I adopted is presented in the next section, followed by the analytical framework.

5.4.1 Discourse analysis approach

Researchers have identified the general functions that discourse analysis possesses. For example, it can serve well for the purpose of “analyzing the micro features of the text (Flowerdew, 1999, 1093). It is also used for understanding how texts are produced and organized (Johnstone, 2002). Taylor (2001, p. 6) also argues that through close examination, the patterns of language use can be located. However, the functions of discourse analysis are suggested to move beyond descriptive to explanatory perspectives (Fairclough, 1985, 1995a). In other words, there is a local level of explanation, supported with clues from the immediate situation, and a more global level of explanation, and “how discourse cumulatively contributes to the reproduction of macro structures is at the heart of the explanatory endeavor” (Fairclough, 1985, p. 753). The incorporation of explanatory perspectives has enriched the potential of discourse analysis in understanding not only the local interaction but also the sociocultural meaning of the language use. Thus, Wetherell, Taylor and Yates's (2001) description in what follows serves well for understanding discourse analysis.

Discourse analysis is probably best described as the study of talk and texts. It is a set of methods and theories for investigating language in use and language in social contexts. Discourse research offers routes into the study of meanings, a way of investigating the back-and-forth dialogues which constituted social action, along with the patterns of signification and representation which constitute culture. Discourse provides a range of approaches to data and crucially, also a range of theorizations of that data. (Wetherell et al., 2001, p. 1)

This argument highlights the potential of discourse in presenting the sociocultural aspects of interaction that discourse is embedded in. Furthermore, Potter (2004, p. 203) has also related discourse analysis to social practices on the assumption that discourse analysis “has an analytic commitment to studying discourse as *texts* and *talk in social practices*”. He continues that “it is the medium for interaction; analysis of discourse becomes, then, analysis of what people do”.

However, in terms of classroom discourse, researchers agree that traditional interaction analysis has its limitation in examining the sociocultural meaning of discourse (Duff, 1995; Tarone & Swain, 1995). Duff (1995) points out that it has overlooked “the dynamic, contingent, sequential nature of discourse and its constitutive properties”. Moreover, it has paid little attention to “[t]he sociocultural meanings of discourse, the contexts in which it arises, and the contexts that it serves to create” (Duff, 1995, 506). Seedhouse (2004bp. 64) has pointed out that traditional discourse analysis fails to present the interactional aspects of classroom discourse because it “cannot portray the flow of an interaction because it is essentially a static approach which portrays interaction as consisting of fixed and uni-dimensional coordinates on a conceptual map”. The arguments indicate that pure descriptive discourse analysis may not serve well enough to understand and interpret the dynamics in classroom talk-in-interaction.

As discussed earlier in Chapter 4, Fairclough (1989) has considered discourse as a form of social practice. Thus, for analyzing discourse in terms of social practice, some aspects have to be taken into consideration. One critical factor suggested for noting is “social conditions”, which can “determine properties of discourse” (p. 19). Consequently, the interaction between people from different communities may be drastically different from people from the same communities. Similarly, Johnstone (2002, p. 111) has described the importance of understanding “how the participants in a communicative event, and the relationship among them, influence the talk and the texts to which the event gives rise” and “how talk and text define and ‘position’ the people who are involved in the discourse”. Furthermore, Miller and Fox (2004, p. 36) have suggested the necessity taking these four factors into consideration: “the objects, the person, or circumstances that they describe or the language that we use to describe them”. This is grounded in the concept that “social life may be organized within multiple social realities as well as how the realities are socially constructed through our use of language, and the reflexivity of our accounts of social settings, realities and issues” (G. Miller & Fox, 2004, p. 36). All these arguments confirm that, to present social realities through discourse analysis, it is impossible to leave the social context out of the picture of language use.

To link language use to social contexts, or “situation”, Gee (1999, p. 92) has suggested a model of “ideal” discourse analysis, which is composed of six components: semiotic building, world building, activity building, sociocultural identity and relationship building, political building and connection building (Gee, 1999, pp. 85-86). These six buildings are interrelated and co-construct the “situation network” of language, residing in “using the cues and clues to assemble the situated meaning” in relation to each individual building. Among them, the semiotic building, the socio-cultural identity and relationship building, and the political building link clearly to the micro and macro levels of my explanatory goal, and informed for me the relationships between them in my analysis.

To sum up, Fairclough’s explanatory concept of discourse analysis and Gee’s “building” concept are conformable in terms of examining relationships among the interactants in the communicative events. Moreover, the micro and macro levels of concepts are compatible with Zimmerman’s (1998) “situational identities” and “transportable identities” in terms of investigating issues related to membership of the students. The former describe the local membership in the particular communicative events, and the latter the macro-membership in the advanced learning community.

5.4.2 The analytical framework

The data were approached in two steps: first, how power-in-interaction was negotiated in the local context, and secondly, what levels of participation the interlocutors invested in the particular event. In terms of power-in-interaction, the patterns were presented on a continuum of acceptance and refusal (Schegloff, 1980) or “preferred” or “dispreferred” (Sacks, 1992) response or message given by the next speaker. The concept of “preference” has been applied extensively in conversation analysis in the sequential organization of “adjacency pairs” (Sacks, 1992) to demonstrate the conversational organization or “distribution rules” (p. 533). However, in this study, the preference notion works as a tool for “sociability” (Pomerantz, 1984), to demonstrate the power-in-interaction, the core concept of this study. Thus, I developed my analytical framework of acceptance

and refusal from the concept of preference, and power and distance (Scollon & Scollon, 1995). Moreover, I used “acceptance” and “refusal” as an indicator of personal orientation or personal choice in response to an action or intention of the previous speaker. Refusal was coded when the initiated or proposed utterance from one party was not accepted by the other, while acceptance was coded when the initiated utterance was agreed or consented to by the other. However, when there was no clear clue from the discourse showing that the interlocutor’s positive or negative orientation, it would be coded as neutrality. A continuum framework was proper for this study because it could show the relative relationships. To achieve “coherence” (Schegloff, 1990) and the full picture of the talk-in-interaction, the turn-after-turn sequential organizations revolving from a local agenda are presented in episodes. In terms of participation level, I employed Wenger’s (2002) general concept of “core”, “active”, “peripheral”, and “non-participation” in the community of practice (see Section 4.3.2 for details).

As discussed earlier in Chapter 4, I took the classroom community as a community of practice; to show students’ participation patterns, I employed categories of participation, but I also added turn numbers and topicality, important tools to distinguish the differences between the categories. Turn numbers served as tools for demonstrating particular participant’s verbal and other vocal contributions. Within this framework, non-participation was taken to mean no audible contribution; peripheral participation indicated that limited verbal or other vocal turns (e.g. 1 or 2) were contributed. Active participation referred to relatively more speaking turns than for peripheral participation but lower than the highest level. Core participation usually fell on the current speaker and the primary interlocutor in the discussion, who topicalized the issue in the local context.

Table 5-4 Participation levels used in the analysis

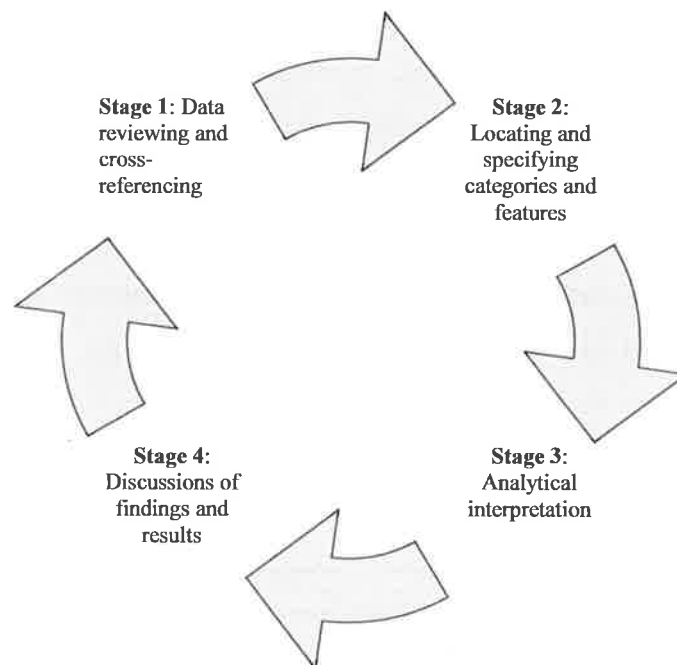
Levels	Turn numbers in an episode
1. Non-participation	--No verbal participation
2. Peripheral	--Limited turn numbers (1 or 2)
3. Active	--Turn number between peripheral and core
4. Core	--Highest turn number

In addition to individual participation levels, I also used three different categories to explain and describe group participation. The three levels were full, majority and partial participation, indicating that all, more than less than half of the group members participated.

5.5 Procedures of Analysis

As a qualitative researcher in the ethnographic tradition, I had not set up fixed or priori questions in the beginning of the study, but had identified some basic guidelines to follow and at the same time allowed themes to emerge from my immersion. Following the well-established conventions for analysis, and in order to keep myself on track in the research, I referred to the focusing generic questions (see Section 5.0) repeatedly and made some minor revisions to them based on preliminary data analysis. I began with the presentations. For the data analysis process, I followed four major stages which I have outlined in Figure 5-1.

Figure 5-1: Cycle of data analysis stages



The analysis procedure worked as a cycle, in which every stage was interrelated and influenced each other. Although there were four stages, each stage was actually interlocked with the previous and next stages. However, each stage had its primary focus.

For the first stage, the analytic procedure started with constant and frequent reviews both of the transcripts of the communicative event spoken data and the written data of the first questionnaire and student journals. I read and reread the transcribed conversation of students' talk in the first activity of "Show-and-Tell", and the follow-up Q and A session. My purpose was to identify recurring themes, such as challenge, and taking initiative. In addition, I exhaustively cross-referenced students' journals, questionnaires and responses, and the interview data along with the observation notes. The repeated comparative analysis (Glaser & Strauss, 1967) helped me see through the data and identify the recurring themes related to power-in-interaction. This process offered me the chance to experience what Ezzy (2002) has noted, that for thematic analysis, themes emerge from the data, and the categories are not pre-defined. Moreover, it has been confirmed that it is essential for researchers to go "beyond their data as they demand not just reading words and scenes, but further reading into, between and over them" (Sandelowske, 2000, p. 336).

For thematic analysis of communicative event data, I used one presentation and one discussion transcript as models for transcribing and coding. The verbatim transcript was first typed in a word file and then transformed into an Excel file, in which it is easy to add an extra column or row for coding and remarks. I then highlighted key words, phrases or paragraphs and noted in the next column an initial theme in terms of discourse strategies and markers representing local power-in-interaction relations. I used the same color to mark those points belonging to the same theme, such as disagreement and agreement. Of course, there were complexities when sub-features emerged. In these cases, some key categories under a theme were added to allow for easy identification. The columns marked with the same colors were then grouped together, and the key terms helped to put them into different subcategories. However, in this first stage, repeated and constant comparisons were essential to re-locate and then re-

establish the patterns, along with basic features of discourse production in terms of power-in-interaction strategies such as interruption. A notebook was kept throughout the whole process for recording and tracing the emerging themes. The outcome was a set a preliminary themes.

The second stage aimed to locate where the themes recurred by reading and re-reading and coding and recoding the data. The coloring and the temporary coding in the previous stage served as the bedrock for searching for recurring features spread through the data. However, the preliminary themes shifted from time to time in the beginning stage, subcategories occasionally turning into main categories. Thus, the remarks beside the transcripts were added to and changed frequently. In addition to files in Word and Excel, I also used a section of the notebook to note coding terms that were ambiguous. By this I mean I was still not sure for the time being how to categorize them. For example, in the beginning, I marked 'backchannel', 'agreement', 'interruption', or 'disagreements' beside each turn as discourse features related to participation and power-in-interaction. Later, I clustered the 'backchannel' and 'agreement' categories into 'alignment', and 'interruption' and "disagreement" as markers of 'power-in-interaction'. However, these shuffled again into subgroups under 'solidarity' and 'power', and then 'acceptance' and 'refusal', and these became the basis of the analysis framework. For the written data from the questionnaires, commentaries, student journals and reflective reports, I used different categorizing methods. For these I counted the number of students who had mentioned the same concept or opinion appearing in the data.

The third stage was critical for organizing the data analysis into a well-organized form by clustering and grouping the patterns under the interwoven structure which was constructed by the two guiding concepts: participation and power-in-interaction. This phase presented a particular challenge in relation to the writing of analytical interpretations in order to clearly link accounts of the relationships among different categories and subcategories. In addition, this also affected how to present the analysis in the later chapters, and the selection and arrangement of excerpts that could explicate the themes and patterns powerfully and concretely.

Headings and sub-headings were constructed to highlight the over-arching ideas that seemed to explain the data most comprehensively.

The final stage was concluded with discussions of findings from the data. In this stage the discussions were based on the themes found in communicative events and also supported by the data found in students' accounts, both written and oral. The interview data and the reflections from students' journals and other sources offered me important ideas to accomplish the analysis and discussion, and to elicit implications on the pedagogical issues related to English language teaching in the context of Taiwan.

The analytical process adopted in this study was a response to the criticism of pure descriptive discourse analysis, which, according to Johnstone (2002, p. 25), "has been called into question more and more urgently". As the purpose of this study was to investigate not only how these students manipulated their power-in-interaction in participating in the designed communicative events and the patterns of participation, but also to find out whether there was a link between the macro-participation and micro-participation, both the spoken and written data were equally valued for locating the themes. The combination of discourse analysis and thematic analysis offered grounding for broadening the pure description of students' language to include an explanatory perspective of discourse analysis. Additionally, the combination also served well to establish the link between micro-analysis and macro-analysis.

5.6 Ethical Issues

In order to maintain the emic and authentic perspectives, I used the original form of students' spoken and written data, even if there were typographical or grammatical mistakes. To protect the participants, I followed published suggestions for ethical protocols (Davis, 1995, p. 442). To treat participants in this study with respect and dignity, I announced the purpose of the study in the classroom, and sought for students' understanding. I also informed them that the data I collected would be treated confidentially and used exclusively for my

personal research. Afterwards, a consent form was sent and collected. Due to the fact that this study involved participants and their oral and written information, the principle of anonymity was clearly stated on the consent form (See Appendix A), and this principle was consistently followed, especially in quoting students' oral or written texts. For the purpose of maintaining the anonymity without mixing participants' files and data, each student was given a number code.

5.7 Summary

This is a qualitative case study combining ethnographic and ethnomethodological approaches to investigate students' participation in power-in-interaction in the two communicative activities of oral presentations and small group discussions. I designed and implemented this study as a case study due to its scale, its nature as the personal inquiry of a teacher, and the focused communicative events on which it was based. Ethnographic and ethnomethodological methods were employed for collecting different data resided in spoken discourse, written texts and supporting data. Additional data collection methods beyond the recording of the events were participant observation, interviews, questionnaires and students' journals. All of them offered me rich data for understanding and interpreting participants' words and actions, evaluation and understanding of English learning activities and learning potentials. For data analysis, I relied on discourse analysis and thematic analysis. Discourse analysis was employed for analyzing the students' manipulation of power-in-interaction, and thematic analysis complement to organize the analysis in a systematic format, which are to be presented in the following four chapters.

6 SITUATING IN AN ADVANCED ENGLISH LEARNING COMMUNITY AS NEWCOMERS

6.0 Introduction

The purpose of this chapter is to answer the first guiding question: Why did these students want to seek membership in an advanced English learning community? I approach it from three aspects: why, what and how. In terms of why, I describe the factors contributing to this membership seeking. Regarding what, I report their interpretation of fuller membership. In relation to how, I focus on the activities and practices that students deemed able to help them achieve fuller membership. I believe that identification of critical factors that brought participants to the Department can shed some light on their expectations of this specific community, and that an understanding of what fuller membership entails could help them to locate the gaps that might require active or selective investments inside and outside the institutional settings. Furthermore, identification of students' learning preferences or choices, inside and outside the classroom, may provide information on what classroom practices or activities can contribute to their acquiring of fuller membership in this particular community.

I commenced my investigation from the students' historical English learning backgrounds, which, may offer more information than investigating merely in terms of their formal school education. This assumption is based on the demographic facts that some students did not go through the typical educational system, and that some started learning in ESL classes at various stages. I then follow the three components of why, what and how described earlier. The data analyzed in this chapter are drawn from four sources: the first open-ended questionnaire (Q1), the self-account (A), group discussions (GD), and two reflective reports (R).

6.1 Membership Seeking in an Advanced English Learning Community

In this section, I scrutinize how the participants acquired membership in this Department in terms of their English learning histories, in order to locate and define the nature of this Department as a specific and advanced English learning community. Firstly, in terms of educational requirements, this particular membership is not available to everyone. Secondly, the goal of this Department described in Section 3.2 has limited it to specific learners who are interested in developing “integrated talents and skills in English” (Department of Foreign Languages and Literature, 2005a). Legitimate membership in this specific community may represent an escalation of both educational and English proficiency levels. To define this community, an overview of participants’ membership trajectories is indispensable. Participants’ English learning histories not only help to understand the efforts that these participants had made, but also give a clear picture of how they valued this membership. Based on data drawn from the first open questionnaire (Q1) and their self accounts (A), English membership trajectories of the participants can be divided into four types: typical, enhanced, transferred and bi-departmental (see Table 6-1).

Table 6-1: Findings on students’ historical trajectories towards membership

Membership types	Definition	Number of students
1. Typical or compulsory	Starting from junior high and continuing into senior high	14
2. Enhanced	1. Studying in North America 2. Joining formal ESL School 3. Majoring in an English-related discipline in junior college	6
3. Transferred	1. Starting from junior colleges and finishing an associate bachelor degree in a different major 2. Quitting from previous major	11
4. Bi-departmental	Double-major	1

The first type was a typical trajectory, which refers to the previous membership being imposed by the educational system. In other words, these participants started English lessons in junior high school and continued to senior high. This type of membership accounted for about 44% of the subjects. S04 gave a good

description of some characteristics of the previous English communities he came from:

S04: I have never gone abroad; however, my learning background is just traditional way in Taiwan. And in [junior] high school or senior high, I don't have any chance to speak. We just read and write. [Q1S04]

The second type was an enhanced trajectory, which means that students had had formal study overseas, had attended ESL classes in high school, or had taken English as a major in the past. This type of trajectory accounted for about 19%. For the enhanced trajectory, S07 and S18 serve as good examples. S07 described her historical English learning trajectory, starting from elementary school under her mother's influence:

S07: ...When I was a child, my mother asked me to attend a class of American English for Children until I graduated from an elementary school. [Q1S07]

Her membership in the English community continued when she went to a private high school which offered ESL courses. She talked ironically about her English learning there as follows:

S07: I graduated from Washington High School. Everyone heard the word "Washington." They always think you must be good at English. Actually, you are wrong. That is not an American school. It just likes a normal private school. The difference from other school is that we have several ESL courses a week. [Q1S07]

An enhanced trajectory was also found when S18 described her previous learning background in a private junior college where she majored in English, although she started learning English as most of her classmates did, in junior high school:

S18: Actually before 5 years ago, my mother asked me to study English in college school. After studying, I found it is very interesting and useful. So I decided to continue study English. [AS18]

The third type was a transferred trajectory. This refers to students who had finished an associate bachelor degree with a different major, or students who quit from a different major and resumed university education in this Department. This comprised about 32% of the students. S05 described her transferred trajectory as she wrote:

S05: I graduated from Hsing Wu five years College of Commerce. My major is Tourist. For the first two years, I've got study many general subjects, include English. I didn't

find them very interesting until my parents asked me to attend language classes after school and during summer vacation, such as YMCA, ELSI and Globe Village. [Q1S05]

Another transfer example was demonstrated by S24:

My English learning background is all from Taiwan, for I never go for a foreign country...Before this moment, I was major in Biology, but I was not interesting in it. [Q1S24]

The final type was a bi-departmental trajectory, of which there was only one case (S31). The candidate eligible for this membership must have achieved an academic result in the top 10% of her class (Department of Foreign Languages and Literature, 2005b). Moreover, bi-departmental trajectory also implies that the student has to take more courses than her peers, and it is likely that she had to spend one extra year to finish the required courses. These additional requirements may explain the restricted nature of this trajectory membership.

These historical trajectory types not only explain students' English backgrounds but also help to define this Department as an advanced community for English learning. Its specificity is evidenced by the restricted memberships. However, English-related departments in universities have long been popular, and also because this evening program is in essence a continuing education device, it accepts students from all the identified types of background. Moreover, the variety of trajectories also highlights that students from different backgrounds wanted to join this advanced English community to upgrade their English proficiency in a tertiary education context.

The various trajectories of the students enriched the community culture but also suggested pedagogical practices in the classroom should take this diversity of student backgrounds into account. The diversity of historical trajectories also contributed to defining and confining the domain and the shared values of this community. Additionally, they helped identify the importance of English and English learning in Taiwan. To provide students' understanding of English and English learning, the following section illustrates some critical incentives that contributed to their seeking of legitimate novice membership in this advanced English learning community.

6.2 Factors in Membership Seeking

This section reports the findings of major incentives that accounted for the students' for membership seeking in this advanced English learning community. The data analyzed were drawn from the first questionnaire (Q1), along with students' self-accounts (A) and the small group discussion (GD) on English learning. On the whole, there are 25 students' data available for the analysis. Factors identified can be divided into five categories: self-expectations, personal interests, international and intercultural communication concerns, job incentives and others. For the category of self-expectations, the key words were *I hope* or *I want*. For personal interest, I counted on key words such as *I like*, *I am interested*, or *interesting* and *interested*. Regarding international or intercultural communication, the key words were *communication*, *foreigners*, *native-speakers*, *international*, *traveling* and so on. For job incentives, I depended on words such as *job*, *work* and words related to job titles. Factors that were not clearly identified with the previous four groups, I coded as others. Based on the number of responses falling in each of the five categories, it was noted that the first three categories were equally important to these students. Some students singled out one factor whilst others combined several together. Thus, they were in essence interrelated and interwoven (see Table 6-2).

Table 6-2: Findings on incentives to membership

Category/ Student No	1. Self- expectation	2. Personal interests in English	3. International or intercultural communication	4. Job incentives	5. Others
S02	X	X	X	X ^b	
S03		X	X		
S04	X		X	X ^a	
S05	X	X	X	X ^b	
S06	X	X	X		
S07	X	X	X		X ^{***}
S08			X	X ^b	
S10	X	X	X	X ^b	
S11	X		X		
S12	X	X			X [*]
S13		X			
S14					X ^{***}
S15	X			X ^b	
S17	X	X	X	X ^a	
S18		X	X	X ^b	
S20	X		X	X ^a	
S21		X			
S22	X			X ^b	
S23	X				
S24	X				
S25	X	X			
S27			X	X ^a	
S29	X	X			
S30			X		
S31		X			
Total counts	16/25	14/25	14/25	11/25	

1. X^a refers to future job preparation; X^b refers to previous/current job requirements

2. * refers to the type of the university, **marriage concerns, and ***previous overseas experience.

I quote two students' replies to show the interrelatedness of the four factors. The two excerpts are drawn from the interview data of S05 and S27 when they were asked: Why did you join this Department? S05 gave the reasons clearly and confidently as she said:

S05: I choose English as my major because of some factors. First my job requires good English ability to teach children. Second, English has become a worldwide language. It's getting important. Third, it's easier to apply job or travel in other countries if you can speak English well. I am interested in English that's why I attend the evening school. (AS05)

In this brief account, S05 integrated the participation incentives from her job concern, travelling and personal interest, and the significant role of English. S27 also combined his reasons as he recorded on a tape. Similarly, he related his decision to integrated factors: role of English, intercultural issues and job concerns.

I choose as my major because I think I think English nowadays is very useful language and it's a good...and I also use English to to uh know more foreigner culture and if I major in English I think I I can I think I can find job easily (AS27)

These two quotations exemplify the interrelated nature of students' considerations in taking English as their major. In the following section, findings will be further discussed based on the categories shown in Table 6-2.

6.2.1 Self-expectations

The data show that self-expectations were one of the three most critical considerations for taking English as a major. The first self-expectation was to have better English abilities. Most students related the insufficiency of their current English abilities to previous experiences, including those from work, life and study. For example, S22 depicted her concern in terms of job experience.

S22: ...I transferred my job from Money Magazine to a machinery company. It's a beginning for me to use English every working day. It's a commercial writing. In my point of view, most of commercial do not concern the grammar. They might write and speak smoothly but with wrong grammar. I can't bear speaking or writing in a wrong way and pretend to feel easy. This is my problem. So I decided to come back to College or University to study English. [Q1S22]

S07 demonstrated her self-expectation about learning English as springing from her study tour in the United States.

S07: I went to west America for twenty two days. For the first and second week, we took a course of ESL in the morning. My English was poor at that time; therefore, we had very big problems of communicating with homestay and people. That lets me want to learn English well. [Q1S07]

Although S22's and S07's expectations of better English abilities resulted from different situations, one from work and the other from an overseas study experience, they both underscored their dissatisfaction with their current English abilities. S22 pointed out the importance of correct use of English, while S07 maintained the significance of smooth communication. The insufficiency of existing English abilities, which was transformed into a strong incentive for seeking membership of the Department, was echoed by other students. For example, S24 clearly stated:

S24: My English was very poor, so I joined the English Department. [Q1S24]

In addition, speaking English fluently also became an emotional self-fulfillment when S10 wrote:

S10: I hope that I will be fluent in English one day. [Q1S10].

She made it clear with a determined tone in the self-account.

S10: I don't believe I can't learn it well. [AS10]

Another aspect of self-expectations related to upgrading individual educational qualifications. Obtaining a university degree was important to both S05 and S15. They illustrated this point in this excerpt from their group discussion:

S05: ... we know the reality in Taiwan and society needs so that's why I think uh if I uh enrolled in this college and I can get a diploma and learn something. Why not? I think it's um its' it has lots of advantage that's why the reason I want to study here. [GD02S05]

In agreement with S05, S15 mentioned the importance of a diploma in the following excerpt:

S15: As you said uh the diploma is very important especially I graduated from uh... a 5-year college [GD02S15]

Moreover, several students expanded the educational expectation further, to the future or even to the international community. For example, S25 stated in the small group discussion that she planned to go abroad:

S25: ... I want to learn something in university but uh after I plan to uh...uh abroad abroad and study someday. [GD02S25]

Echoing S25, S11 also connected English to her future study plans, although she did not clearly identify if she would go abroad or not. Thus, to some students, better English abilities and better educational qualifications were the two primary self-expectations, but to some students better English meant greater potential for further studies, either abroad or at home.

6.2.2 Personal interests

Personal interests are another factor that appeared in the data at the similar frequency as self-expectations. It is interesting to find that some students described their personal interest in English in a moderate tone, while others spoke of it emotionally with words such as *like...very much*, *love* and *hate*. One student described it in a moderate and clear tone.

S06: The reason I join the English Department is I'm interested in English. [Q1S06]

However, S03 claimed her interest as below:

S03: Why choose English & Literature? Because I like English very much. Since I'm in elementary school I'm interested in English very much. I don't hate English. I never think about it. Because I really like English. [Q1S03]

While showing similar emotion toward English, S07 added her expectation of this community when she explained why she joined the Department.

S07: As to why did I join the English Department? I think that is because I love English very much. Of course, this is a necessary for everyone. Second, I want to learn more English skills about communicating with people. [Q1S07]

Interestingly, S07 claimed to speak for others when she said that loving English was an important element for everyone who joined this community. However, instead of clearly claiming an initial interest in English, S10 identified it as an interest realized only after taking a job in an American English school for children:

S10: I worked in Spontaneous English after I graduated from senior high school. Then I found it was very interesting to learn English. [Q1S10]

An additional interest can complement the interest in English (Warschauer, 2000). For example, S21 described his comprehensive interests in English as below:

And about the reason why I join this department? I think I'm interesting in English. No matter it shows in any kind of types, I like it. For example, the English songs, movies, even the newspaper. Because I like make things different. And English is different from Chinese, so I do not feel boring in the English world. And I think I am so lucky to attend this department. [Q1S21]

While S21 was more concerned with his personal English world, S17 extended her interest to the outside world, to learning and understanding other cultures, which upheld her determination to join the Department.

S17: I am interested in learning the English language and also interested in other country's cultures. I know English is an international language, if I can speak English well then I can use it in many countries. [Q1S17]

In short, the findings show that personal interests in English resulted from different aspects of students' lives.

6.2.3 International and intercultural communication concerns

In terms of intercultural communication, the critical role of English, globally and locally, was demonstrated in the data. English meant an important tool and skill for reaching out to communities within and beyond Taiwan. In terms of its global significance, English is now widely used as the medium for communication of non-native speakers (Warschauer, 2000, p. 512) as well as native-speakers. In terms of local significance, in addition to its high value in education, it has been proposed to become a quasi-official language as described in Chapter 2. S27 directly linked the dominant role of English in terms of international communication to his decision,

S27: English is very important because it has become an international language nowadays. That's the reason why I join the English Department.[Q1S27]

In addition to sharing S27's view of the crucial role of English, S10 also showed the effort she had made in order to join the Department:

S10: English is an international language. Therefore, it is necessary for us to learn it. I spent a lot of time on preparing entrance examination of the English Department. [Q1S10]

The significant role of English in international or intercultural communication was frequently observed in students' replies, which evidenced how they valued the role of English in reality. For example, S02 linked it to her job.

S02: I found English is very important because I need to connect my customers in abroad in English. [Q1S02]

Beyond communication with customers from different countries, S04 depicted English as a main language to communicate with people from different parts of the world:

S04: And if we need to work in the U.S. or other countries, we have to speak English. [Q1S04]

Similarly, S30 made international communication a crucial concern in his decision in several turns in the group discussion:

S30: One part is uh one part is we have learned English from junior high school after all. And another problem...I think we we if we have a great abili- ability maybe we are easier to communicate with foreigners. [Turn 30, GD01S30]

S30: In Taipei, there are always many foreigners [Turn37, GD01S30]

S30: They come to my teachers and want to learn Chinese Kungfu. So I always have some chance to talk with them during break time. [Turn 37, GD01S30]

Other aspects related to international communication or understanding included travel, appreciation of foreign cultures, and English-language movies, music, and newspapers. For example, S02 integrated these aspects in her written response:

S02: In my life, I like to see movies and listen music. If I have a good skill at English, I can enjoy movies and music best. Also I have a dream to travel the world (however, I think it is impossible to make it com true). English is the more useful tool to travel. [Q1S02]

S05, S11 and S29 all focused on the same aspect of communication with or understanding people from other countries.

S05: English is the best way communicate with foreign people. [Q1S05]

S11: ...I hope I can really learn English well enough to communicate something with to native-speakers. [Q1S11]

S29: ...I want to know what foreigners are talking about. [Q1S29]

The statements quoted above show that those who had international and intercultural encounters, such as S02 and S30, could give very solid reasons to prove the necessity of English from their personal experience. Those who did not have such experience could also describe and imagine future requirements for English to deal with potential international communicative situations in the future.

The findings here show that these students held an 'international posture' as Yashima (2002) found for Japanese students in her study. In this study, students did not limit the international and intercultural communication to that with English native-speakers. Instead they took their target as a collective concept of

“foreigners”, or “strangers” as Gudykunst (1991) used the terms to describe people from other countries. In other words, they referred to people with whom they could communicate in English, either native or non-native speakers. This is in accordance with Lamb’s (2004, p. 5) claim that:

[i]n the minds of learners, English may not be associated with particular geographical or cultural communities but with a spreading international culture incorporating (inter alia) business, technological innovation, consumer values, democracy, world travel, and the multifarious icons of fashion, sport and music.

6.2.4 Job incentives

Another factor that prompted students to take English as a major was job concerns, either preparing for a future job or meeting the requirements of a previous or current job. For those who did not have any work experience, they expected that English abilities would enhance their qualifications or competitiveness. S04 made this point clear in the following words:

S04: I think English plays a vital role in modern society. Therefore, I wanted to join the English Department in order to improve my English. In this way, I will be able to compete with others in the future. [Q1S04]

When S04 replied to my follow-up enquiry about what he really meant by the last sentence of the quotation above, he admitted that:

S04: I hope that I can be a teacher, a translator or an enterpreter because this kind of job needs best English ability. Therefore, doing this kind of job can compete with others in the future. [Q1S04]

In contrast to S04’s future concerns, some students claimed that English abilities were related or essential to their current jobs. For example, S02 explained that:

S02: During my work period, I found that English is very important because I need to connect my customers in abroad in English. My poor English sometimes made me confusing. [Q1S02]

In terms of the relationship between English abilities and jobs, S02 also pointed out the crucial role of English abilities in the job market from her job-hunting experience as she wrote:

S02: Every time I read the careers in newspaper, I realized that if you are good at English, you can find jobs more easily than other people who are not good at English. [Q1S02]

Furthermore, both S22 and S17 saw English abilities as a promise to make their jobs secure. In other words, English abilities were not only essential for seeking a job but also for securing the job. In S17's written report, she portrayed:

S17: English is very important in my work and life. First, if I do not speak English, I will lose my job and I will have no money to support my family. Second, if I do not speak English, I cannot communicate with people from other countries, so it is important in my life. [Q1S17]

This worried tone was also shared by another student.

S22: English is much important in my life. I need to use it on my job everyday. If I didn't know how to listen, speak, read, and write in English, I would lose my job. [Q1S22]

However, joining this Department was an important step in another student's career planning.

S08: I already got a early children education license and hope one day I am going to be a principle of bilingual kindergarten. My goal is to establish the bilingual kindergarten. [Q1S08]

In these students' views, job-oriented concerns played a vital role in their decision to join this Department. Most of them considered that English abilities enhanced their opportunities of keeping their current jobs or meeting the requirements of fulfilling life careers. Warschauer (2000) asserts that in the 21st century, English is particularly important to people in business and technology domains. However, for certain jobs such as English teachers, interpreters and translators, general English proficiency may still be not enough. For them, higher English abilities and specific English language disciplines were required and the Department could offer what they needed in terms of meeting the requirements of these jobs.

6.2.5 Others

There were a small number of other minor incentives portrayed by students, which I put in a category of "others". The reasons are various, and among them perhaps the most interesting of these was S07's.

S07: I want to get married with foreign people. You can know that English how important to me. [Q1S07].

S12 emphasized that the Department was affiliated with a national university:

S12: I think may be...because [name] university is national maybe it will give me more about to learn English...speaking...so I come here. [AS012]

One additional benefit of its status as a national university was that she would pay less in tuition fees than going to a private institution. Moreover, in Taiwan, there is a shared understanding that public universities are comparatively competitive in terms of enrolment, through the mechanism of entrance examination. Additionally, national universities are equipped with more and better facilities and teaching faculties. This can explain S12's positive attitude in terms of English learning. Another factor that students put forward was personal overseas experience, which gave S14 confidence that he could and should do well in this major.

S14:Because I had lived in Canada for 1 and half years so my English speaking and listening is better than classmates so that's why I choose English major [AS14].

The findings showed that all the four factors identified played almost equally important roles for the participants. This implies that these students were aware of the significant roles of English at global, local and individual levels. They recognized that they needed English for intercultural or international encounters, and personal educational and professional requirements. From individual perspectives, English was also crucial in fulfilling individual expectations, interests, and life and career planning. Obviously, these factors intertwined with each other, as the statistics showed little difference among them. However, the students' educational profiles (Chapter 3) and English membership trajectories showed that this cohort of students had various backgrounds of English learning experiences. To further understand how they related English abilities, especially those of speaking and listening, to membership, in the following section I explore from their questionnaire data the gap between their current and expected English abilities.

6.3 Old-timers vs. Newcomers: The Role of English Speaking or/and Listening Abilities

By acquiring membership in an advanced English learning community, these students situated themselves as newcomers. No matter what previous memberships they were affiliated with, they had to learn how to accommodate themselves to the new community. Apart from learning the domain, they had to become familiar with both the specific practices and different old-timers, and know how to gain access to the resources and others. The status of newcomers to a certain extent represents the legitimate peripheral status in this community in terms of the practice and the domain. As English abilities are the key component of the domain and practice specific to the community, they play a crucial role in deciding the difference between a mature or senior member and a novice. A scrutiny of the gap between these two positions can serve to identify what membership as an English major entails. Furthermore, locating this gap will help to identify students' expectations of this community and also justify the efforts that they had made or planned to make in order to qualify themselves as old-timers. Data for the analysis were drawn from students' responses in Q1 and other related data sources.

6.3.1 Constructing an image of old-timers

Communication is generally assumed as the central goal of language (Emmit et al., 2003) and language learning (Hall, 2001). Students in this study associated communication abilities with good English abilities, and good English abilities consisted of good speaking and/or listening abilities, or conversation skills. They recognized speaking and listening abilities or conversation abilities as the 'heart' that made English old-timers different or particular. This association and interpretation indicates how students valued the importance of speaking and listening abilities in terms of their goals and expectations:

S05: I expect to learn more useful conversation skills and phrases of daily life. [Q1S05]

S06: I hope I also have ability of listening and speaking...Maybe someday if we go to travel or for something go to abroad...we can make our travel convenient. [Q1S06]

S11: I hope I can really learn English well enough to communicate something to native-speakers. [Q1S11]

S18: If I can speak English well, I can use it in many countries. [Q1S18]

S20: I joined the English Department to make my English become better...If my English was good, I will speak English with foreigner and work in a job about English. [Q1S20]

To these students, the ability to speak English, or communicate in English, is not only a prerequisite to enter into international and intercultural communication but also essential for an English major. In Q1, they identified several linguistic concerns in relation to English speaking abilities. For example, S05 suggested all four macro skills are equally important:

S05: An English major student should skilled at listening, speaking reading and writing. Most of us have no experience to live or study abroad, conversations skills are need to practice a lot. [Q1S05]

However, in contrast to S05's view of the need for all-round English proficiency, several students put more emphasis on fluent expression and smooth communication in English.

S03:...as an English major student should speak fluently and express ourselves more easily. Thus, we ought to study hard and practice speaking. There is an old saying which goes "Practice makes perfect". [Q1S03]

S07: Be an English major student, I think I should have ability of communicating with people smoothly at least...Maybe we can acquire these skills from school or work. Some teachers always ask us to do anything professional. And we can also accumulate our experiences from work. [Q1S07]

S11: I think an English major student should express my own opinion or vision. I can frequently train myself to do conversation anyone, just like an old saying goes, "practice make perfect." [Q1S11]

Even more specific were comments from S02 and S06, who pinpointed the importance of correct use of lexical, prosodic and grammatical choices:

S02: I think an major student should correctly convey his/her ideas with correct words, pronunciation and grammar. How? I think she can acquire that skills through practicing English again and again. [Q1S02]

S06: An English major student should have ability to make use of the right vocabulary and spake [speak] the right stance [sentence]. Understand the meaning by others was spoke, She/He may watching TV or programs or movies even the songs in English. [Q1S06]

Very high expectations of being an English-major student were shown by S22, who confidently claimed the necessity of possessing the skills that a native-speaker had:

S22: For a English major student should act much professional including pronunciation, tone, used words, grammar as a foreigner. Practice including reading, listening and speaking English everyday may be a good method. [Q1S22]

In addition to linguistic resources, students also included aspects such as accent and body language:

S20: I think an English major student should learn English conversational accent and body language. S/he can acquire these skills from watching English program and listening to English CD. [Q1S20]

By putting these requirements together, a collective image was constructed of a qualified English major, or an old-timer in this community, in terms of English abilities. An English old-timer was supposed to have multiple skills and abilities: (1) proficiency in macro English skills: reading, speaking, listening, writing and conversation; (2) fluency in speaking and capability of dealing with different communication situations and expressing him/herself smoothly; (3) ability to manipulate correct lexico-grammar, good pronunciation and intonation, and if possible to have native-speaker-like English abilities in every respect, and (4) ability to handle non-verbal communication cues.

The findings show that, from an initial member's perspective, an English major's communicative competence should be roughly compatible with the classic framework that Canale and Swain (1980) and Canale (1983) have established: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. However, these students emphasized linguistic competence relatively more. Their linguistic concerns related to three aspects: lexis, grammar and paralinguistics. In terms of lexical concerns, they emphasized sufficient and correct use of vocabulary. For grammar, they identified that the ability to follow the correct syntactic and grammatical rules was crucial. As for paralinguistic aspects, they highlighted correct pronunciation, intonation, and even a native-speaker-like accent. In other words, they put a strong emphasis on accuracy in linguistic resources. In addition, students' pre-conception also prescribed that an English old-timer should be able to perform and interpret non-verbal semiotics. Although they did not emphasize the importance of all four skills, most of them singled out the importance of speaking and carrying on a conversation.

In addition to defining an English old-timer in the community, the quotations given above also indicate the students' perceptions about how to become an English major in terms of acquiring the essential abilities and skills that they specified. To develop the abilities specified, the novices made suggestions for themselves, which can be summarized as follows:

- (1) S/he should study hard.
- (2) S/he can learn those skills by watching English-language TV programs and movies, and learning from English CDs such as songs or language exercises.
- (3) S/he can obtain the skills by reading, listening and speaking on a daily basis.
- (4) His/her motto is: practice makes perfect.
- (5) S/he needs a lot of practice or training in speaking or conversing with others.

This list indicates that these students counted much on individual efforts to develop these abilities. They regarded language learning as individual behaviors such as studying hard and practicing. As learning practices, they also focused on individual behaviors such as watching TV programs and movies, listening to songs, and reading. As for interactive activities, they underscored the importance of practicing speaking and conversation as much as possible. While individual behaviors can be regarded as efforts that could be made alone, interactive behaviors may rely on the specific resources that this community can offer exclusively, especially in classroom learning and teaching practices. These issues are taken up again in Section 6.4 under the topic of "investment".

The findings were similar, in some ways, to those of a very early study by Stevenson (1977, pp. 203-205) with Iranian students. Analogous opinions included that foreign language learners (FLL) should be equipped with producing and comprehending skills, and that learners need to be enabled to use the target language correctly and fluently. In other words, what these students collaboratively built up was a shared concept of an ideal foreign language learner. Unfortunately, it seems these fundamental abilities are not easily achieved in a general English learning community. Thus, the shared views that emerged may also imply that these students expected that they could meet the basic requirements of foreign language learners in this specific community. However, the students did not assume that this would be an easy process, as shown in the following section.

6.3.2 Constraints to developing listening and speaking abilities

While the previous section gives an image of an ideal English old-timer, this section is devoted to depicting the constraints that these newcomers had encountered in terms of speaking and listening in their previous communities or learning experiences. The findings presented below show that they saw two major types of constraints obstructing them from developing good listening and speaking abilities: individual and institutional. At the individual level, the constraints were linguistic, cognitive and affective. At the institutional level, they were mainly related to educational practice or pedagogic issues. These constraints were in essence interrelated. Some students specified a particular factor, and others referred to them as a combined obstruction. In terms of linguistic constraints, students showed shared and deep concerns with their lack of vocabulary. A good example was given by S03 when she wrote:

S03: I don't know too many words...Because I know little words to describe my feelings. Even I learn before. I'll forget it. I don't know. It's very strange. It's my problem. I talk to my friends, my foreigner friends. They just say—Oh, learning English just easy talk. You don't think too much. You don't want to think too much just easy talk. And with your gesture, your pro they will know what you say, the will get your ideas. [Q1S03]

The vocabulary concern was even shown by S05, who had been teaching children English for some years. She indicated her worry about vocabulary as well as grammar:

S05: Sometimes I find myself have difficulty in speaking, express my opinions in correct way. I guess the reason is lack in vocabulary and the rules of grammar. [Q1S05]

The lack of vocabulary was identified by S07 as a crucial setback when she was listening to the only English radio station in Taiwan, the International Community Radio Station in Taipei (ICRT).

S07: I try to listen to ICRT. But I don't know whether it can really improve my listening or not. Does it work? Every time I listen to ICRT, I don't understand at all. I think that is waste my time. So I give up. Maybe when I learn more vocabulary, then I listen to it. [R1S07]

In addition to the linguistic constraints, some students (S02, S06 and S22) added cognitive aspects such as their inability to follow the natural speech speed.

S22: I think I have some problems in listening in speaking. For listening, if the speaker speaks too fast, I will lose it. Another on listening is that I know too few words, this is

also the problem in speaking. In my personal opinion, I think I need to follow the tape and try to reach the same speed as the speaker. Meanwhile, I should read as much as I could and force myself to memorize new words. [Q1S22]

Another cognitive aspect that students referred to was heavy dependence on translation, or code-switching, which obstructed or delayed their comprehension or responses.

S04: I think I have some difficulties in listening. Because I don't realize the meaning right away, I have to translate into Chinese in my mind. [Q1S04]

S20: I always have to translate English to Chinese in my mind when I hear someone talk to me in English. So if the sentence too long, I can't understand the whole meaning. [Q1S20]

Affective factors were also noted in students' written data. In addition to echoing S022's concern about speech speed, S06 added affective constraint such as lack of confidence and fear of making mistakes.

S06: If some one speak slow ,matbe [maybe] I can understand, but if someone speak very fast and say some words the I don't understand I will feel afraid. The most difficulty part is speaking. I know what others was saying , but if I must speak English stance [sentences] by myself,I could not know or how to say the meaning I want to convey .The reason maybe I have no self-confidence ,because I am afraid the stance [sentence] is wrong. And oothers may think "What is she talking about?" [Q1S06]

The second generic type of constraint was mostly related to classroom practice. For example, besides sharing her fear of making mistakes, S17 related her difficulties to the lack of opportunities for engaging in conversational talk in previous learning settings:

S17: I think speaking is the most difficult part, because I am really afraid to make some mistakes. Furthermore, school seldom teaches us daily life conversation. Some vocabulary happened everyday, but I don't know how to use. I think this is the reason why my English can't speak very fluently. [Q1S17]

In fact, S17 showed three interrelated aspects: fear of making mistakes, inappropriate or insufficient teaching in communication or conversation skills, and weakness in vocabulary. The same complaint of inappropriate classroom teaching was also found in S12's critique of pedagogy.

S12: In fact, I disagree with today's educational system because they always taught...they always teach read...yes just prepare for test. They seldom teach students how to speaking and how to learn and how to listening. So I think English also include many parts, especially speaking and listening. If you want to give communication with other people, you have to understand, so I think speaking and listening is more important than others. [AS12]

Both S06 and S17 highlight a critical pedagogical issue: that is, that too much emphasis had been put on reading training and tests. Listening and speaking had received little attention in classroom teaching, which put students in an awkward situation when communicating in English. An echo of this pedagogic concern is intertwined within this comment:

S02: I think I have not enough vocabulary to support me, and I also cannot keep my speed listening when other people say. In speaking, I think I do not have enough listening [speaking] training; therefore, I cannot present what I want to say in English. [Q1S02]

The constraints on developing listening and speaking abilities that the students reported are summarized in Table 6-3.

Table 6-3: Constraints on developing effective listening and speaking abilities

A. Personal
1. Linguistic
a. lack of vocabulary
b. insufficient grammatical knowledge
2. Cognitive and affective
a. heavy dependence on code-switching
b. incompetent in following a natural speech speed
c. fear of making mistakes and losing face
d. incapable of manipulating nonverbal semiotics
B. Institutional
a. insufficient training in speaking and conversation
b. inappropriate teaching practice in terms of communication or
c. having not been taught how to communicate in English

The personal and institutional constraints in Table 6-3 are not new concepts in research on Asian students' second language acquisition (Tsui, 1995). The importance of linguistic resources in communicative activities has been explicitly identified (Hall, 2001; Stevenson, 1977; Wilkins, 1972). Wilkins (1972) points out that "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (p. 111). Stevenson (1977) assures the critical importance of vocabulary build-up to learners' efficient language use. However, it seems an irony that students who came from a lexico-grammar-based background still had doubts about insufficient or incorrect use of lexico-grammatical knowledge and syntactical structures. This may be partially associated with the

Taiwanese test-driven learning attitude and form-memorization habit (Lin, 2000) rather than using the knowledge in communication. Another factor in relation to this dilemma could be a lack of vocabulary related to specific subject areas. This implies that students have restricted English reading materials to language textbooks, which were found not efficient for expanding the vocabulary horizon (Cortazzi & Jin, 1993). Moreover, they did not have ample access to daily expressions. More importantly, even if they had spent time on learning words and phrases by heart, they still did not know how to use them correctly or appropriately in communication, and this at least was seen to have resulted from a lack of opportunities for developing listening and speaking skills, and for using English for communication.

As well as disclosing constraints facing students in developing listening and speaking abilities, the above quotations also highlight the peripheral status of these newcomers in terms of English listening and speaking abilities. The self-image of these novices can be summarized as follows:

- (1) I do not have good command of English vocabulary, which is the main setback of my English listening, speaking or conversation abilities.
- (2) I do not have good knowledge of English grammar.
- (3) I cannot understand native-speakers' English because the speech speed is too fast for my comprehension.
- (4) I did not have enough training in speaking and listening, which makes it difficult for me to express myself correctly and fluently.
- (5) I don't have much confidence in my English; I am afraid of making mistakes because it is embarrassing.
- (6) I rely on Chinese translation to help me understand what the speaker is trying to say.
- (7) I can handle only short sentences instead of long ones.
- (8) I have not read enough.
- (9) I do not have daily-life conversational skills.
- (10) In school, I studied English only for tests. Teachers only focused on reading skills.

This summary illustrates how these students portrayed themselves as novices in this advanced learning community. In addition, it also implies some solutions to tackle the difficulties they encountered. In the following section, further analyses will be presented to unveil the efforts that these newcomers had made or planned to make to move themselves up the ladder of English communication abilities, and at the same time transform themselves into the qualified members that they expected to become.

6.4 Bridging the Gap by Investment

In this section, I discuss students' actions, either practical or affective, from the perspective of investment (McKay & Wong, 1996; Norton, 2000; Norton & Toohey, 2001; Peirce, 1995a), which can justify their membership seeking in the department. According to Peirce (1995b, p. 17), the concept of investment can not only "capture the relationship of the language learner to the changing social world", but also link "the socially and historically constructed relationship of learners to the target language, and their often ambivalent desire to learn and practice it" (Norton, 2000, p. 10). In this study, students commenced their investment by situating themselves in the Department as novices, and by this situated-ness they transformed their abstract motivation or orientation into a concrete action. However, the initial action would need to be accompanied by follow-up engagements as an on-going process of investment. In other words, they need more investment actions to move them from peripheral status and qualify them for full membership. To achieve this goal, a great amount of practice was found to be the primary principle shared by this student cohort. The critical value of practice, especially oral practice, in learning a foreign language has been identified (Hall, 1993; Peirce, 1995b; Spolsky, 1989). The nature of practice falls within the generic concept of investment (Angélil-Carter, 1997; McKay & Wong, 1996; Norton & Toohey, 2001; Peirce, 1995a), and can form a realization of the action of investment.

The analysis in previous sections demonstrated the gap between a novice and an expected old-timer, or "what I am" and "what I want to be". The novice status was depicted as English learners with insufficient international/intercultural communication skills, which was attributed to a bad command of lexico-grammar, incapability of following normal speech speed, heavy dependence on translation and lack of confidence. These factors shaped what and who the students were. With a view to shifting from peripheral to full participants, the anticipated membership, they were supposed to: develop good English speaking and listening skills; be capable of dealing with different international communication situations, and be eloquent and fluent in expressing themselves in English, and these abilities were to be built upon sufficient lexico-grammar knowledge. Thus, the activities of

investment discussed in the following are mostly selectively targeted on the differences that they had emphasized.

Being selective is an important aspect of investment. In terms of investing in language skills, McKay and Wong (1996, p. 604) argue that “investment can be highly selective in any one or combination of the four language skills: listening, speaking, reading, and writing”. Moreover, the selectiveness works not only with the language skills but also with the activities used to improve it. The selective focus here on speaking and listening not only reflects that they are the research focuses but is also justified by the fact that students put more energy into these two macro skills. Their selectiveness helps to identify the target that they want to aim for. Additionally, the selectiveness also explains that the activities are relatively under the students’ own control, because the selectiveness implies excluding some activities that seem uncontrollable or technically infeasible.

6.4.1 Investment principle: Practice makes perfect

To explore what students really did or planned to do to bridge the gap, data were drawn from a reflective report in which students were asked to include what they did in the previous week both in and out of the classroom in terms of improving listening and speaking skills. The data were drawn from reflective reports from 23 students near the end of the first semester.

As shown in the previous section, the data showed that students had a common motto: Practice makes perfect. The reflective report served as evidence to track what students meant by “Practice makes perfect” and what practices they really engaged in. The answers helped to unfold the activities that students were familiar with or inclined to do. One notion that I kept in mind during the analysis was that the subjects were not novice English learners at all, although they were new members in this community. Their personal preferences for and conceptions of English learning activities had been shaped and reshaped in different educational settings and different local communities or classrooms. Moreover, as they became assimilated into the advanced English learning culture, more experiences

accumulated helped them develop a workable activity framework for tackling the problems that they had encountered.

Although students interpreted “practice” in terms of its most common usage as “to make better by doing something repetitively”, their interpretation still showed a shared view of engagement in activities. The learning activities both in and out of the classroom in the data fell into two categories: self-training and interactive (see Table 6-4). The categories are analyzed in the following two subsections.

Table 6-4: Personal investments in developing listening and speaking and number of times each was reported (n=23)

Type	Description (number of students nominating)	Aims
Out of class	A. Self-training 1. Listening to English radio programs, English learning magazines, English conversation CDs or tapes, music CDs (18) 2. Watching English TV news programs, movies, and situated comedies (7) 3. Reading books on learning English, English learning magazines, English newspapers, (6) 4. Learning English songs (3) 5. Speaking English with him/herself (2) 6. Surfing English learning websites (1) 7. Learning by heart some useful and frequently-used expressions or sentences (1) 8. Keeping a notebook of words to be learned (1) 9. Studying grammar (1) 10. Preparing for the GEPT (1)	1. Increasing word power, grammar knowledge. 2. Practicing pronunciation and intonation. 3. Learning useful expressions.
	B. Interactive 1. Talking with schoolmates or classmates in English (5) 2. Forming a peer English club (4) 3. Talking to or making foreigner friends (2) 4. Going to a church (1) 5. Talking to family members in English (1) 6. Trying not to use Chinese (1)	Increasing opportunities for practicing speaking
In class	1. Asking teacher more questions (4) 2. Seizing opportunities to share personal opinions (1)	Increasing opportunities for practicing speaking

6.4.2 Self-training practice

Table 6-4 show that the self-training practice had the following focuses: listening, pronunciation, vocabulary, and grammar. In listening, the most adopted practice was listening to English programs, especially ICRT (the International Community Radio in Taipei). The second choice was programs produced by English learning magazines, and the most popular of these was called Studio Classroom. Another choice was listening to tapes or CDs attached to English learning magazines such as Landmark, EZ Talk, and Time for Students.

The second most common type of listening-related practice was watching TV programs, including movies and situational comedies. Thirdly, several students counted on traditional methods such as reading books on how to improve English skills, books on grammar, vocabulary and expressions. Other minor practices were learning English songs, reciting English words, etc.

The purposes of listening to different types of English learning resources, no matter whether it was in an audio or video format, were two: increasing vocabulary power, and practicing and correcting pronunciation and accent. S05 was a very good example of integrating different types of practice to give herself more opportunities than her peers. She incorporated listening and speaking into her life as much as possible. The following was what she usually did in terms of improving her speaking and listening:

S05: I listen ICRT English radio while driving the car to work and school every ay. I learn to sing Christmas songs and check the vocabulary of the script from the dictionary. I watch FTV (民視) and CTS (華視) English news at night when I'm available. I visit some websites that teach students how to learn speaking and listening skills of English. When I'm alone, I pretend I'm an English native speaker and talk to myself in English. [R1S05]

When she was asked to make a plan for the following week in terms of self-training practice, she drew it up as follows:

S05: Watch the English news regularly and try to learn some useful words that the anchors say. I'll buy some English CDs and practice my listening from those pop songs and singer's pronunciation. Seize the opportunities to share my opinions or ask questions in English with my instructors and class. Watch a movie (DVD) without Chinese subtitle and listen to the oral script only. Use to greet, apologize or say goodbye to people in English, don't say Chinese. [R1S05]

Another student who also took an integrated approach was S15, who put more efforts into listening to English conversation tapes. She described what she had done during the previous week.

S15: This week I listened to the CDs and tapes [tapes] about daily life conversations such as telephone conversations, making reservation, asking somebody out and job wanted and hunting. As a book (Never learn English) said, I kept listening again and again until I understand what they talked about. Besides, I would imitate their accent and pronunciation. [R2S15]

Both S05 and S15 pointed out that one major purpose of their listening training was improving pronunciation or accent. This might conform to a shared expectation of developing good pronunciation, intonation and accent.

The concerns about vocabulary and pronunciation seemed to be prevalent among many students. S02 explained in detail what she planned to do:

S02: I will try to read books, but not just watch them. I will speak up and record my speaking. Then I will correct my pronunciation. When I learn something useful words, I will write them down and memorize them. Let them become myself. S16 said if you learned one thousand words, but you did not use them. It was still useless. You must feel free to use them, so I will try his advice. [RS02]

S02 saw reading as an important approach to increase her vocabulary. However, after taking advice from one of her peers (S16), she believed that not until she could put the words into use could she claim that she had learned the words. Thus, she was aware that she had to use the words she learned. Moreover, she also tried to improve her pronunciation by recording and self-correcting.

S08 took the same stance about reading, which, she believed, could improve her speaking too:

S08: As to improve my speaking skill, I should read intensively and extensively. I'd better read as much as possible. I can read English books, magazines, newspaper and so forth. To learn to speak fluently, I am going to seize an opportunities to talk to native speakers. [RS08]

Although students might try to access different resources such as listening to ICRT, it was quite a challenge to them. Nine students mentioned the choice of listening to ICRT. However, for several of them this was not a successful experience. S07 pointed out that insufficient vocabulary was her problem in understanding and enjoying the radio program (Quotation in 6.3.2) while S04 wrote:

S04: Although the speed of ICRT is a little faster from me and I don't listen to it every day, I will try my best to complete it. This week, I have tried to listened to it. [RS04]

Self-training practice requires self-encouragement, which enables learners to continue. However, self-training was like a long and lonely journey to some students. S06 blamed herself for not making it a habit. In the previous week, she

had confidently written that she had started listening to the English radio station; nevertheless, she talked about it in a conservative tone in the subsequent week:

S05: May [maybe] I should improving my laze habit first.” She attributed her unsuccessful experience to her own laziness. [R2S06]

This may imply that unsystematic self-training could be a challenge or even end up as a setback to some students. This could be partially a personal problem; however, learning a language alone in this self-training mode could also be problematic. Another possible explanation of the popularity of self-training practices is that students were more familiar or comfortable with them than with interactive engagements, based on the consideration that they could hold more control over their personal preferences for pace and time of engaging in them.

6.4.3 Interactive engagements

Compared to the self-training practices discussed in the previous section, students’ interactive engagement was restricted (Table 6.4). One possible reason was that most of them did not have so-called “foreigner friends”. Thus, what they could do was to employ the available human resources around them: schoolmates, classmates, and even family members. Instead of relying on random opportunities for interactive engagements, one unique group was formed for creating more opportunities for themselves. A group of three students (S04, S09, and S27) created their own English club. They met one hour before classes began during the weekdays. Each of them agreed to listen to the Studio Classroom broadcast on the radio and read the same article before they met, and they then had a talk about that particular topic. S04 reported the club in his journal from the perspective that it offered them opportunities to practice speaking:

S04: S27 and I always practice English every day because our speaking abilities are poor; therefore, we are supposed to strengthen continuously. And Cookie also participates in our group: I guess we have to improve little by little. [RS04]

In addition, S09 gave a very positive evaluation of the group, their common resolution, their morale and mutual support:

S09: ...I made one group with S04 and S27. We brought magazine and choice one topic we want to discuss everyday. And we discuss in English before class. We've principle: NEVER GIVE UP. This is pretty way to improve our speaking ability. [RS09]

She added:

S09: To prepare other topic everyday and think how I want to share or tell my opinion. This group is important to me to practice English. [RS09]

The English club was well known to the peer group, and other students admired their perseverance in doing it on a daily basis. This inspired others to follow. For example S24 mentioned in his journal

S24: I think I will take some club or activity that need to speak English. [RS24]

Although by the end of the semester, he had not formed his group, he did think of employing it to enhance his opportunities to use English.

Lacking opportunities to have direct interactions with “foreigners”, the first or best choice for oral practice, students appealed to other human resources. This reflects S05’s strategies of seizing any chance to speak English, even just easy expressions for showing gratitude, saying goodbye, etc. (Quotation of S05 in Section 6.4.2). In other words, she made an effort to optimize her opportunity of engaging herself in using English. Besides sharing S05’s view in grasping opportunities for using English, one student even went further than her peers. S08 took more active initiatives in expanding her world for using English in communication by going to church. Instead of religious worship, she went there to meet missionaries and practice English.

S08: I will go to church to practice my English with foreigners. [RS08]

Students clearly had difficulties in incorporating interactive engagement activities into their lives. Firstly, regular meetings were not technically feasible because a lot of them had a full-time or part-time job. This even happened with the English club. After one of the members, S09, got a part-time job, she quit and later a new member (S10) joined. Secondly, since English is a foreign language in the Taiwanese context, people do not rely on it for daily communication (Sims, 2004).

Even though students tried to make it a habit, difficulties arose as described by S15.

S15: For speaking, I talked to my friend in English. It is good that I have a company to be with me. We can train speaking ability to talk about what happened each day. Although sometimes we didn't know how to describe something we'd like to say, we still try to make it. Need more time to conquer, and I will. [RS15]

Both the self-training practice and interactive engagement activities outside of the classroom have limitations. Self-training practices are more manageable in terms of individual differences in time and pace, but they are likely to fall into a mechanical drill and repetition. In regard to interactive practice activities, while they involve cooperative efforts such as fixed partners, regular meetings, clear goals and rules, it may not be easy to maintain over a period of time.

In this section, I have focused on what students did or intended to do in terms of bridging the gap between current and desired English speaking and listening abilities based on an analysis of journal data. This section helped to unfold how students struggled in the process of transforming from a novice to a potential old-timer through their own efforts. These efforts reveal students' desire to move beyond novice membership. However, moving from a novice to full membership entailed more than a single effort. It entailed long-term actions and a series of efforts from individuals. Moreover, it required collaboration and contributions from different co-participants, experts or non-experts, and resources provided exclusively by the community. Moreover, it needed various modes of practice that could allow these newcomers to accumulate skills and knowledge that would enable them to enjoy full membership.

6.5 Discussion

The issues discussed in this Chapter clearly need to be considered in the light of motivation and attitude. In their classical study of attitudes and motivation, Gardner and his colleague (Gardner, 1985; 1972) investigated motivation for foreign language learning from the perspective of instrumentality and integration or assimilation. Whereas integrative motivation emphasizes language learners' assimilation or integration into the target language community, instrumental

motivation focuses on how foreign language learning can increase the potential for achieving individual goals in study, jobs, and life. Studies based on Gardner and Lambert's framework have supported the instrumental aspects of foreign language learning in contributing to learners' assets in job markets (Clément, Dörnyei, & Noels, 1994; Dörnyei, 1990; Dörnyei & Csizer, 2002; Lai, 1999; Lamb, 2004; S.-W. Su, 2004; Warden & Lin, 2000).

However, the framework put forward by Gardner and Lambert also demonstrates that motivations are complicated and intricate. The four main factors in the findings reported in this chapter show that seeking membership in an advanced English learning community was undertaken as a result of intricate and combined considerations or motivations. These findings conform to those of other studies on motivational factors related to learning a foreign language (Diab, 2006; Hall, 2001; LoCastro, 2001; A. Yang & Lau, 2003). Hall (2001, pp. 1-2) reported that some shared factors were found when American high school students were asked why they were learning a foreign language. In addition to the fact that it was a required course, reasons provided included personal interest, communication with native speakers, securing a good job, and traveling abroad. Moreover, Hall maintained that the interest in expanding communicative worlds is a key factor for learning a foreign language, and this interest was also found to be important in the present study. In her study, LoCastro (2001) found that working abroad, traveling abroad, or going to graduate school were critical reasons for EFL learners in Japan. Yang and Lau (2003) also found a similar concept, that English proficiency is believed to enhance the opportunities of getting a better job, in Hong Kong. A recent study carried out by Diab (2006) in Lebanon also found that university students there linked their English learning strongly to instrumental motivation. The present findings from Taiwan support this as a widespread understanding among students of foreign languages, especially those of English.

The concept of integrative or assimilative motivation (Graham, 1984) has been declared in need of modification on account of the fact that English has become a lingua franca (Clément & Kruidenier, 1983; Cook, 2002a; J. Crawford, 2005; Yashima, 2002). In her study of Japanese students' willingness to communicate, Yashima (2002, p. 57) has suggested the notion of international postures, or intercultural postures. The widespread use of English in the world has made

English an indispensable medium in both ESL and EFL contexts for songs, the Internet, technology, entertainment, and so on. Therefore, learning English does not necessarily mean an intention of assimilation. Cook (2002a) differentiates users from learners in terms of immediacy of use and purposes. Learners learn it for later-life uses or merely for developing general English proficiency, while users learn it for immediate real-life purposes (Cook, 2002a, p. 2). Although not all of the students in the present study were currently full-time users of English, several of them had used English in their work, and for the majority of them, becoming a user of English was their final goal. By becoming a member in this Department, they had attempted to move themselves from peripheral users to full or competent users of English. In other words, they did not just seek membership in name only. Rather, they wanted to gain legitimacy as an English major student.

One particular aspect in the findings is the prominence of self-fulfillment. Apart from educational concerns, some students saw good English ability as a personal fulfillment. They did not view it in terms of practical concerns such as jobs, education or intercultural communication. Instead, they took it as a challenge to tackle, or as an interest to cultivate. For example, S10 took it as a task for her to tackle, so she believed she would succeed in the end. In the questionnaire, she admitted:

S10: At present, it's not important for me to learn English in my life or work. I just interesting it. I want to speak a good English. That's all. [Q1S10]

As for S21, he took it as a personal hobby, and anything related to English was interesting to him. He emphatically described the importance of English:

S21: How important English is in my life? I think it's importance is the same as air. I can't live without it. When I get up, I turn on the radio to listen to the English songs. When I read news, I like to read English newspapers. Even when I go to bed, without English songs, I can't sleep well. [Q1S21]

This implies that in addition to their instrumental and intercultural concerns, these students had an affective attachment to English or English learning, and to fulfill this goal was a representation of self-fulfillment by facing a challenge that many people cannot easily achieve. This chance of self-fulfillment enhanced the desire of acquiring membership.

The findings also show that English abilities, especially speaking and listening, were regarded as basic requirements of international and intercultural communication (S11, S18, S19 and S20), and also as a visa to an English speaking community (S06 and S20), either local or abroad. However, these factors contributing to the desire for membership acquisition can only show how students valued English and what they expected for themselves and the community. Attaining the legitimacy of fuller membership as a qualified English major student still depended on how much individual effort they wanted to make and how many community resources they could get access to. The seeking of membership served as the first step in investment in English learning. Attainment of membership thus implied the upgrading of English abilities, which in turn worked as a visa to roam in the global village, and also a requisite for enriching individuals' life experience (Hall, 2001).

Gillette (1994) indicated that "a learner's social history and the use value ascribed to foreign languages in his or her environment" are decisive to learners' goals (p. 210). In the current study, several students' learning and/or social histories did play a significant part in their decision-making. As for the second component, due to the fact that English is still a foreign language in Taiwan, the use value may not be as immediate or various as it is in an ESL context. Students mostly anticipated its potential use value in the near future based on its instrumental, social and emotional functions. All these needs were intertwined together and led them to take the first step to situate themselves in the specific learning community as novices or apprentices. The willingness to take up this newcomer position on the one hand led them to the initial potential for legitimate membership, but on the other hand also placed them in a peripheral status.

Lave and Wenger (1991, p. 36) have argued the complex position of legitimate peripherality based on the involvement of power relations. When it leads to positive directions, it takes *an empowering position*. Otherwise, it takes *a disempowering position*. Furthermore, legitimate peripherality can also be positioned ambiguously as "the articulation of related communities" (p. 36), which makes it "a source of power or powerlessness". The former fosters "the articulation and interchange among communities of practice" and the latter

obstructs this. Judging by the that students were actually devoting to achieving it, it can be assumed that they regarded legitimate peripherality as more on the empowering side, seeing it as an encouragement to take as many actions as they could to contribute to the potentiality of becoming a qualified member in terms of English proficiency.

The investment activities of the students studied also implied the need for appropriate classroom practices, especially those which students could not easily get access to within their own area of control, such as interactive activities for using English in immediate situations. Students' efforts tended to be focused on efforts towards building up linguistic resources. The minimum attention given to social resources can be partially attributed to their unsatisfactory past experiences or the lack of exploitation of these resources in language teaching as they had experienced it. It could also be a result of a widely accepted perception that learning and speaking English is only possible or proper in an intercultural context. The findings showed that students did want to use their own social connections to expand and create opportunities; however, for most of them it was not easy to do this. Therefore, the classroom teaching and learning practices could do more than provide opportunities for practicing and developing linguistic competence. They could also offer various opportunities for students to employ social resources to facilitate the use of English, in order to achieve different social purposes.

It is noted that the seeking of this membership was an initial investment, and it required further complimentary efforts to help the students climb the ladder of membership from peripheral to fuller membership. The peripherality was formed by their status as newcomers and constrained not only by their English abilities but also by their limited access to the practice which could situate them to experience the process of language socialization. By defining the quality of an English major and evaluating their current English abilities, the students located the gap to be addressed, and that was where investment were required. The data show that students put more effort into personal training practice than interactive engagements, given that the former was relatively feasible in terms of individual concerns such as time, space and personal preferences. Interactive engagements were less accessible to most students, and this left a space for classroom practices

to fill. This could also be viewed as an important function and expectation that students anticipated from classroom activities.

The peripheral position that these newcomers held was ascribed to individual constraints such as linguistic, cognitive and affective limitations. In addition to these personal constraints, students also condemned previous classroom learning practices that they supposed to be responsible for their incompetence in listening and speaking, such as the test-oriented and reading-oriented teaching and the lack of listening and speaking training. These factors echoed the English learning background that the majority of students experienced in previous learning environments. These issues not only signified the importance of the course that was the site of the present study, Listening and Speaking Training, but also led me to consider what kinds of classroom practices might offer substantial opportunities for using English in communication in the classroom context, while still meeting students' needs as adult learners.

6.6 Conclusion

This chapter has identified the different personal goals which led to these students wanting to situate themselves in an advanced English learning community as newcomers. The goals included the fulfillment of personal expectations, the pursuit of personal interests, the development of international communication ability and the meeting of job requirements. The findings also showed that students valued English abilities as indicators of the achievement of fuller membership or the legitimacy of being an English major. Based on the shared perception, English majors were supposed to be proficient in the four skills as well as able to manage different semiotic tools such as non-verbal expressions. They also had to be accurate in language forms, fluent in communication, and socially capable of dealing with different communicative situations. In other words, in terms of English abilities, English major membership entailed more in linguistic competence than in other areas. The students also identified the factors to which they ascribed their incompetence in using English for communication. These included personal factors such as depending on code-switching for

comprehension, fear of making mistakes, and lack of sufficient lexicogrammatical knowledge for production. Regarding institutional factors, they attributed their problems to lack of training and opportunities for using English in the classroom in previous learning environments.

However, in order to climb the ladder to become a relative old-timer, most students had created an investment list by their own efforts. A greater proportion of their investment was spent on personal training activities than on interactive engagements, because of pragmatic reasons such as lack of access to intercultural communication options and limitations within their personal social world. This signifies the importance of maximizing the function of the classroom community for creating appropriate communicative opportunities beyond simply individual drill training.

The newcomer membership that the majority of the students held may be seen to stand for their peripheral status in the community or their apprenticeships in the specific classroom practices; however, it did not necessarily reflect their social status in real life and the other communities they were affiliated to. Researchers recognize the value of using students' experience to assist the learning process (Shoemaker & Shoemaker, 1991). To help themselves move up from their novice or peripheral membership, the data showed that they emphasized the need to seize opportunities to use English for communication, such as by asking questions and expressing personal opinions. To provide them with these opportunities, I incorporated into this class oral presentations and small group discussions. The empirical exploration of turn-by-turn interactions in the following chapters offers a further understanding of how these students put their intentions into action when they engaged in talk-in-interaction.

From the findings, I understand that these students were not only experiencing a process of moving up from general to specific membership, but also struggling to move from being novices to being old-timers, and that this escalation was embedded in various efforts and investments to empower them to achieve. In addition to individual training, the moving up efforts required more interactive engagements, and that is what institutional effort should be able to contribute. The

success of investment in acquiring legitimacy and the selectiveness of investment identified in this chapter would benefit from further exploration through local engagements in talk-in-interaction. My assumption here is that if seeking membership in the institution can be regarded as a macro-level of participation, the conversational interaction in the specific task can be viewed as a representation of a micro-level of participation. Similarly, if seeking membership in the Department can be taken as the initial investment in acquiring legitimacy in the macro-community, local participation can be viewed as investment in acquiring legitimacy in the micro-community. Thus, in the following two chapters I will focus on how the students captured the presented opportunities to participate in activities that were associated with membership, either at the macro-membership level of an English major student or at the micro-membership level of the specific task.

7 NEGOTIATING ACTIVE PARTICIPATION IN PEERS' ORAL PRESENTATIONS

7.0 Introduction

In the previous chapter, I analyzed and discussed factors that contributed to students' seeking of membership in the Department, and in this chapter I focus on how they exercised and enacted their power-in-interaction in participating in the local discursive events that they were situated in. The purpose of this chapter is to answer the second set of guiding question: In peers' oral presentations, how did the students manipulate their power-in-interaction for participation? And what were the participation patterns? To answer these questions, I used two presentations for analysis.

The spoken data were drawn from the discourse in the Question and Answer (Q and A) session following a presentation entitled "My overseas life experiences" (Presentation 1) and in a presentation entitled "Yoga: My favorite exercise" (Presentation 2). Data for the two presentations were collected differently, one by audio- and the other by video-recording. To reflect the difference in data collecting method, I incorporate additional features in the Presentation 2 analysis. In addition, written and interview data are also employed in the analysis and discussion.

7.1 Oral Presentation as a Pedagogical Tool

The implementation of oral presentations was based on certain pedagogical and research considerations. In terms of study of language use and power-in-interaction, oral presentations can situate students in different discourse practices from small group discussions. Secondly, they can provide different structures of local power relations embedded in the formality and function of the event. In terms of pedagogical concerns, oral presentations are widely employed in tertiary education, both in first and second language contexts. According to Kim (in press),

oral presentations are one of “the most important elements for academic success” for university students from countries where English is not a native language. Additionally, oral presentations are a significant and holistic skill for under- and post-graduate students (Morita, 2000; Weissberg, 1993). This signifies their vital role in higher education for both ESL and EFL learners. However, in an EFL context, oral presentations in English can be a challenge to students whether or not they have experience in giving a presentation (Morita, 2000, p. 296) because of their limited linguistic proficiency. They are challenging because they involve not only presentation but also communication skills to inform the audience of the content, despite possibly limited linguistic competence. Other factors, such as enthusiasm, prosodic skills, strategies for encouraging audience members’ participation and so on (Hincks, 2005; Morita, 2000) also play a significant part in accomplishing the task. In addition to the speaker’s personal skills, other elements are also responsible for success or failure, such as the topic, the medium, the level of formality and the participants. With regard to the topic, its appropriateness, good organization and clear explanation are important (Hincks, 2005). Thus, when giving or attending an oral presentation, both the speaker and the audience can be situated in a context involving multi-modality of semiotic tools in the process of production and comprehension.

In terms of form of speech, oral presentations are more structured than small group discussions. They are usually divided into two sections, the information-giving session and the ensuing inquiry session of Q and A. The information-giving section allows the presenter to introduce the specific topic, while the Q and A offers the audience the opportunity to ask for information and give comments and feedback. In terms of the functions of speech, this genre combines *transactional* and *interactional* functions (G. Brown & Yule, 1983) into one. The transactional function is predominant in the informative talk, and the interactional function is generally integrated in the ensuing Q and A session. The Q and A session can serve as the primary device for further exchange of information; thus it is the prime time for substantial utterance exchanges and social interaction between speaker and listeners. In the Q and A, the speaker plays the role of an information provider and the enquirer that of an information seeker.

From this perspective, the oral presentations in this study imposed a relatively heavier load of speaking responsibility on the presenters than on the audience. However, in order not to put the speaking burden on the presenter alone, I had taken some compensatory measures. First of all, to alleviate stage fright and avoid unpleasant experiences, presenters were not completely prohibited from using notes, though it was not encouraged. Presenters could make use of different media to accomplish their task. This allowed them flexibility in controlling the presentation content, pace and format. As the goal of the oral presentation task was to provide students with more opportunities to use English for communication in the classroom context, I repeatedly encouraged students to focus on meaning instead of form. Compared to the presenter, the audience members were relatively free to ask questions, especially in the Q and A session. Thus, the choice to participate was mostly under their control. To increase participation, audience members were also reminded that participation in the Q and A session would count in the assessment of their classroom performance.

The social structure of oral presentations is different from that of small group discussion. The relatively fixed structure of oral presentations is attributed to their formality. One aspect that makes them different from small group discussions is the spatial arrangement of the speaker and audience; the classroom arrangement usually separates speakers clearly from audience. In the oral presentations in this study, the presenter spoke to the audience from the front of the classroom, either sitting or standing, and this distance in itself made the presentation formal.

Various features were incorporated into the oral presentations in order to optimize the potential for engaging these students. The content of the presentation was not academic knowledge or information but a sharing of daily-life experience. Research on oral presentations or seminars at the tertiary level in ESL contexts has contributed insights to understand how ESL learners are socialized into the academic discourse community (Hincks, 2005; Morita, 2000). However, in this study, as my interest was more in how students manipulated the dynamics of local interaction in the conversational discourse, the topic of the oral presentations (as described in Chapter 5) tended to be general instead of academic. This decision also resulted from the concern of students' linguistic limitation since they had to

give the presentation in English. To lessen the severity of the threat to these freshmen students, I urged students to call them by the nickname “Show and Tell”. In this study, the oral presentation was a hybrid genre because, on the one hand, it was formal public speaking which offered both speakers and listeners the chance to use the target language for communication, and on the other hand, it was informal speech for the sharing of life experience. This framed the talk-in-interaction as not only an educational but also a social encounter (Ribeiro, 1996).

7.2 Background of the Two Oral Presentations

The two presentations analyzed in this chapter are: “My overseas life experiences” (Presentation 1), and “Yoga: My favorite exercise” (Presentation 2). The former was a group presentation, and the latter individual. Spoken data of Presentation 1 were collected by audio-recording, while Presentation 2 was video-recorded. Both presentations were held in the language laboratory. To bring to the fore the background in which the two presentations were embedded, I also utilize students’ written data to provide the situational aspects of their shared experiences of these two presentations.

7.2.1 Presentation 1: My overseas life experiences

“My overseas life experiences” was presented by two male students, S13 and S14. S13 shared his 2-year experience in Oregon, USA, as a college student, while S14 talked about his 2-year experience living in Canada as a primary school student. The talk provided their peers—most of whom had never been to either of the two countries—with an unusual opportunity to catch a few glimpses of education and life in North America. As data from this presentation were collected by means of audio-recording, students’ reflections on it in their journals and spontaneous reflections and my own field notes were significant for the analysis.

Each speaker commenced by giving a brief introduction. S14 focused on his primary school life. He talked about the school hours, ESL classes, Korean classmates, Halloween, sports and games in school and children’s fights. He finally concluded that Taiwan was the best place and that he did not intend to go

back to Canada to study in the future. The presentation was completed without any interruption from the audience. S14 had prepared brief notes as a prompt and when he forgot he searched the notes for more details. His presentation concluded with a Q and A session and then S13 took his turn.

S13 started his presentation by referring back to his high school education in Taiwan, where he had attended an ESL program. He went to Canada for a study tour, and then transferred to Oregon and attended a college for 2 years. He also talked about special experiences and “fun things” that he had experienced as a teenager. When he talked about his life encounters, he sometimes mocked S14 for being only able to play childish games in Canada, which made the whole class burst into laughter. Throughout the whole process, he did not use any notes, although he admitted that he did prepare some. He talked with the audience as a story-teller in fluent English and a humorous manner. This was noted in the recount in his journal.

S13: Actually, I think my presentation is such a story telling. That might help to get more attention from the audience. I didn't mention anything about culture, but S14 did. I just talked about some of my special experiences in America. [JGP01S13]

After the introduction session, a Q and A session followed, and this forms of the spoken data for analysis.

Positive comments on this presentation disclosed that the boys' peers enjoyed it. Classmates appreciated the presenters' English speaking skills, pronunciation, and the information that they offered.

S29:S13 told me that he didn't memorize anything from the paper he typed. That's a shock to me. I can't imagine that he could talk so easily in front of the class. As S14, I saw he was always looking at the paper and trying to find out where he just talked. Anyway, they're the first group, the first funny group, their “show” gave us a lot of funs. [JGP01S29]

S05: I find their pronunciation are pretty good, and their intonation are also standard. When we speak English, some of us may have the noise like “嗯” <Uh> “唉” <Ai> [sighs] if they are thinking. But S14 and S13 don't have this kind of problem. [JGP01S05]

S28: After I listen to what S14 said about his experience in Canada and S13 did as well in America, I thought their story are a little bit interesting. [JGP10S28]

These comments described not only the general view of the audience members but also the differences between the two speakers' performance.

7.2.2 Presentation 2: The yoga presentation

In Presentation 2, S15 introduced her favorite exercise, yoga. For this presentation, verbal and nonverbal exchanges were collected by video-recording. The presenter demonstrated the yoga postures with supporting media. In other words, Presentation 2 was embedded in a richer multi-semiotic context than Presentation 1. It entailed speaking, gestures, body movements, a PowerPoint file with different exercise poses, a book and a DVD. It engaged the class in the action of doing yoga through peer modeling and the speaker's self-modeling. At the end of the introduction session, the classroom was turned into a yoga parlor with everyone standing up for yoga exercise. Finally, it concluded with a Q and A session. For the initial information sharing session, S15 relied on the notes she had prepared in advance. Later when she explained and modeled postures, she could talk without this support. In this regard, S15 reflected in a written report after the interview:

S15: I bring a note. I didn't read the whole note. Because our classmates didn't agree with that. That's not my original plan. I throw the note away to show the practicing. [JSM1S15]

In addition, she smiled throughout the whole process of presentation, which made her look confident and happy, although she still admitted that she was nervous.

S15: Today is a big day for me. It's my show time! I feel very nervous before I go on the stage. I try to remind myself to present my topic in a relax way—it's no big deal; I have prepared my show and tell for a month. So I decide to do my very best. I'd like to introduce yoga's benefit and share experiences to everyone. Everything seems to be perfect, but I think I can do it better. [JSM1S15]

For this presentation also, the audience gave positive comments.

S08: Today is s15's show and tell. She introduces yoga exercise with the power point. She gives a speech with smiling. I think she feels confidence. In addition, she speaks very clear so that I can understand what she is talking about. [C1S08]

S17: I liked today's show and tell...This is a good opportunity for us to learn how to do some simple yoga at home...I have tried to memorize some of the photos she showed to us. I have already tried to do yoga at home and I think it really helps me...I think S15 look very happy and very healthy. The reason is probably because she does yoga. [C1S17]

S21: In the 15's show and tell, she really did a good job. On that time, she shared yoga with us by the way of video ape. She played the video and then explain the gestures than can train our muscles...And then she really showed us some basically gestures...In the end, she invited us to learn yoga...she is a really one advertiser because her appearance and muscles are excellent. [C1S22]

These comments showed peers' appreciation not only of her English abilities, and skills and expertise in Yoga, but also her temperament, confidence and healthy image.

The basic features of the two presentations can be summarized from the perspectives of their scene, (Saville-Troike, 2003; Scollon & Scollon, 1995), including topic, participants, message forms and manifestations (Table 7-1)

Table 7-1: Comparison of two presentations in terms of contextual elements

Components	Presentation One	Presentation Two
1. Topic	"My overseas life experience"	"Yoga"
2. Participants		
a. Speaker(s)/Gender	2 (S13/M and S14/M)	1 (S15/F)
b. Audience	25+ teacher	23+teacher
3. Message form		
a. Public	Spoken language	Spoken language plus assisting media: a. A PowerPoint file b. A DVD c. A book
b. Notes	S13: No S14: Yes	Yes at the outset
4. Manifestation	S13: Innuendo and humor S14: Serious and modest	Confident and happy

7.3 Locating issues in the discourse practices

Topicality is the core conceptual tool that I used in this study to locate the thematic issues in the oral presentation (and also the topical issues in the small group discussion in Chapter 8). The use of topicality originated from the assumption that different local topics receive different amount of attention from the interactants (Stokoe, 2000). Topic, according to Stokoe (2000, p. 187), is "something that is achieved by participants, turn-by-turn in their talk, rather than as something which is defined externally by the analyst", and topicality is represented by how a particular topic is initiated, developed, maintained, shifted and concluded (Boden, 1994; Jefferson, 1993; Maynard & Zimmerman, 1984). From this stance, I assume topicality can be shared in groups who were engaging in the same task. Thus, I scrutinized the discourse events to identify themes that

commonly emerged from the students' talk-in-interaction. This process helped me to locate the issues in the talk-in-interaction that were 'thematic' or 'topical' in both sets of spoken data.

To incorporate my interest in the concept of power-in-interaction, I relied on the concept of "issue". Thus, I referred to the Oxford English dictionary for definitions of "issue". According to the Oxford English Dictionary, an issue is "a point on the decision of which something depends or is made to rest", or "a point or matter in contention between two parties". The former definition highlights the importance of the "decision" or the action that the previous interlocutor has made or taken because it involves other interlocutors' response or reaction. The latter definition signifies the potential of contention residing in an issue. These two definitions suggest that issues could be a potential locus for power-in-interaction. In addition, they also prescribe that an issue can comprise contention or generate conflicting opinions. If an issue was shared by different groups, it would mean the participants have similar concerns about those issues. These assumptions contributed to my search for topical or thematic issues.

Hence, in my analytical framework, a topical or thematic issue had certain features: firstly, it involved a majority of group members' participation or attention, or even the whole group. Thus it tended to recur in different parts of the same presentation, or among different presentations. The number of the turns was significantly determined by when and how the solution was found, or how the issue was concluded. Thus, the turn numbers can be various, either small or large. Secondly, the proposal or the action imposed could provoke either a preferred or dispreferred response or message from the next speaker in the following turn or turns, which in turn could provoke another round of negotiation between or among the interlocutors.

In order to analyze how the topicality was constructed and developed, I use episodes related to the processes that developed around the located issue. The employment of episode for analysing discourse production was informed by discourse analysts and researchers (Hayashi, 1996; Nikula, 2005; Stokoe, 2000). It is argued that a analysis of longer sequence of talk enable the researcher not only to identify the discursive patterns (Nikula, 2005, p. 30), but also to understand

how the topic is dealt with in a particular group or among groups. Thus, in this study, the selected topical episodes could offer a clear view of how the issue was initiated and solved or concluded in terms of “global organization and local sequences” (Hayashi, 1996, p. 227). This justifies the use of episode, rather than speech act, as a unit for thematic analysis.

I also use the concept of topicality to define the role of individual participants. In the process of a discursive event, topicality contributes to how much a particular individual contributes to the development of a topical issue which incurred the ensuing speaker’s response. The construction of a topic requires initiator(s), concluder and other contributors to develop and maintain it. Thus, the roles evolving around the topic can be defined. Moreover, topicality also helps to locate the social practices that evolve around the topic and the roles of the participants. For example, in the practice of giving advice, the speaker and hearer roles turn into adviser and advisee, or vice versa. Thus, topicality can be used as an indicator to help define the interlocutors’ roles in the specific topical issue. This was especially useful for me to decide the participation level of the individual speaker. The topicality contributed to the weight or quality, and the turn number provided the quantity of the verbal or other vocal contribution. In terms of turn, I took the complete utterance of a speaker as a turn unless a response or reply was given by another speaker. However, the data were not approached with a pre-determined set of topics. Instead, the topics emerged from the thorough analysis of the discursive events in which these students were situated. A similar method has been found in studies of an EFL classroom discourse such as Nikula (2005). These analytical rules and concepts were also employed for analyzing the spoken data in the small group discussion in Chapter 8.

7.4 Presentation 1: Enquirer Nominations in the Q and A Session

After analyzing the Q and A session of Presentation 1 based on the concept of topicality, enquirer nominations were investigated as a possible arena for power negotiation. In general, the Q and A session is the time for self-selected

listeners/audience members to make enquiries or seek further information. It is a prime time for speaker-audience interaction: listeners take the initiative and the speaker responds. However, the present data show that in the Q and A session of Presentation 1, S13 took the initiative in nominating peers to ask him questions, and all the nominated peers were male. This section offers examples to illustrate how power relations were negotiated in the verbal exchange, and how the nominees refused or accepted the request or requirement to ask a question.

7.4.1 The four nominations

There were four enquirer nominations in the Q and A session. S13 nominated most of the male students present in the class that night. The following three episodes are quoted to show how he nominated and interacted with different nominees.

Episode 7-1: Nominations 1 and 2

- 24 S13 Well the best memory there is my best drive 115 miles on the highway interstate highway, and and we didn't get caught. We didn't get the ticket. We saw a police vehicle and and we drive in 115 miles. The officer drove faster than us to get a I think there is criminal. (...)
- 25 T So they just let you go because they were on some more important duty.
- 26 S13 And we followed that car. (..) Fortunately we didn't uh hit anything. (...) Anyone? (...) Anyone? S24?
- 27 S24 **NO** question
- 28 S13 Ya I can see that.//(...) Well? Anyone
- 29 SS //hahaha [laughing]
- 30 T S27, do you have any questions?
- 31 S13 About dogs or 2-face doctor?
- 32 S27 Have you ever fought with your classmate or some?
- 33 S13 Oh you mean had a fight?
- 34 S27 Yes.
- 35 S13 No //but I will like to fight with you=
- 36 S27 // No(?)
- 37 SS Hahaha [Laughing including me]
- 38 S27 Me?
- 39 S13 Yeah someday oh well (?) I am just kidding never mind (...)
- 40 S13 Anyone? (...) [looking at the audience and searching] How about that guy behind there?
- 41 S31 Do you live in a dorm or homestay?
- 42 S13 Actually when I um first I lived in a host family then I moved into an apartment with my friend, my Taiwanese friend.

Episode 7-2: Nomination 3

- 48 T Who do you mean **that guy** just now?
- 49 S13 Ya. **THAT OLD GUY**

50 T S16? Ask him questions.
51 S13 hehe [Funny and cunning laughing]
52 S16 S13? How many children do you have?
53 S13 hehe...what?
54 S16 Hehe I said how many children do you have? [In a joking tone]
55 SS hahaha [laughter around the room]
56 S13 Well I have over over 10 billion children but they didn't born yet. You know what I mean
57 SS hahaha [laughter again]
58 S16 No.
59 S13 I think you know. I am sure about that.
60 S16 May I ask you another question?
61 S13 Yes.
62 S16 Did you did you find a part time job during you studied in America?
63 S13 No I didn't do that but my friend do that//if you do that if you want to work eh part-time job well as long as part time job
64 S16 //You didn't do that. You didn't want to work
65 S13 You have to get yourself a social security number
66 S16 So::
67 S13 So you will be allowed to work in the America or you will be 驅逐出境 <deported> by the FBI
68 S16 So that's mean you don't have to work. Right?
69 S13 Yes.
70 S16 Sounds you are living on the easy street. Right?
71 S13 Huh (?) Pardon me (?)
72 S16 I said that sounds you are living on easy street.
73 S13 (...) [Looking confused but no reply]
74 S16 You know what I mean?
75 S13 I don't know.
76 S16 //Well
77 S13 //You see well no
78 S16 Someone lives on easy street that means he lives a better life than the others.
79 S13 Ohhh. What does that mean?
80 SS //hahaha [laughing loud]
81 S13 //hehehe... Your question is too difficult to me I choose to refu- refuse to answer it.
82 S16 So //you got to be more careful next time or you want to ask me question something like that
83 S13 //Or you can ask me after the break
84 S13 Huh [he might look at Jeff or other showing his confusion] (...) No question?
85 S16 No. No more.
86 S13 Yes [spotted S12 raising her hand]

Episode 7-3: Nomination 4

99 S13 [sic] Anyone? Anyone? S23, you are looking at me.
100 S23 NO.
101 S13 No? You sure? (.) See? You are looking at me.
102 SS [laugher]
103 S13 No questions?
104 S13 Okay it's break time 5 minutes.
105 SS [laughter]
106 S13 Okay 5 minutes break
107 T Thank you. Good job.

In all the three episodes, the speaker's nominations were embodied in humor, which elicited waves of laughter. The audience was not only interested in the content but also in the way the speaker elicited peers' participation. The enquirer nominations were unique not only because it is unusual to see them in oral presentations but also because they were carried out in a humorous manner, which made the oral presentation enjoyable. A further issue of interest is how interlocutors encountered each other and how the nominees accepted or refused the imposed request for participation.

7.4.2 Power negotiation in enquirer nominations

In the Q and A, the enquirer nominations received different reactions. The interaction between the nominees and the speaker revealed various forms of power-in-interaction. Several factors contribute to these differences, for example the enquirer nomination itself does not happen frequently in most Q and A interactions. In addition, elements such as the language, the tone and the manner the speaker employed may be interpreted and reacted to variously by different nominees.

The enquirer nomination was an imposed action. An imposed action, according to Brown and Levinson's (1987) concept of politeness, can be a threat to interlocutors' negative face wants (that is, the wish of an interlocutor that his actions be unimpeded by others), as the imposition may force them to do something they have little intention of doing. In this case, it means the particular individual did not want his non-participation behavior impeded by the nominator. However, when the imposition source comes from an authoritative figure, the reaction may be different. Enquirer nomination is frequently observed in teacher talk for the purpose of involving or even forcing students' engagement. In this case, the imposed nomination is by a peer and can be rejected. The enquirer nominations in the Q and A session can be interpreted as a contradictory action such as trouble-seeking or inviting participation on the one hand from the nominee's viewpoint, and on the other hand a representation of confidence and

challenge from the nominator. To avoid being a trouble-seeker, certain strategies might be employed. It is noted that S13 tried to implement jokes and humor throughout his nominations. In general, S13's strategy of adopting jokes was successful, which can be evidenced by the waves of laughter from the audience. However, this strategy was reacted to differently by the nominees. A comparison of the four nominations is presented in Table 7-2.

Table 7-2: Comparison of the four enquirer nominations

Nomination		1	2	3	4
A. Nominee (Gender)		S24 (M)	S27 (M)	S16 (M)	S23 (M)
B. Nominator		S13	T	S13	S13
C. Data analyzed		Episode 8-1	Episode 8-1	Episode 8-2	Episode 8-3
D. Interactional features	Turn numbers (total and individual)	4 S24: 1 S13:2 SS*: 1	10 T*:1 S2&: 4 S13:4 SS*:1	40 S13:18 S16:15 SS*:3 T*: 2	4 S13:2 S23: 1 SS*:1
	Verbal & situational clues	1. Nominator: S13. 2. S24 showed no intention to ask briefly and firmly. 2. S13 concluded with "understanding".	1. Nominator: T 2. S13 initiated by a joke which was replied with one surprising question from S27. 3. Having overlaps and latches 4. S13 concluded and claimed he was just joking.	1. Nominators: S16 first and later with T's confirmation. 2. S24 asked 4 questions. 3. First attempt of nomination in Turn 39, and second attempt in Turn 48 4. S16 started with a joking question. 5. S16 concluded by confirming with no more question Interruption and overlapping in the interaction.	1. Nominator: S13 2. S26 showed no intention to ask with smile. 3 Negative reply as a refusal 4. S13 concluded the whole Q and A session
F. Forms of Power-in-interaction/discursive strategies & vocal clues.		Refusal with a firm negative reply	Acceptance by asking one question	1. Acceptance by counterbalancing and challenging 2. Interruptions, overlaps & latches 3 Contentions	Refusal with a negative reply along with laughter

*Note: T = teacher, SS= students

The four nominations received two refusals and two acceptances. S24 and S23 rejected S13's invitation; S24 refused it directly and firmly while S23 refused it plainly. The negative response "**NO** question" (Turn 27) was given quickly and briefly in a firm tone along with a serious facial expression by S24, which could be taken as no intention of participation at all. In reply to this direct refusal, S13

responded “Ya. I can see that”, which provoked laughter from the whole room. Nevertheless, the tone of S23 was not as strong as S24’s and he uttered the word “No” (Turn 100) with a smile. This soft refusal might thus invite the further checks from S13, “No(?) You sure(?)(.) See(?) You are looking at me” (Turn 101), which again provoked peers’ laughter.

S13’s nominations were accepted differently by S27 and S16, too. S27 accepted and asked one question “Have you ever fought with your classmate or some uh” (Turn 32), which was followed by S13’s confirmation check (Turn 33). Later in Turn 35, S13 gave a negative reply and then jokingly added, “But I will like to fight with you” (Turn 35). This utterance seemingly confused S27, but aroused laughter from the audience. This showed that S27 passively accepted the nomination and asked a question as he was required, because he did not ask further questions. However, the interaction between S13 and S16 was not only different but also contentious, and active attempts of counterbalancing were observed throughout the whole process. S13 jokingly asked for a ‘physical fight’ with S27 in his utterance, which was admitted as a joke in Turn 39, but he had a ‘verbal fight’ with S16.

The competition and contention between S13 and S16 were explicitly presented from S13’s first attempt of nominating S16, which was interrupted by a self-selected female enquirer. The nomination was achieved partially because of my confirmation with S13 who he exactly wanted to nominate. Thus, the expression “the guy behind there” in Turn 40 turned into “**THAT OLD GUY**” in Turn 49. This, along with the prosodic clue of the three strongly stressed words, signaled a face-threatening act. In other words, the interaction was spiced with a flavor of face threatening from the first round of the encounter. In addition, the kind of laughter they both used, “Hehehe”, may imply a certain degree of “playful challenge” between male students. In addition, age can unfairly be a subject of mockery, especially in a class where most peers were 18 or 19 years old. In a way, the nomination of the most senior student to make an inquiry signaled the junior’s intention of challenge. To counterbalance S13’s mocking challenge, S16 accepted the nomination by asking an unexpected question in a similar mocking tone in Turn 52 “S13, how many children do you have”? Instead of giving a true answer, S13 replied with an innuendo in Turn 56. The joking tone lessened slightly in

S16's second question in Turn 62, "Did you did you find a part time job during you studied in America?" Adding to S13's negative reply, S16 used an idiom 'living on easy street' to mock S13's good financial situation. In Turn 71, S13 asked for clarification of the expression by responding with, "Huh (?) Pardon me (?)". To get his meaning across, S16 replied by giving an explanation, which resulted in "Oh: what does that mean?" in Turn 79. By this, S13 resisted the literal meaning that S16 gave. By refusing to admit he understood, S13 won this round, and he again picked up his joking tone in Turn 81, and justified his refusing of answering the question. In Turns 82 and 83, the overlapped talking demonstrated the effort from both sides in counterbalancing each other in the power competition.

In this episode, the effort from both sides to surpass the other party was obvious. They both made a mocking laughing sound "Hehehe" when one party took the wind of the other. In addition, S16 took advantage of the opportunity to demonstrate his English abilities and at the same time deflate S13 as a speaker, as one studying overseas, or as an "old-timer" in this subject topic. Besides, there are several cases of lengthy overlapping utterances. The overlapping talk in Turns 82 and 83 showed that S16 tried to take revenge for being nominated in a mocking manner, and at the same time S13 was trying to take his speaker's role back to control the agenda. As the presenter, he consolidated his agenda role by replying to all the questions from the nominated enquirers, except the last question regarding his financial situation. Episode 7-3 evidenced varying power exchanges between male students along with a senior-junior confrontation. It also evidenced that although S16 accepted the nomination, he actively took the initiative to overcome the "expert-novice" relationship in which he had been positioned as a person who had never been to North America.

The employment of humor in the episodes complicated the power relations in the enquirer nominations. Humor can be regarded as a positive politeness strategy (P. Brown & Levinson, 1987) that served to curtail the threat of nomination. The analysis has found that for the speaker, humor also functioned as a mitigator, soothing the embarrassment incurred from direct refusals. Additionally, humor and joking are regarded as a device associated more with "friends" or "partners" than with "strangers". According to Boxer and Cortes-Conde (1997, p. 276), situational humor, or conversational joking is "not only the display but also the

development of a *relational* identity among participants which leads to a sense of membership in a group”. Lampert and Ervin-Tripp (2006) also argued that “participants deploy their humor to develop and maintain rapport”. Moreover, Davies (2003, p. 1362) identifies joking as “a core aspect of communicative competence”. It is also noted, although joking can be a reification and enhancer of an “in-group” relationship on the one hand, it can be a divider or segregation of affiliation, on the other hand (Boxer & Cortes-Conde, 1997; Norrick, 2003). It displays the speaker’s orientation to invite audience’s participation and affiliation, and also positions the interlocutor as a member or insider. However, when S13 referred to S16 as “**THAT OLD GUY**”, he might disrupt the insider relationship by clearly stating the age difference, and this conversational joke thus worked against the friendly attempt and turned into a “double-edged sword”. This demonstrates the intricacy of humor; it could work for and against the established rapport or local relationship subtly, depending on how the interlocutors employed and interpreted it, and differences in interpreting and accepting conversational joking resulted in different reactions. Episode 7-4 provides a comparison of a similar strategy of joking that provoked different responses from another situation in terms of affiliation or realignment (Norrick, 2003).

Episode 7-4: Interaction between the two presenters

- 89 S15 Eh don’t worry. I want to ask S14. Uh how do you feel now uh compared with S13’s experience?
90 S14 Pardon?
91 S15 Compared with 13’s experience in America, what do you feel now?
92 S14 I feel nothing.
93 SS [laughter]
94 S15 Thank you.
95 S14 Because I don’t like to drink beers so what that’s a bad bad guy would do that uh something like smoke drive too fast ai. How do we say in Taiwanese Kio-ge <Going nuts>.
96 SS [laughter]
97 S13 Well 你給我記住 <You’d better watch your mouth>. Anyone? Anyone? S23, you are looking at me.

As S13 and S14 were good friends, and had similar backgrounds in terms of age and overseas life experience, they took each other’s jokes naturally and responded to each other’s talk in a similar joking and teasing tone. They used expressions such as “going nuts” and “You’d better watch your mouth” in Taiwanese or Mandarin to show they were “buddies”. S29 noted in her journal her observations

of the interesting aspect of S13's presentation and the 'in-group' interaction between S13 and S14 as follows:

S29: Well, S13 gave us a fun presentation; especially he used s14's presentation to compare with his. That's really interesting. [JGP01].

The spontaneous conversational jokes and humor were appreciated by the audience, as laughter was heard frequently. However, an interlocutor may not completely accept the humor when he became the target of the humor. This may be a sociocultural implication to explain why humor is not frequently employed in classroom discourse. The differences in S16's and S14's attitude toward S13's joking can represent the different interlocutors' willingness in "playing within the frame" of joking (J. Davies, 2003, p. 1361). In Episode 7-3, the senior student, S16, did not really enjoy the way his teenager peer joked, especially when the junior interlocutor nominated him with certain degree of disrespectful intent, which resulted in a warning the end of their contentious talk. This conforms to the notion that when a joke involves teasing, a good intention may immediately turn into an insult (Lampert & Ervin-Tripp, 2006, p. 51). This implies that the ambiguity of humor is determined by contextual factors such as conversational partners and the local situation (Clark, 1996; Lampert & Ervin-Tripp, 2006). It can be acted out and interpreted as a device for maintaining rapport but also incurring the risk of threatening the face of the hearer but also the speaker (Zajdman, 1995). Therefore, cautious management of conversational joking is clearly required. However, this rare incident yields valuable data to extend the traditional bounded view of student talk in a foreign language classroom.

In the enquirer nominations, humor worked as a tactical strategy of social interaction (M. Crawford, 2003). It made the speaker's imposition less threatening and at the same time enhanced his own performance and presence (Norrick, 2003; Tannen, 1984). Additionally, it worked as a device for creating or confirming the rapport of the in-group relationship. However, it also functioned as a sign of challenge or aggression (Goffman, 1967; Norrick, 2003), which could cause resentment or resistance from the interlocutor, as seen in S16's reaction. The incident also demonstrated the subject participants' abilities, either those of the interlocutors or the audience, in producing and consuming the lexical semantics and prosody of humor. The interlocutors performed it either with or without

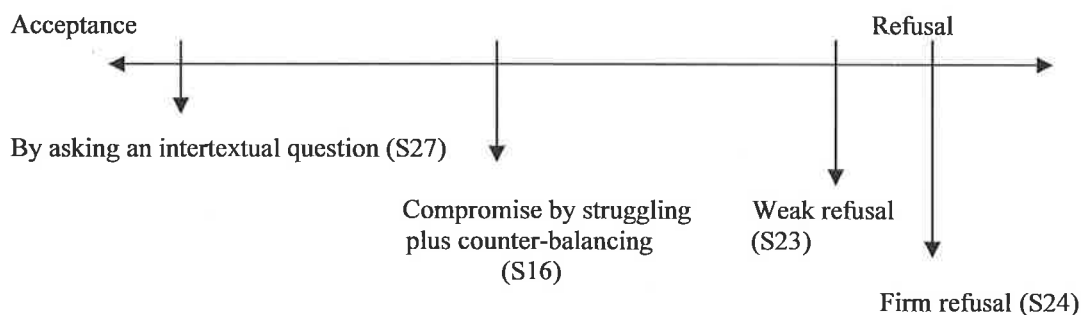
paralinguistic signs such as teasing laughter; however, the third-party, or the audience, cooperatively displayed appreciation with laughter, which to Sacks (1974) is a signal of completing with success.

The speaker's original intention was simply to make his presentation not as boring as his counterpart's; however, his abilities in manipulating the spontaneous conversational joking not only enriched the interaction but also created varieties of utterances which are not able to be observed in a teacher-fronted classroom. In addition, the aggressive conversational joking demonstrated between S13 and S16 evidenced their capabilities in asserting their intention of taking control of their own roles as participants but also to remove the unwanted actions or reactions. To sum up, humor was evidenced as situated discursive practice (Kotthoff, 2006) in the power negotiation of enquirer nomination and subsequent interaction. It enhanced the speaker's confidence and abilities in dealing with the situated quietness from the male audience, and by chance it invited competitive verbal exchange between the interlocutors. The unexpected exchanges demonstrated a real richness of verbal communication among these adult students, especially from the male students, which has never occurred previously in research studying student-student interaction in an Asian context. These findings confirmed my assumptions that these adult learners had their own various discursive strategies and world knowledge which could be used to compensate for their linguistic limitations.

7.4.3 Refusals and acceptances in enquirer nominations

The power relation pattern in the enquirer nominations can be displayed along a continuum from acceptance to refusal as shown in Figure 7-1.

Figure 7-1: Enquirer nominations



The pure refusals of S23 and S24 at the right-hand end of the spectrum can be interpreted as possessing no intention of getting further information. At the same time, they implied that the nominees claimed the right to be left alone without getting involved. In other words, in responding to the invited/imposed participation the nomination entailed, S23 and S24 displayed their non-participation orientations, although one was stronger (24) than the other (S23). The nomination of S23 and S24 was the presenter's choice. However, the outcome, the right to participate or not, was under the control of the two nominees. On the contrary, S27's nomination was performed by me, and the degree of imposition could be seen as stronger. As for S16, his nomination partially resulted from my involvement. This means that both these nominations were completely or partially imposed by a powerful third party, and this might boost the strength of the invitation or imposition, and also facilitate the acceptance.

S27 accepted the nomination by asking a question related to the previous presenter's content, the children's fight. By doing this, S27 demonstrated abilities in intertextualizing the two presenters' texts. Nevertheless, the joking reply, in the form of a challenge, from S13, "to have a fight with you", was unexpected and confusing. The talk was concluded as S27 did not make any further request, along with S13's confession of a joke. Compared with S27's reaction, S16's was conflicting and complicated. He started with a playful question. The intensity of power competition between S16 and S13 was heightened when S16 incidentally discovered that the speaker showed confusion over the idiom "living on easy street". He grasped the chance to fight back and even clearly stated that it must not happen next time. S16's performance can be interpreted as meaning that he wanted S13 to be alerted with the words he used or the way he nominated. Moreover, he recognized the speaker's mocking tone and took the initiative of overruling the speaker's power in domination. This resulted in a contention, or conflict, which is regarded as a form of "power and affect" (Vuchinich, 1990, p.118).

The intensity of power competition in S16 and S13's negotiation, although it was superficially embellished with joking and teasing, was shown in the struggle against the imposition and was strongly embodied in the language use. The

subtlety in employing jokes to soften the intensity of the dispute was observed in the interaction. The affective aspect had a crucial role in conflict-filled talk. This might have resulted from the joking tone, mixed with expressions such as “the guy behind there” or “THAT OLD GUY”. Although they are daily-life expressions, they can also be interpreted as insults. Overall, the contentions observed in the interaction were ubiquitously found throughout the process, up until the end of the exchange. Both of them persisted in attempting to take control, without giving in to let the other finish his talk as their interaction was concluded in overlapping talk.

In terms of the degree of intensity of the negotiation of power-in-interaction, the verbal exchange between S13 and S16 was the strongest among the four nominations. The findings show that the higher the contention intensity, the more verbal involvement is displayed. The elements that contributed to the intensity were embodied in linguistic and paralinguistic performance and knowledge. The “old-timer” roles shifted from the speaker (S13) to the nominee (S16) when S16 taught S13 what “living on easy street” meant, and this shift was spotted and grasped firmly by S16 as being an asset to fight for his rights or integrity as an “old-timer”, not only in terms of age but also of vocabulary range. This implies that the old-timer status can be negotiable and contingent in the speaker-audience interaction and also can be manipulated in power-in-interaction. The conflict was disrupted by a female self-selected enquirer and concluded.

It is noteworthy that, by nomination, the speaker invited participation from his male peers in particular. Male students are a minority group in most Departments of Arts, and Humanities and Social Sciences. In this class, male students accounted for only 10 out of 32 students. In the observation, the female students had a relatively larger share of time and opportunities for participation. S13’s imposition thus involved the males in getting access to a floor which was usually taken by female peers. Thus, it could be seen as a strategy for involving more participation from the male learners, although it may also be taken as trouble-imposition or challenge. However, such an interaction would not possibly be found in a teacher-fronted classroom context, when the imposer was the authority holder. These findings again confirm my assumption that the reduction of the teacher control in student-student interaction could allow students more

opportunities to display their power-in-interaction and enhance their participation. Moreover, it also allowed the development and display of discursive strategies that are never found in teacher-student interaction. More importantly, one critical finding in this Q and A session was the subversion of a fixed agenda, which was initiated by the speaker and collaboratively achieved. This action of subversion not only added a new page to my personal teaching experience but also opened a new window to investigate student-student interaction in a tertiary EFL context.

7.5 Presentation 2: Repeated Interruptions and Requests for the On-stage Modeling

In Presentation 2, the power-in-interaction was displayed differently. Whereas in Presentation 1, the speaker took the initiative in imposing or inviting peers' involvement, in Presentation 2, the initiatives were strongly displayed by the audience members. In addition, for Presentation 1, I only investigated the Q and A session, which in turn limited the interaction to the dialogue between the speaker and the particular nominee. However, the data I drew from Presentation 2 was the information session. To show the development in different stages of the interaction between the speaker and the audience, I investigated it first in terms of the repeated interruptions, and then of the requests for on-stage modeling, which were triggered by the repeated interruptions starting from the very beginning of the presentation.

7.5.1 Repeated interruption as a seesaw game in power negotiation

As what featured as unique in Presentation 1 was the enquirer nomination from the speaker, what characterized Presentation 2 as unconventional was the repeated interruptions from the audience. Repeated interruptions are not common in formal presentations in most contexts, yet they originated from the very beginning in Presentation 2, when the speaker (S15) was seated and a male classmate, S24, was helping her with the PowerPoint file she had prepared. On the first slide (see the inserted page) there were four different yoga postures, and one of them was a

woman standing upside down, with her head on the floor and feet straight up in the air. This elicited S27's first curious question in Turn 1, "Can you do that?"

Episode 7-5: Repeated interruptions and questioning

- 1 S27 Can you do that?
[S15 is sitting and facing her peers with a note in her hand. S24 is helping play the PowerPoint file. The screen is showing the first page, in which one posture is a woman upside down with her feet on the top and head and hands on the floor. S27 is pointing at it.]
- 2 S15 Hello, good night, everyone. I'm S15. Uh, tonight I'm going to talk about Yoga in my show and tell. Yoga is my favourite exercise uh because I am the kind of lazy person. Uh, Yoga is a slow and calm exercise. It doesn't need a lot of energy to practice. So that's why I like Yoga. Uh... [The first page of PowerPoint has four different postures]
- 3 S27 Can you do that? [He's pointing at the one with the person upside down]
- 4 SS Hahaha [Laughing]
- 5 S15 It's it's easy.
- 6 SS EASY!
- 7 S27 Show us.
- 8 SS Show us.
- 9 S03 **Yes, show us.**
- 10 S15 Uh, the practice of yoga offers long-term benefits for the mind, body and spirit. Uh, during a yoga session, you will experience inmid...inmid. You will experience stress will leave your body and you will find yourself in a peaceful and comfortable state. [Instructing S24 to show Page 2 of the file. It is a photo with a woman sitting and meditating] Physically, practicing yoga increase strength by toning muscles in every part of your body. It also increase er endurance and flexibility of the body by stretching out. [Pointing to the pictures on Page 3 showing 20 yoga postures.]
- 11 S27 Can you do that?
- 12 S15 Yeah. There are all kinds of postures we can practice.
- 13 S27 Can you do that?
- 14 S15 We can practice.
- 15 S15 Be-**LIEVE ME**. It's very **EASY** to practice it.
- 16 S22 **NO::**
- 17 S15 It's very easy. The later I will show you.
- 18 SS **WOW::** [In chorus showing excitement]
- 19 S15 In the picture! Okay.
- 20 SS Hahaha [Laughing]
- 21 S03 Come **on!**
- 22 S15 Mentally concentration will be heightened. You will become emotionally stable and you will obtain peace and freedom. And I also bring a book which has a great basic knowledge uh about yoga. Uh the author is a famous actress, 堂娜 <Tang Na>. And there is a basic knowledge in it and some po...some pictures. So [flipping some pages of the pictures, and passing the book to the classmate sitting closest to her]

The repeated questions represented curiosity, doubt and challenge for the speaker, and these heightened gradually with each round of questioning. The beginning of the episode shows how the presenter resisted being distracted by S27's curiosity. However, S27's insistence was evidenced when he repeated, "Can you do that?" in Turns 3, 11, and 13, and later in Turn 23, and S15 found that ignoring him could not solve the problem. Her ignoring of S27's questioning brought further questionings, which forced her to take action to remove his doubts. The data show

that she did not respond to S27's question in Turn 2, but assured him it was easy in Turn 5. This brought him a step further to ask her to demonstrate it when he requested, "Show us" in Turn 7, which was agreed in chorus by the other students. Again she refused to respond to the request and continued the introduction. Later, she responded to "Can you do that?" in Turn 11 with a positive answer, and in Turn 13 with "We can practice" in Turn 14, and added in Turn 15, "Be-LIEVE ME. It's very EASY to practice." In Turn 16 when one student showed disagreement, she made a promise to "show later" (Turn 17), but only in pictures (Turn 19), which did not satisfy her peers. She then went back to her notes in Turn 22.

Episode 7-5 has shown that the repeated questionings not only interrupted the presentation but also forced the speaker to relinquish her control bit by bit. The power negotiation functioned as a seesaw. When one party retreated a step, the other took a step forward and vice versa. However, the seesaw-ing movement, which enlivened the presentation interactions, was not able to be stopped until the audience's challenge was resolved. Repeated interruptions observed in this episode can confront a fixed agenda in which a formal presentation is embedded. However, in a life- or information-sharing presentation, the interrupted enquiries functioned as a mechanism provoking the power-in-interaction between the speaker and the audience, which led to the requests of on-stage modeling, the second thematic event.

7.5.2 From peer modeling to speaker's modeling: Actions speak louder than words

Originating in the repeated interruptions, the second thematic event was related to repeated requests for on-the-spot modeling. The inquiries not only interrupted S15's talk several times when she was giving basic information on yoga, but also forced her to give up her original agenda. Moreover, they also resulted in invitations of peer modeling, and finally her own modeling. The repeated requests are displayed in Episodes 7-6 to 7-8, which demonstrate a process of yoga modeling from peers' to the speaker's. This process presented the removal of domination in terms of an agenda which the speaker had planned but later

abandoned step by step in response to the repeated interruptions and requests, especially those from S27. Episode 7-6 exemplifies how the first round of negotiation made the speaker abandon the original agenda by asking the challenger to come up to the podium as her first model.

Episode 7-6: Peer modeling 1

- | | | |
|----|-----|---|
| 23 | S27 | Can you do that?
[Pointing to the photo: A woman is in a standing position with her head bending to the knee and her hands holding together behind the back of the shin] |
| 24 | S15 | //Ya |
| 25 | SS | //HAHAHA::
[laughing from the whole class, including the speaker] |
| 26 | S15 | Okay, you can you can okay
[Waving her hand to ask S27 to come on the stage] |
| 27 | S03 | Go on.
[Encouraging S27 to go onto the podium. She even pulled his arms and pushed him to step forward] |
| 28 | S15 | It's very easily just bend over bend over. Ya. Bend over as possible as you can.
That's Okay. Ya (?)
[He is bending himself and making a shape like upside-down L] |
| 29 | S27 | DIFFERENT
[He pointed at the part of the photo that he couldn't do] |
| 30 | SS | HAHAHA::
[Laughing from the whole class, including the speaker] |
| 31 | S15 | So you must practice very often and your body will get more flexibility. |

Episode 7-6 demonstrates the fifth time the question “Can you do that?” was repeated (Turn 23) and how the speaker took the initiative, rather than ignoring or retreating to her endowed role as a speaker and a yoga exerciser. In Turn 24 she gave a brief reply to assure S27 again that she was able to do the posture. However, Turn 26 was a turning point for her. She stopped the passive verbal reply. Instead, she waved her hand and signaled S27 to come onto the podium. With a slight hesitation at the beginning, S27 stepped on the podium, encouraged by other students, particularly his neighbor S03, who tried to pull him up from his chair and pushed him onto the podium. With a confident tone, S15 assured S27 that it was easy when she asked him to bend and make a shape like an upside-down “L”. After he performed it and stood straight back up, and pointed to the photo on the PowerPoint, stating in disagreement, “**DIFFERENT**” (Turn 29) which aroused full-room laughter. In fact, S27 also expressed his dissatisfaction in his journal:

S27: I felt like an idiot doing some stupid thing and after that I didn't learn something I haven't learned before. That is one of the reasons which make me bored. And I also feel kind of regretting that should have said something like “You ask me out just want me to do this?” or some interesting things. [JSM1S27]

His defiance in a way showed he did not believe it was easy, because his modeling showed that he could not do what was shown on the photo. This disbelief was recognized by S15 in her reflective report and also explained why she asked S27 to be the model.

S15: Because S27 asked a lot of questions, and he seemed not agree with me, so I asked him go to stage to experience Yoga...When facing S27 I felt a little nervous, because he challenged my knowledge of yoga. [JSM1S15]

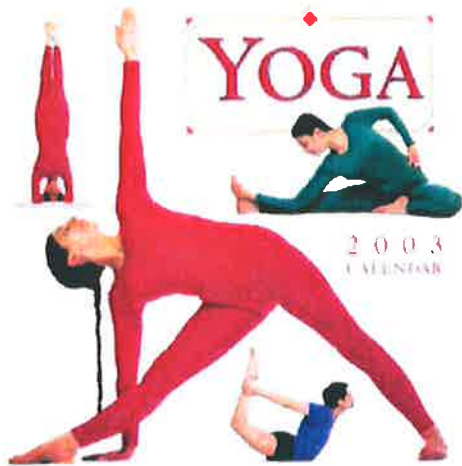
Thus, for S15, this modeling was obviously not only a compromise but also an empowering device to regain her power in keeping the presentation agenda on track. Moreover, she may have expected that it would remove S27's doubt or lessen his frequent attempts at challenge. Another example of modeling was demonstrated in Episode 7-7.

Episode 7-7: Peer modeling 2

- 71 S15 Okay. Everyone you can stand up, ok
 72 SS Hahaha:: [Some are laughing and the whole class are standing up and following her instruction and movement. She is putting her hands on the back of his shoulders and massaging them]
 73 S15 And sometimes we will with the wrong posture. If you can all do that you can have normal flexibility. Now change your hand, and put your this hand to middle of the back. Just like this.
 74 S26 It's not easy
 75 S15 So, Okay. Everyone
 76 S15 You should practice more. It can reduce the stress of your arm. Next picture is like this [She putting her two arms at her back and held them together then bending]. But you have to straighten your body
 77 SS [laughing]
 78 S15 Okay Maybe... [When she is talking she waving her hand and asking S26 to be the model on the podium]
 okay (?) [S26 followed her instruction, and she helped to move his arms back and straight a bit.]
 79 S26 Oh::好痛 <It hurt so much.>
 80 SS HAHHAHA:: [laughing]
 81 S15 I don't I don't think you have good flexibility and and after practice this and bend over [She's doing the action at the same time] And you can feel your back is tight. [S26 was moving back to normal standing position] This is very easy posture and you can reduce the pain of shoulder.

The second model was S26, who was more willing and cooperative in the modeling. The modeling occurred when the whole class was asked to stand up and do some easy yoga postures. The surprising request was built up step by step from the speaker's efforts at gaining control by demonstrating her skills and knowledge of yoga, which were once again observed when she was coaching S26. Moreover,

Page 1: Episode 7-5



Page 3: Episode 7-5



Page 2: Episode 7-5



Page 4: Episode 7-6 (Peer modeling 1)



Page 8: Episode 7-8 (Speaker's modeling)



she not only instructed him to do the exercise but also tried to adjust him, which made him cry out in Turn 79, "It hurt so much". In Turn 81, she showed herself again as an experienced yoga exerciser, not simply through verbal explanations but also through the way she helped or adjusted the incorrect physical positioning. This empowered her to comment on the performance of S26, who, as she recognized, lacked "good flexibility". She explained the function of the posture, which helped to evidence her expertise. In her journal, she reflected this interesting encounter with S26.

S15: For S26, I try to catch his hands to experience a posture, He seemed to have "stone bones"...So he yelled that he was painful. I asked S26 to go to the stage because he was slouchy and he has good personalty to cooperate with me.

In fact, S26 showed his appreciation of being the model in this yoga presentation.

S26: Fortunately, I'm a model of yoga. When I did this comfortable exercise, I felt my back extending as possible as I can. After the action, I realize why it becomes so popular. I think I'm lovin' it." [C1S26]

This positive remark implied that S26 not only liked being the model but also had confidence in S15's skills in, and knowledge of, yoga. Moreover, the modeling might have enhanced S15's awareness that taking positive actions would help her to regain control. She expressed her awareness in this regard too.

S15: When I was showing the powerpoint, I could see the doubt on classmate's face (Especially S27). They were wondering if I could do that. So I asked S27 and S26 to be my models to show how to practice the postures.

This realization built her confidence and encouraged her to win her control back bit by bit, which resulted in her leading the peers in some postures in the classroom in the following episode.

Episode 7-8 demonstrates the speaker's first attempts at modeling. Her repeated assurances of easiness were not totally accepted by her peers. This compelled her to react by taking the initiative and moving a step further from peer modeling to self-modeling.

Episode 7-8: Speaker's modeling

43 S15 And now uh:: So this posture is... I choose is very easily to practice. You can practice at home or by yourself. Ya. I think it's very easy, right? [Showing page 5 of the PowerPoint file with a man is standing only on his left leg and two palms overhead and touching each other.]

- 44 SS **NO::**
- 45 S15 Ah(?)
- 46 S22 It's **easy to say** not easy to **do**:
- 47 S15 Just just uh::
- 48 SS Come on. [Encouraging the speaker to do the action as shown on page 6: standing on the right leg with the knee bent, and two hands holding up over the head, and the left leg is stretching backward.]
- 49 S03 **Yes. Come on. Come on. Try**
- 50 S15 Okay, I will practice this one, Okay(?)
- 51 S27 Okay.
- 52 S15 This posture is training the back the muscles of the back and your arms and the and the your leg to support your body. Ya
- 53 S30 How long did you usually=
- 54 T =S30 please use the microphone, all right?
- 55 S30 How long did you held the left leg?
- 56 S15 Just for seconds. Maybe 10 seconds. Ya. Uh we usually take a serious posture by foll- by following the teacher. [She is moving to the centre of the podium and in the posture very roughly. She is facing the audience but most of the time she is looking at S27, it seems he is the main audience she is trying to convince with her skills and knowledge on yoga]
- 57 S27 **Ten minutes.**
- 58 S15 No. **Ten seconds.**
- 59 S22 **Very easy** [Imitating the speaker]
- 60 SS Hahaha [Laughing]
- 61 S15 It just train your muscles and then like:: [Talking and modeling the pose at the same time, modeling the posture briefly and moved back to standing position very quickly]]
- 62 S27 1, 2.. [Counting when she is modeling the posture in the front.]

Peers' doubts were prevalent from the very beginning of the presentation, not only from S27 but also from other students. Each time she said "It's easy", a negative response was heard, just as had happened in Turns 43 and 44. However, in this episode, S22 made the doubt explicit in Turn 46, saying "It's **easy to say**, not easy to **do**." In Turn 47, when S15 showed hesitancy in turning words into actions, S03 again took the role of coaxer and encourager as she did with S27. S03 emboldened the speaker in Turn 49, "**Yes. Come on. Come on. Try**", following others' encouragement in the previous turn. Finally, in Turn 50, S15 acknowledged the necessity and performed her first modeling. In other words, the speaker's modeling was an outcome of the co-efforts of the speaker and listeners. It was not previously arranged or rehearsed. The natural flow of the interaction contributed to the transfer from verbal explanation to physical demonstration, and from peer modeling to self-modeling.

However, the self-modeling invited another round of complex exchange. During the demonstration, S30 enquired about how long S15 could hold her left leg behind her, straight up in the air (Turn 53). This was interrupted by me and then resumed and repaired as "How long did you held your left leg?" in Turn 55. When

S15 replied, “10 seconds”, S27 added “**Ten minutes**”. As the prosody did not signal a rising intonation for the purpose of confirmation, S27 might have been implying his dissatisfaction with 10 seconds instead of 10 minutes. Moreover, her reply was mocked by S22 in Turn 59 when she imitated S15’s typical jargon, “**Very easy**”, which triggered another wave of laughing. When S15 was talking and demonstrating the posture, S27 was counting “1, 2..” to see how long she could hold out her leg. In response to this counting, she made a gesture signaling “Come on” or “Give me a break”..

The previous four episodes exhibit how the repeated interruptions and requests from the audience compelled the speaker to abandon her prepared agenda step by step. The audience members collaboratively utilized disbelief and encouragement to make her realize the desirability of taking further actions instead of sitting, reading her notes and showing the slides. They forced her to stand up from the chair and explain to them with her body language and movements, and without notes. Reciprocally, she asked two male classmates and then the whole class to get up from their chairs and follow her movements. S15 reflected the process of this negotiation of power-in-interaction from modeling to the whole class in her journal.

S15: The whole practicing process was out of my control.. I thought I would explain about pictures after showing them. But classmates showed doubt on their face. I think if I have models to imitate the pictures would be better. This idea flashed in my mind :Asking S27 and S26 on the stage to be the model and asking classmates stand up to practice. I think it was fun and interesting... Boys don't understand Yoga, and they are unbelievably about Yoga's postures, So I asked them to be models. I was not sure that classmates would cooperate with me when I asked them to stand up . I was surprised and happy about their reaction. [JSM1S05]

These reflections depicted the interaction developed from passive imparting to active movement, which proved to be a tremendous win-win for both the audience and the speaker.

7.5.3 Forms of power-in-interaction in Presentation 2

The negotiated interaction in Presentation 2 can be illustrated using the concept of a seesaw along a continuum of power shift and transfer. The purpose is to display the asymmetrical distribution at different stages between the speaker and the audience. The audience worked cooperatively as a collective unit to counterbalance the single speaker or the “old-timer”. Figure 8-2 demonstrates the

speaker's passiveness in the beginning of the presentation in counteracting the forces from the audience. She ignored the questions and requests for several rounds. Thus, in the first encounter with the collective power of the audience, the speaker displayed a passive stance by adhering to the conventional agenda of oral presentations.

Figure 7-2: Repeated interruptions and requests vs. passivity (S27 vs. S15)

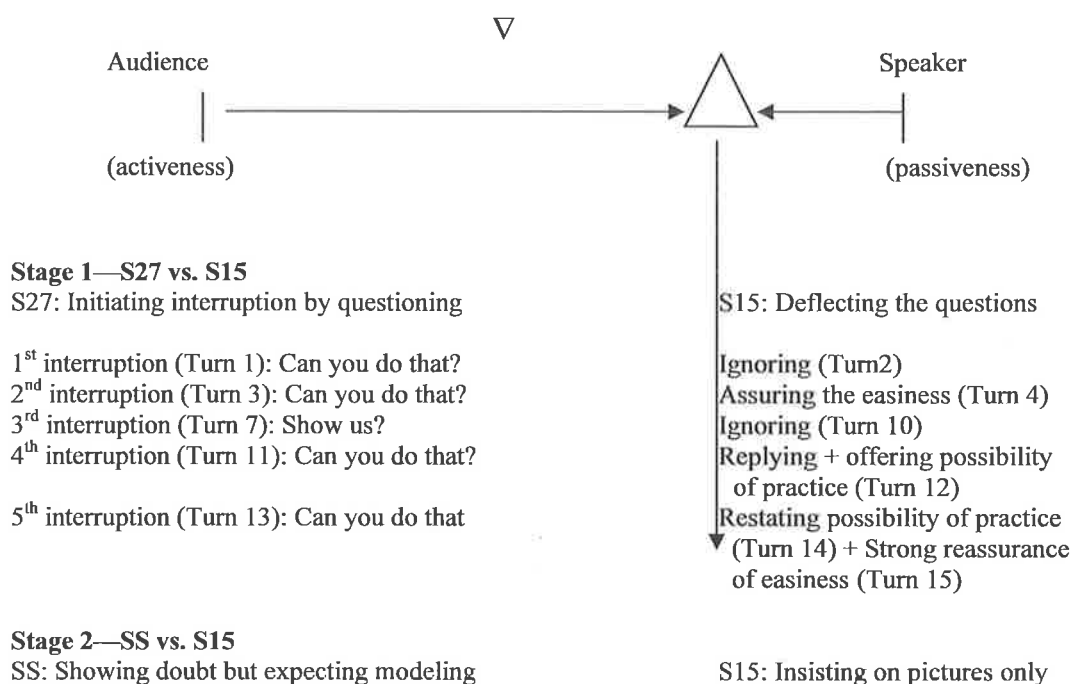


Figure 7-3 represents a dramatic turning point in which the speaker demonstrated her power as a yoga “old-timer”. She abandoned her notes and faced the repeated questioning from S27. In addition, she took one step further to summon S27 to be her first model and coached him to do the posture. Finally, she concluded with the comment that the difference between his performance and the photo was his lack of flexibility. Although the summoning and coaching was a representation of the power she might have been seen to possess on account of her skills and knowledge of yoga, S27’s defiance showed that he was still not convinced to “buy it”.

Figure 7-3: From passiveness to regaining control in Episode 7-6 (S27 vs. S15)

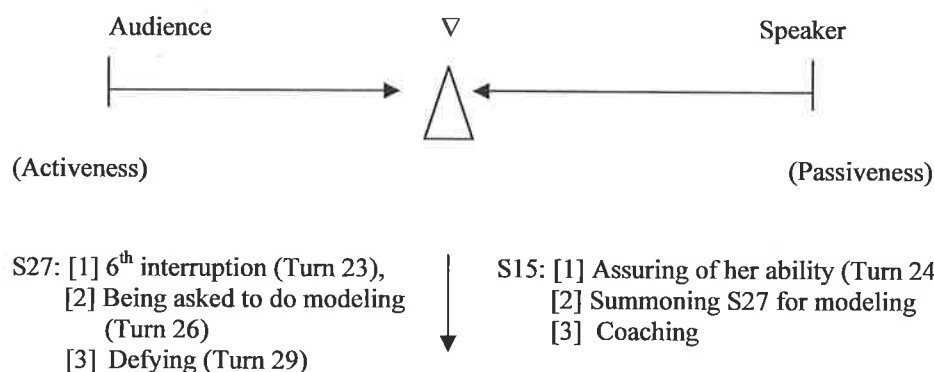
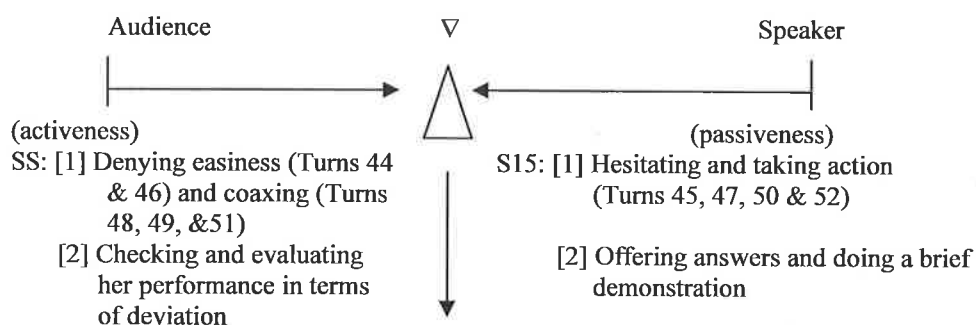


Figure 7-4 displays how the speaker gained confidence and demonstrated a posture in front of the whole class. As with the previous incident of asking S27 to be the model, spontaneity was again observed. This proved to be a collaborative outcome of her peers' repeated defiance and coaxing, along with her realization of the necessity of self-modeling. However, she did the demonstration briefly and roughly, which - especially to S27 - might not have been enough to qualify her as an "old-timer". Thus, although she did try to win back the initiative power, S27 still took a critiquing attitude toward her performance in terms of its deviation. This resulted in a "tied" relationship, as had happened in the first peer modeling, because her efforts, although encouraged by her peers, were counterchecked.

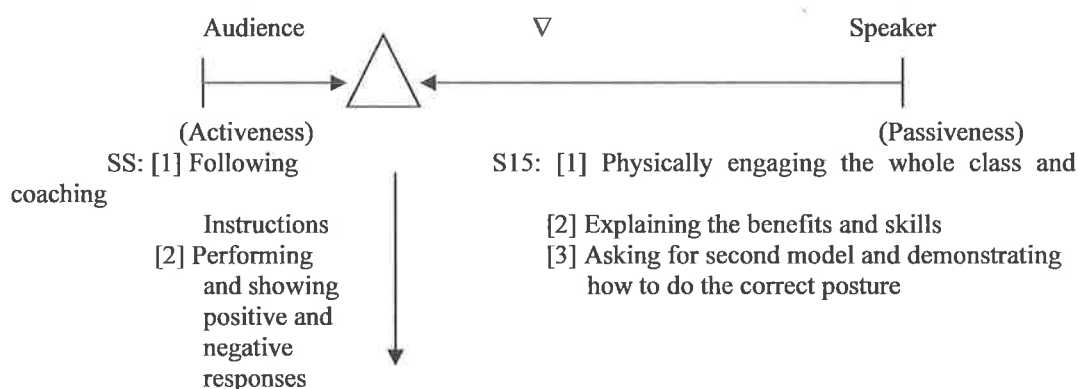
Figure 7-4: Struggling to regain control by self-modeling (collective group effort vs. speaker's effort)



Finally, Figure 7-5 elucidates how the speaker consolidated her control by coaching the whole class to follow her movements. To achieve this goal, she explained the benefits and gave some instruction on how to do the posture

correctly. Although she did not come down from the podium to see how well they were managing the posture, she still paid attention to her peers' reactions such as laughter, joking about each other, or complaining. When she noticed S26 showing disagreement, she asked him to be the second model and then adjusted his posture by helping him straighten his body, and added a comment on his performance that he needed more practice. In addition, she continued to emphasize that the postures were easy. In this process, she gained total control of the agenda as an "old-timer" of yoga.

Figure 7-5: Consolidating the power control



I have used Figures 7-2 to 7-5 to demonstrate that the power-in-interaction in this Presentation was embedded in a seesaw or tug-of-war: when one side pulled, the other side released a little bit of force. When the seesaw stayed balanced, it did not mean either side lost their control or gave up their power-in-interaction. Instead, they counterbalanced each other with further efforts. These findings show that the fixed agenda was not accepted by the audience. In a typical presentation, the audience usually follows the norms and convention to wait until the Q and A session to present their questions. However, several factors can be relevant to the integration of a flexible agenda and the change of the format of this presentation. Firstly, such a physical topic may rarely happen in a foreign language classroom. Secondly, it might also be because what was displayed in the slides and the exercise itself were beyond her peers' life experience and knowledge. Curiosity mingled with disbelief aroused their interest in knowing more about it, but instead of learning it by being instructed on how good the exercise was, they preferred to witness it. Finally, the cooperation of the participants made this possible. In terms

of the audience, the leader's (S27) repeated interruptions and questions and persistent challenges accompanied by peers' verbal and nonverbal contributions forced the speaker to respond positively. In terms of the speaker, her English ability and the confidence constructed by her skills and knowledge as a yoga old-timer enabled her to make certain adjustments as requested. The traditional presentation was successfully replaced, which in turn allowed or invited more participation from the audience. The findings of the collaborative efforts from the audience in subverting an agenda were not only a realization of power-in-interaction but also a display of claiming their right to participate.

7.6 Participation Patterns

To analyze the data from Presentations 1 and 2, I again used the categories of core, active, peripheral and non-participation. However, as mentioned earlier, due to the difference in data collection methods, additional features such as vocal and physical movements were also employed for presenting the interaction to support the analysis. For the sake of consistency I use the number of turns to display the verbal and other vocal participation of each particular nominee. I also use topicality to define the roles the participants took in the specific social practice. The turn numbers showed the quantity of the verbal contribution, and the roles illustrated the local membership in their practice of nomination. Vocal participation was taken into account for both presentations. Table 7-3 illustrates the individual participation patterns in the Q and A session based on Episodes 7-1 to 7-3.

Table 7-3: Participation pattern in the Q and A session

Episode	Participant/turn number	Position and topical contribution (Agency and participation)	Participation Level	Imposition agent
7-1 (4 turns: Turns 26-29)	S13: 2	1. "old-timer": giving information of overseas life experience 2. Agenda subverter & nominator: nominating enquirer	Core	Speaker
	S24: 1	Refuser: refusing with a negative reply to the solicitation	Peripheral	
	SS: 1	Appreciators: Implying enjoyment of the humorous tone & the nomination	Peripheral	
7-1 (10 turns: Turns 30-39)	S13: 4	Agenda executor	Core	Teacher
	S27: 4	Acceptor of the nomination by making one enquiry	Active	
	T: 1	Nominator: Asking if S27 had questions	Active	

	SS: 1	Appreciator: Implying enjoyment of speaker's humorous manner	Peripheral	
7-2	S13: 19	1. Nominator nomination 2. Information old-timer 3. Agenda controller	Core	Speaker and teacher
	S16: 15	1. Acceptor of nomination 2. Information seeker 3. Challenger of nomination	Core	
	SS: 3	Appreciator and onlooker: Showing enjoyment of the humors and counter-challenging talk	Peripheral	
	T: 2	Facilitator of the nomination	Peripheral	
7-3	S23:1	Refuser	Peripheral	Speaker

As shown in Table 7-3, S24 (Nominee 1) and S23 (Nominee 4) were coded as peripheral participants. This is because they refused the nomination and only replied with “No question” or “No”. S27 (Nominee 3) was coded as an active participant, as he accepted the nomination and contributed comparatively more turns than the refusers but fewer than S16 (Nominee 3). Moreover, his question displayed that he was able to intertextualize both S13's and S14's talk. As for S16, he not only accepted the nomination but also took the most active role in competing with the speaker and even posed a warning. It is noted he had taken almost a similar number of turns as the speaker (19:15).

In terms of the nomination, my involvement influenced to some extent the four nominations' acceptance and students' participation. The nominations of S24 and S23 were completely performed by the speaker, but they were refused. However, I had a certain degree of influence on both S16's and S27's nominations. It need not necessarily be concluded that my involvement upgraded their participation levels; however, the power imposed may have forced them to stay in the forefront and take the enquirer role. Whether or not S27 and S16 took up the solicited participation willingly, their enquiries still could be regarded as an acceptance of the imposition or elicitation to participate. One aspect that made a certain difference to my participation in the nomination was that I used an interrogative to ask if S27 had questions or not, which still allowed S27 the chance to say no. For S16, I used an imperative, which may have sounded like a demand, allowing less space to say no to the nomination. The episode showed that S16 had expressed a strong orientation towards teaching his junior a lesson by holding onto his status of an “old-timer” ,which his age and the specific lexical usage of “living on easy

street” bestowed on him. In this case, although the nominee cooperated in acting as an enquirer, he also demonstrated that he did not yield to S13 because of his status as a speaker and nominator. This interaction contributed strongly to the subversion of the agenda, such as has previously seldom been observed in peer interaction.

Whereas the enquirer nomination in the Q and A session in Presentation 1 involved only a small number of participants, the repeated interruptions and requests in Presentation 2 engaged the whole class. Table 7-4 illustrates the pattern based on Episodes 7-5 to 7-8. In all of the three episodes, S15 was coded as the core participant as she was the speaker as well as the agenda executor. In Episodes 7-5 and 7-6, the other core speaker was S27. This is because, in Episode 7-5, his verbal and non-verbal contributions were ubiquitous and repeated, disrupting S15’s agenda. In Episode 7-6, where he acted as the model, he consistently demonstrated his disapproval immediately after his modeling. These factors contributed to his status as a core participant.

The second level was active participation. Table 7-4 shows that all the other participants (except me in Episode 7-8) took active roles in the different episodes. The individual participants S03, S22, S26, S27, and the collective SS all made certain influential contributions to the communicative events. For example S03 performed unfailingly as a coaxer in Episodes 7-5, 7-6 and 7-8, which may have been critical in promoting the modeling of S27 and the speaker. As for S22, she displayed a neutral stance, giving a comment that things were easier said than done in Episode 7-8. Moreover, she imitated the speaker’s too-frequent expression “It’s very easy” in a teasing manner, which gave her a role as a commentator. S30’s inquiry of length of time that the speaker could pose not only exhibited his curiosity but also paved the way for S27’s subsequent counting action. In addition, the cooperative and assisting roles of the SS were crucial in making the subversion of the agenda possible, as they showed their interest particularly in the interaction between S27 and the speaker, and also showed their alignment with S27’s repeated questions and requests for modeling.

In Episodes 7-5 to 7-8, I was the only peripheral participant. My sole verbal engagement was to ask S30 to put on his headset. In other words, as mentioned

earlier, a low profile taken by the authoritative figure may allow students more potential opportunities and space for making their orientation explicit and at the same time relieving them from a teacher-fronted learning context. It seems that my peripheral roles in the two presentations exerted different degrees of effect. In the case of the first presentation, my role still served as a co-imposer, which might have forced or enhanced participation. This function was not so obvious in Presentation 2. This also means that the peripheral involvement of an authority figure may create a certain degree of influence or interference in students' participation (see Table 7-4).

Table 7-4: Participation pattern in Presentation Two

Episode	Student & turn number	Roles and topical contributions	Level	Non-verbal participation
Episode 7-5: 22 turns	S15: 9	1. Speaker: Offering information 2. Agenda controller 3. Passive refuser of subverted agenda	C	
	S27: 6	1. Primary agenda negotiator and subverter with interrupted and repeated questioning 2. Unsolicited enquirer	C	Gesture: Pointing to the photo on the screen
	S03: 2	1. Coaxer: Encouraging speaker's on-the-spot modeling	A	
	SS: 6	1. Coaxers and negotiators: Encouraging on-the-spot modeling 2. Confirmer: Showing appreciation of S27's interrupted questions in laughter 3. Questioner: Displaying disbeliefs	A	Laughter
Episode 7-6: 9 turns	S15: 4	1. Speaker 2. New agenda executor 3. Coach (old-timer): coaching instructor	C	1. Gesture of waving hand
	S27: 2	1. Negotiator: Interrupting question 2. Actor of the accommodative agenda: The 1 st model 3. Negative apprentice: protesting the gap between the photo and his modeling	C	Being invited on the stage to demonstrate the posture
	S03: 1	Coaxer: Encouraging S27 to be the model (Turn 27)	A	Pulled S27's arm and pushed him to step on the podium
	SS: 2	Audience: Showing appreciation of S27's question (Turn 23) and understanding his protest as "different" (Turn 29)	A	Laughter
Episode 7-7: 11 turns	S15: 6	1. Speaker: key executor of the new agenda 2. "Old-timer": Coaching modeling	C	1. Coaching 2. Using gesture
	S26: 2	1. Cooperative apprentice as the 2 nd model 2. Agenda actor	A	Modeling
	SS: 3	1. Audience 2. Respondent to S26's shouting of hurt	A	1. Stood up and followed instructions 2. Laughing

Episode 7-8: 20 turns	S15: 8	1. Speaker 2. Model 3. New Agenda monitor and actor	C	Performing briefly twice the posture of slide 6
	S22: 2	1. Commentator: critiquing (Turn 46) 2. Teaser: Imitating speaker's words	A	
	S03: 1	Coaxer: Encouraging speaker to model	A	
	S27: 3	1. Consenter to speaker's request 2. Timer: Counting how long the speaker could do the posture 3. Teaser: Teasing the time length	A	
	S30: 2	Enquirer: asking how long the speaker can uphold the position	A	
	SS: 3	1. Refuser: Refusing the speaker's repeated assurance of easiness 2. Coaxer: Encouraged speaker to model 3. Appreciator: showing understanding S22's teasing imitation	A	Laughing
	T: 1	Facilitator: assisting the process	P	

*C=Core, A=Active, and P=Peripheral

Thus, these findings indicate the different participation patterns and levels observed in both presentations. The participation levels in the thematic issue of enquire nomination in the Q and A session were comparatively restricted and low. Although the speaker took the initiative to elicit his male peers' participation, he did not succeed in every case. In contrast, in Presentation 2, the participation intention was initiated by the audience. It was presented not only by particular individuals but also by almost the whole class. The active verbal and vocal contributions from the audience indicated their active engagement in the whole process. More importantly, the findings also showed that the foci of both presentations were convergent on the subversion of the typical agenda of oral presentations. This issue needs further discussion to understand the differences in participation levels and patterns.

7.7 Subverted Agendas as a Product of Power-in- interaction

The findings show different patterns of participation in Presentations 1 and 2 evolving around subversion of the typical presentation agenda. Initiating the intention of subverting agendas provoked different forms of power-in-interaction, as discussed earlier. The action encountered different levels of resistance in both presentations. Success in subverting a traditional agenda in both presentations was collaboratively constructed and achieved, though in different manners and degrees. Presentation 2 might have been more successful, although the speaker

did resist at the outset; by comparison, Presentation 1 encountered a higher degree of resistance as two nominees refused to participate. These differences might result from different factors. Here I focus on only three of them: the subversion initiative, the power structure and English abilities.

A. Subversion initiatives

I explore the subversion initiatives on the basis of the agent who brought the concept of subversion into action. Thus, they can be divided into speaker-directed and audience-directed. In the Q and A session of Presentation 1, it was the speaker who took the control and elicited participation from his male peers, whereas in Presentation 2 it was the audience who took the initiative. These differences appeared to work differently and invited different levels of participation from the nominees and the audience. The differences in turn affected the range of success in subversion. In the Q and A session, the insistent subversion initiative could be evidenced from the speaker's on-going nominations. He did not stop after S23 and S24 refused him. Again in Presentation 2, the repeated interruptions initiated by S27 commenced the first step of agenda subversion.

In comparison, enquirer nominations encountered a higher degree of refusal. One reason accounting for the refusal could be that it personalized the issue between the speaker and the particular nominee. Between the two cases of acceptances, the more active nominee was S16. His extremely active involvement might have resulted from his attempt to counterbalance the speaker's trouble seeking. Coincidentally, the event of "living on easy street" allowed him to teach the speaker a lesson. This may suggest that his active participation was provoked by his interest in the "war-like" competition (Orellana, 1996) with the speaker. In other words, his participation initiatives might have been more focused on how to win the situation instead of learning information about the speaker's overseas life experience. Nevertheless, his active involvement significantly contributed to the success of the agenda subversion initiated by the speaker, and also upgraded his own participation level.

The lower degree of participation from the other three nominees might be attributed to personal factors such as a lack of interest in learning about the topic.

However, it might have resulted from the generally negative attitude toward the action of nomination. Although peer nominations in Presentation 1 served well as a mechanism for eliciting participation, as discussed earlier they can also be regarded as trouble seeking or threat to negative face wants (P. Brown & Levinson, 1987), which led to the contentious talk between S13 and S16. In comparison, it is notable that S27's passive and limited participation in the Q and A session was transformed into an extremely active participation in Presentation 2, in which he took the leading role as a challenger of the fixed agenda. He acted as a representative for the whole class. He spoke for the audience and for himself, and his repeated interruptions and requests compelled the speaker to feel the urge to change her motionless and monologue-like presentation into an active and interactive one. He justified his repeated interruptions in what follows:

S27: Cause I want to make the class more interesting and fascinating. And if S15 did some different pose, with[out] a doubt, it would be more interesting. [C1S27]

These considerations made his intention clear. However, the strong subversion initiatives were also enhanced by other audience members' collaboration. They laughed whenever he interrupted the speaker. In addition, they also sided with him when he started his request "Show us" (Turn 7). Peers' alignment consolidated the strength of the audience, which could be evidenced from the active participation and topical contribution from particular members of the audience. The whole audience worked as a powerful entity to challenge the speaker's knowledge and skills, which forced her to compromise her original 'static and descriptive' agenda and to replace it with an active and performing one. In contrast, S13's efforts in subversion were not able to obtain such reciprocal feedback and support as S27 had attained.

Thus, the subversion initiatives could not be achieved without the other participants' cooperation or compromise. The nominator's subversion initiative required nominees' cooperation, although they still had the freedom to refuse or accept. The subversion initiative from the audience needed the positive response from the speaker. Either from the speaker or the audience, the initiatives could be seen as an attempt at taking on a challenge, as such subverting of the agenda in

oral presentations has rarely, to my knowledge, been observed in EFL contexts. What contributed to the occurrence requires investigation of other factors.

B. Power structure

As described earlier in Section 7.1, oral presentation can situate the speaker and listeners in a power structure based on its formality and function. Generally it is an asymmetrical structure which tends to be speaker-oriented from the perspective of speakers' expertise in the skills or domain of the talk (van Lier & Matsuo, 2000). However, the power structure in the oral presentations in this study proved to be negotiable. The subversion might have resulted from expectation of interactive and interesting presentations as S13 and S27 claimed, or the subversion agent might have intended to increase the likelihood of upgrading "status-role marking" (van Lier, 1988, p.190), either for themselves or for the interlocutors, through challenging the traditional presentation format. This is especially true in Presentation 2, in which the subversion initiatives originated from audience members' curiosity or disbelief about the old-timer's skills or ability. Challenging an "old-timer" in terms of her knowledge or skills can be disrespectful. The attempt at upgrading the status-role was inevitably posing a threat to the conventionally established power structure in oral presentations. Challenge, according to van Lier (1988), can be seen as "disjunctive negotiation". In other words, not only did challenge serve as a device for S13 to elicit more participation from his male peers, but—in both presentations—it was a device for the audience to counterbalance the speaker's authority. The challenge of the power structure thus incited different levels of contention as observed in the talk between S16 and S13. Moreover, it also encountered resistances that were found in both presentations.

Although the speaker's skills and knowledge became a target of challenge, especially in Presentation 2, they were not only assets for the speakers to use to hold their status as old-timers, but also an element contributing to the subversion of a conventional agenda. Generally, speakers in both presentations won audience respect with their experience or expertise in the domain, which consolidated their expert status.

S02: I think S14 and S13 have a good English speaking because they had a great experience to train their speaking. I really hope that if I have an opportunity to live in the both countries, besides learning English I want to experience what the feeling that driving a car like a wing, wearing scared dress to scare others and experience different cultures and people. [JGP1S02]

S04: Both S14 and S13 can experience the life of other country but they think Taiwan is still a good place to live. However, hearing their presentation, I learn one thing, which is about racism. I think this problem is very serious because we may have ever made mistakes. WE should learn how to respect others. [JGP1S04].

S13: Tonight's show and tell is a little bit healthy I think. S15 let us know how Yoga is good for body and mind. It also help to relax after work. [C113]

S21: In the S15's show and tell, she really did a good job. On that time, she shared yoga with us by the way of video tape... She play the video and then explain the gestures that can train our muscles. Combined with the practice and breathe can help us to learn yoga well. And then she really showed us some basically gestures... In the end, she invited us to learn yoga. Without any advertisement, she is a really one advertiser because her appearance and muscles are excellent. [C1S21]

These comments on what the audience learned from the speakers indicate the speakers were qualified in terms of their skills and knowledge of the subject topic. In addition to the experience or skills which specifically supported their expert status, S17's comment sheds light on one additional quality that S15 exclusively held, a happy and healthy look, which was a very important feature that a yoga practitioner is expected to possess.

The negotiability of power structure in the oral presentation was a result of the dual roles of the speaker. They were both experts and peers. Although questioning an expert can be disrespectful, challenging a "peer-expert" or "expert-peer" is different. Peers' oral presentations, or peers' seminars in academic fields such as science, have not been regarded as "expert-to-novice" situations (Aguilar, 2004). However, the specially designed presentations did position a relative "expert-novice" situation in terms of the specific topic. To his peers, S13 was an "old-timer" because of his personal experience in the USA, which entitled him to relative and exclusive connoisseurship. Likewise, the skills and information S15 possessed empowered her as an "old-timer" of yoga. The expertise solidified their positions as "old-timers". Conversely, their other position as peers somehow lessened the authority they both held. The double roles of a "classmate" and "old-timer" not only complicated the interpersonal relations of novices and experts, but also enriched the negotiated interaction of "audience" and "speaker". This might

account not only for the active participation but also for the successful subversion attempt.

Thus, the double role of the speakers was crucial in eliciting participation. First of all, although the speaker had particular expertise, s/he did not have the relative authority that most teachers are endowed with. This gap opened a potential window for the listeners to participate by repeated interruptions. The repeated interruptions unexpectedly augmented the authenticity of the talk-in-interaction and also challenged the speakers' English abilities in comprehending and reacting to the challenges from particular audience members and also upgrading the attempt of defending their "old-timer" status. By taking good advantage of this negotiable and flexible power structure, the participants oriented toward conversational interaction similar to that in the small group discussions to be presented in Chapter 8, and thus made the challenging and conflicting talk-in-interaction possible. Regarding the issue of interrupting speakers, the key subverter S27 gave his comments:

S27: Suppose there was too many audiences, it's not good. But in our class, it's ok: it's good. It helps all the audience to totally understand it. If each of our classmates understand the performers says, he or she can learn more. That's education. Everyone needs to learn something in class. Everyone is equal. Regardless of how his of her English ability is good or not. Speakers has the responsibility to make each of classmates understand what they say. By the way, in our class there are not too many students. It is allowed to help who want to understand your presentation. [IV2S27]

In these remarks, in addition to justifying his action in subverting the agenda, S27 also pointed out the other factor that might be critical in looking into the action of agenda subversion.

C. English abilities

English abilities were found to have different levels of importance in achieving the agenda subversion and participation. Comparatively, English abilities played a more crucial role in speakers' actions of initiating subversion or negotiating the challenge. Both speakers' sufficient English abilities can be evidenced in peers' remarks in the written data.

S05: I noticed that they didn't say Chinese words when they had a pause. And also when they can't find the correct word to describe the meaning, they will try to find the replaces

word. I think I learned a good lesson from their presentation: try to organize the sentences in English in my head and speak right away. Don't translate mandarin in English, try to think and express feelings like a native speaker. [JGP01S05]

S11: Today S15 shows and tells yoga. I feel she speak English well and clearly. She told us that yoga is an easy exercise. We can't do with difficult movement, just relaxing to do yoga...More important, she teaches us some easy movements. I like to the atmosphere of our show and ell. We can relax to learn further information. [C1S11]

These comments displayed that these students' English abilities served as a credit to their presentation performance. Oral proficiency might help them to act on or react toward the subversion confidently and affirmatively. They both manipulated it to work in their favor for integrating other elements into their talk-in-interaction. If S13's accomplishment in initiating agenda subversion was because of his confidence in his own English abilities and strategies in manipulating humor, S15 might have succeeded because of her English abilities and manners in explaining the functions of the particular yoga postures. In other words, both speakers' English abilities enabled them to use a conversational style of talking, or an audience-friendly talking style (Morita, 2000; Weissberg, 1993).

The strength of oral English proficiency served differently for the audience members. It worked more powerfully for S16 than for S27. The transcripts show that S27 repeatedly used a simple interrogative to display his curiosity and disbelief, and the repetitions enhanced the degree of his doubts. Thus, in his case, English proficiency might play a less crucial role than his strategy of repeated interruptions and questioning. However, the incident of "living on easy street" might indicate English proficiency played a greater role in S16's encounter with S13. It greatly helped S16 gain the power to fight back. For both the speakers as well as the audience, the abilities of taking good advantage of their English abilities enabled them not only to clearly express their subject knowledge and skills but also to grasp favorable situations to gain control of the power-in-interaction.

Thus, the data above showed that the double role of peer-expert status increased the negotiability of the power structure in the oral presentations. The domain and skills the speakers specifically possessed did qualify them to talk about the topic that they arranged, and their confidence in the specific domain, and their English abilities, might have helped them to challenge and adjust the fixed agenda as they

personally wanted or were asked to. In addition, their English abilities might have empowered them to grasp the contingencies that occurred in the process of the talk-in-interaction. All these factors enabled them to realize the subversion initiatives successfully, either speaker-directed or audience-directed.

7.8 Discussion

The analysis shows how the speaker and the audience took their initiatives in urging an interactive agenda in peers' oral presentations. In a formal oral presentation, the flow and arrangement of the agenda is generally scheduled as introduction, information, conclusion and then Q the A session. In both the current presentations, these students displayed their strong command in overthrowing the static and fixed agenda collaboratively and replacing it with an active and interactive presentation. In the process of negotiation, the initiatives of challenging a fixed agenda encountered different degrees of resistance. Thus in Presentation 1, refusals and contentions were observed. This might be because nomination has been the device that teachers use for increasing students' participation. When it happened in the peer presentation, it might be considered as looking for trouble for the particular nominee. Likewise, repeated interruptions and questioning of speakers' abilities and qualifications have not been observed in oral presentations in EFL contexts either. These findings imply that these students had a very strong desire of not only grasping but also creating participation opportunities for themselves or for their peers.

In terms of the domain, although the presentations did not aim to be professional or academic, both speakers (S13 and S15) did demonstrate their relative expertise in the relevant domain, which helped to build up the relatively asymmetrical novice-expert relationship. However, the double role that the speakers possessed as both peers and "old-timers" lessened the degree of the asymmetry. In peer oral presentations of life experience like these, the speaker-listener relationships might not be as strictly clear-cut as in academic or professional discourse (Aguilar, 2004), and this also allows greater fluidity of the roles and interaction. This, in turn, opened up potentials for solicited or unsolicited participation, or mutual

engagement (Wenger et al., 2002), a critical concept of participation, either initiated from the audience members or the speaker, as observed in both presentations. Thus, the flexible and negotiable asymmetry provided opportunities for both the speakers and the audience to demonstrate converging or diverging orientations. In addition, this non-academic domain might have helped frame the talk in a comparatively looser structure of conversational interaction and opened up potential for multiple levels of interaction (Nakahama, Tyler, & van Lier, 2001).

The flexibility and negotiability allowed the possibility of the change of local membership or footing (Goffman, 1981). In both presentations, the two speakers and the audience moved between the relative status of novice and expert. The negotiation of power-in-interaction between the speakers and listeners, therefore, moved back and forth on the continuum of power and was displayed as in tug-of-war. The shifting of footing made the power and distance (Scollon & Scollon, 1995) sometimes ambiguous. When speakers took the role of experts, they created a more distanced relationship and made power asymmetry visible, and when they moved to the side as peers, the distance was shortened. This might imply that the power and distance in Scollon and Scollon's (1995) model can be modified, as the power and distance were observed not as fixed or stabilized, but negotiable, in the whole process of talk-in-interaction. This also indicated that the local identities in the talk-in-interaction were flexible and yielded to the development of the topics and also to the shifting relationship that the particular situation positioned them in.

The intricacy of the shifting status membership could be observed on both sides. In Presentation 1, the speaker implemented a strategy of humor to make his presentation interesting, unique and memorable. This finding conformed to the presenters' self-expectation in Morita's (, p. 291) study of graduate students' oral academic presentations. The challenger in the Yoga Presentation also expressed the same concern about being interesting. They both justified their imposition behavior on the basis of this consideration, which led to different responses or reactions. In Presentation 1, refusals were observed, and this endangered the presenter's legitimacy as a speaker. However, in Presentation 2, the repeated imposition worked well to turn the presentation not only interactive but also active.

Apart from forcing S15's compromise actions, S27's questioning was an essential conversational practice to show his novice status in the domain, the exercise of yoga. Although the way he presented the questions was mingled with disbelief, it did not negate the fact that he implicitly showed his "inadequate understanding" (Tracy & Carjuzaa, 1993, p. 181), or non-comprehension (Waring, 2002). This might also be true of S16's strategy of catching the contingent moment to fight back. With his novice status in the domain of life experience in America, he avoided it strategically and instead appealed to other devices, which helped him to gain the higher ground. In other words, in avoiding explicit admission of novice status, both challengers employed other conversational strategies tactically to distract the speaker, and turned the situation around significantly. In doing so, both S16 and S27 demonstrated their orientation in active verbal and non-verbal participation. From this, I assume that the findings here echo Morita's (2000) argument that it is problematic to take the expert/novice distinction as "static and obvious" (Morita, 2004. P. 302). The key point was who took the initiative in expanding or shortening the distance and how they struggled to widen or shorten it with the power and solidarity semantic or non-linguistic strategies.

In both presentations, the power-in-interaction for subverting the agenda could also be explored from the attempt of both sides to take control of the role of "interaction manager" (Kasper, 2004, p. 563). Agenda is usually not negotiated in the process of oral presentations. Instead, it is under the presenter's control. Thus, the speaker usually takes the role of "authority as interaction manager" (Kasper, 2004, p. 563). To consolidate this role, S13 employed nomination accompanied with humor to elicit participation from the audience. However, the nominees did not appreciate this, as was displayed in their direct refusal or restricted utterances and exchanges. The lengthy interaction observed between S16 and S13 was even aimed more at curtailing S13's dominant role or subversion initiatives. In contrast, the continuing and persistent efforts of S27 pointed at challenging the presenter's passiveness, which might not be agreeable with the topic or concomitant to the vividness embedded in the multi-media modalities. Through repeated challenges, he could have been attempting to transform S15's passive role into one as interaction manager. He energized the presentation and concurrently converted the inactive speaker-listener relationship toward an active apprentice-coach in action.

Through the series of interruptions, he involved himself as an associate manager in directing the development of and interaction in the presentation.

In relation to positionality, the findings showed that in the process of agenda subversion, the major participants (S13 and S16 in Presentation 1, and S27 and S15 in Presentation 2) clearly displayed their roles either aligned with the initiator or not. In Presentation 1, at the outset, the speaker positioned himself as an agenda subverter, and at the same time positioned his nominees as followers or co-subverters. Refusing the nomination might be reckoned as a rejection of this position as followers, but acceptance of the nomination did not mean accepting the subversion action; this is particularly true with S16. Even though he accepted the nomination by making enquires as required, he clearly stated his unhappiness with the threat. However, S13 did not give up his subversion attempt because after the quasi-conflicting talk, he still nominated the last nominee, S23. This indicated that he was still trying to seek a follower or a co-subverter, but unfortunately, the last nominee refused. In Presentation 2, the repeated interruptions from S27 might indicate that the challenger held certain reservations about the exercise of yoga or the speaker's abilities. The disbelief and doubt might have urged him to take the stance as a seeker of authentic information and also as an initiator of interactive and interesting learning activities. Conversely, his repeated interruptions at the same time positioned the speaker as one who might not be well-qualified for this topic. To prove herself as a legitimate speaker of this topic, S15's initial strategy was to emphasize the easiness of performing those postures. However, this did not stop the continuous interruptions and requests at all, which made her take the next action, modeling. While peer modeling worked as a warm-up for her effort to claim or solidify her expert status, the self-modeling and coaching were a realization of it. Thus, all these efforts were a demonstration of a clear positionality of these adult students.

With regard to the negotiated interaction between S13 and S16, S16 overtly distanced himself from in-group membership as pals with S13, even though S13 did try to use the strategy of humor and jokes, which are often assumed to be a strategy of in-group membership as discussed earlier. The unfriendly tone and explicit warning expression on the one hand deviated himself from alignment but

also challenged S13's "authority as interaction manager" (Kasper, 2004, p. 563). In comparison, while S27's challenge was targeted to the speaker's membership as a yoga expert, S16's challenge might have been directed more toward the speaker's role as interaction manager, which is usually observed in teacher-student interaction.

The findings showed that for these students, a relatively structured activity such as oral presentations still worked powerfully to enable them to negotiate or modify the fixed format and agenda. This was in spite of the fact that theoretically, in an oral presentation, the role of participants is relatively fixed. In a significant manner, the speaker holds the authority status as an "old-timer", which provides him or her with the advantage of controlling the contents, pace and interaction. The intricacy and dynamics of contextual elements (Wilson, 1991, p. 23) such as the local relationship between the speaker and the interlocutor, offered them in these cases various potentials for orienting the presentation in the direction that they preferred. They challenged and changed the conventions of oral presentation and co-constructed a new agenda that met their needs.

Although the oral presentations still followed the general conventions such as the oppositional spatial arrangement, with the speaker talking to the audience in the front of the classroom, they were accomplished in a relatively informal manner. One factor contributing to the negotiability of the agenda was the hybridity between formal and informal talk in the presentations. This was also significant in allowing the emergence of conversational style in the oral presentations. In general, the expert status of the presenter gives speakers a greater control of the pace and flow (Morita, 2000, p. 291). However, the communicative purpose of these oral presentations as mentioned previously was modified as life-sharing talk, which made the contents, the flow, the pace and the key to a certain degree free and flexible. In terms of the sequence, Presentation 1 followed a normal agenda with the Q and A session coming after the information giving session of each presenter. However, in Presentation 2, the hybridity of the talk-in-interaction made a strong impact and completely intercepted the process of a traditional presentation and transformed it completely into an active set of verbal and non-verbal interactions and actions. In addition, other factors might also have

contributed to the dynamic power-in-interaction such as the topic, the speakers' knowledge of the local domain and their English abilities to deliver and respond to the change, their capabilities in engaging other participants or themselves, the audience members' active verbal and other vocal contribution, and the reduction of teacher control. In other words, the active involvement in the oral presentation was a co-effort of all the elements in this community, which enlivened the oral presentations in this present study.

Thus, these findings confirmed my assumption that an EFL classroom could function as a community of practice, in which the specially designed oral presentations situated these students in a community practice that provided them the opportunities for experiencing the dynamic of interactional power in the moment-by-moment exchange. Moreover, it also served appropriately for increasing opportunities for oral practice in different genres of communicative activities. These activities not only served as the medium for boosting their participation but also as products that all participants jointly constructed. Firstly, presenters could optimize these opportunities for using English in describing the skills, knowledge and information, which entitled them to be relative experts or "old-timers". Also, students could be situated in communicating authentic texts which linked the classroom to the outer communities that they were affiliated with. More importantly, the findings also indicate that these students took active roles in moving themselves away from passive or peripheral participation. Through their active engagement, they collaboratively framed this classroom into a progressing community of practice in which they not only created for themselves extensive opportunities through grasping different contingencies but also boosted the potential for themselves to move from peripheral participants to central actors in the talk-in-interaction. From the findings of agenda subversion, these students proved they actively communicated in English but also went forward to let their voice be heard, that is, they wanted extensive interactive opportunities. This might have been a cause of in the success in subverting agendas observed in this chapter.

7.9 Conclusion

In this Chapter, I have presented different forms of power-in-interaction, which were configured in two presentations. Presentation 1 demonstrated that the speaker took the initiative in overthrowing the fixed agenda of the Q and A session by giving up the role of a passive respondent replying to questions from random enquirers; instead, he nominated enquirers. Although the attempts were not completely achieved, the reactions of particular nominees demonstrated how they encountered and negotiated these unusual incidents. On the other hand, in Presentation 2, the repeated interruptions initiated by the audience forced the speaker to give up the formal and fixed agenda. The resulting interactive and active presentation was a collaborative outcome of the negotiation between the audience and the speaker. With the questions, expressions of disbelief and encouragement from the audience, accompanied by her own efforts in realizing her situational identity as a yoga “old-timer”, the presenter successfully moved herself from the role of passive presenter into an active yoga coach, by not only explaining the postures but also demonstrating them through peer modeling and her own personal modeling. These two presentations offered a lively environment for participation, both verbal and nonverbal.

In a formal presentation the agenda is fixed, allowing little flexibility to negotiate. However, the analysis presented here has shown that, in a peer presentation whose purpose was for the learners to engage in real-life communication in using the target language, the level of formality and the agenda were a collaborative product of power-in-interaction among or between the speaker and the audience. The negotiated interaction was also a result of other elements: the commonality and informality of the domain, the participants’ active involvement and the quick grasp of the opportunities as they arose. Moreover, the self-awareness and the recognition of the necessity of taking positive actions, either from the speakers or the audience, were also critical in contributing to the active interaction. These findings indicate that these students knew how to exercise their power-in-interaction to display their intended orientations, and they did not shy away from taking action to create opportunities to achieve them. This indicates that the designed oral presentations offered them effective opportunities to use English for communication. To understand whether the other focused activity can provoke the

strong initiative and opportunities of participation in power-in-negotiation observed in the oral presentation, I explore students' participation in small group discussions in the following chapter.

8 NEGOTIATING POWER-IN-INTERACTION IN SMALL GROUP DISCUSSIONS

8.0 Introduction

In Chapter 7, I investigated students' participation in a relatively structured activity, the oral presentation. In order to understand whether the active interaction could also be observed in the other type of activity, in this chapter I focus on how the student exercised and enacted their power-in-interaction in participating in a less structured activity, the small group discussion. The purpose of this chapter is to answer the third set of guiding question: In the specially designed small group discussion, how did the students manipulate their power-in-interaction for participation? And what were the participation patterns? To answer these questions, I present 15 episodes in which the students engaged in different forms of power-in-interaction. The 15 episodes were selected on the basis of common topical issues that emerged during the analysis process described.

This chapter is organized as follows. I start by establishing the small group discussion as a student-directed activity, and also introduce the pedagogical context for this activity. Then, I describe how the topical issues were located. Next, I analyze the different forms of power-in-interaction and the participation patterns observed in the discursive events related to each topical issue.

8.1 Establishing the Task of Student-directed Small Group Discussions

Although group discussion was previously described as an “undeveloped” area in classroom practices of an ESL context (Lynch & Anderson, 1992), recent studies have recognized that group discussions have received increasing acceptance in higher education classrooms (Tan, 2003, pp. 44-47) especially in ESL classrooms (McDonough, 2004). However, certain difficulties have been described in implementing group discussions in ESL contexts, related to the classroom size, students' English proficiency and time consumption (C. F. Green, Christopher, &

Lam, 1997, p. 135). These difficulties found in ESL contexts might also be crucial to explain the lack of reports of group discussions in EFL contexts such as Taiwan. According to Duff (1986), two types of group discussion tasks employed in ESL classrooms are convergent and divergent tasks. The former require participants to come up with one expected or true answer, and the latter allow them to share ideas, opinions or experience, and hold personal opinions after listening to different or even contradictory viewpoints contributed by others (Pica, Kanagy, & Falodun, 1993). Both can engage students in constructing and sharing meaning with interlocutors. Because my interest was in investigating how students manipulated power-in-interaction, in the current study I implemented a divergent task to encourage sharing of information, opinions, and world knowledge. However, there were some contextual considerations that influenced my design of this task.

8.1.1 Some theoretical considerations for the task design

With the consideration of providing students with more opportunities to take control, the task was implemented in a student-directed format, which is different from the typical teacher-directed structure (Tsui, 1995) found in most classrooms. In teacher-directed group discussion, students not only encounter restrictions resulting from their status, linguistic abilities and knowledge (Lian, 2000), but also face the authoritative figure, which might to some extent minimise their participation. Studies have found that the presence or absence of an authority figure may affect the verbal exchange patterns of students (Basturkmen, 2003). Orellana (1996) studied two problem-posing meetings in a U. S. context, one with and the other without the teacher's attendance, and concluded that without the teacher's presence students were provided with "a potent space for the development and display of discursive power which goes far beyond traditional classroom practices" (p. 360). Further, in her study of discussion before and after the tutor joined in, Basturkmen (2003) found in the post session that students still initiated half of the exchange, suggesting a carrying-over of participation. These studies encouraged me to employ student-directed small group discussions to see what these students would talk about and how they would interact with each other in terms of the negotiation of power-in-interaction. Thus, I reduced my control and took the role of a facilitator in the process.

In addition, in student-student interaction, students experience different forms of power relations resulting from the relative statuses they concurrently take, as both experts and novices (Shoemaker & Shoemaker, 1991) (Kowal & Swain, 1997; Merrill Swain et al., 2002), although these distinctions are not as clear-cut as in teacher-student interaction (Tan, 2003). This might offer them opportunities to experience the dynamics of local power relations that they construct collaboratively. Moreover, I follow Hall's (2002, p. 34) argument that when people are situated in an activity, a certain identity or set of identities become significant to meet personal and task goals, and to counter co-participants' positioning. This might open a window for me to look at their participation and their roles in issues of common concerns emerging from the discursive events

8.1.2 The pedagogical context of the task

This activity not only had a research and pedagogical focus but also as part of the assessment process. The students were informed of the principle of evaluation: participation in this talk would partially account for their marks. Thus, grammatical accuracy would not be taken as a primary parameter, but each student was required to speak. An additional component of the task was that a written report on the discussion was to be submitted by each group subsequently. In this section, I describe the context that the small group discussion was embedded in., or "the environment in which meanings are being exchanged" (Halliday & Hasan, 1985, p. 12), A description of the pedagogical context specific to this activity can unveil how it was constructed. Thus, I focus on two aspects: the topic and the group formation.

The topic of this small group discussion was contextually related to the theme of the last lesson in the syllabus, English learning. The two guiding questions were: (1) why did you take English as your major? (2) what is your expectation in terms of English abilities, particularly in listening and speaking? The task was held in the very last lesson for two reasons. Firstly, I thought this would be a good time for students to reflect on and evaluate their English learning in the past academic year. Secondly, the serial activities on the topic of English activities, especially

the last group presentation, served very well to lead them into this talk about their own learning decisions and expectations.

The presentation was performed by a group of four students (S18, S19, S27 and S20, a volunteer). These students worked cooperatively on three different pre-scripted dialogues to introduce three words: “appal”, “backfire” and “spontaneous”. They had learned by heart a dialogue they had designed to engage all the presenters. They owed their ideas, the dialogue design, and the performance to one of the popular English learning radio program in Taiwan, the Studio Classroom. S27, the leader of the group described the program.

S27...they teach every lesson. They, basically, have three teachers, sometimes only two. They discuss the article and try to apply it to daily life. Especially, they always have skit in their program. They speak English all the time but at last there is one Chinese teacher teach in Chinese. [RGP11S27]

This group’s creative and interesting performance, smooth plots, and fluent English impressed the audience. A number of positive evaluations were received.

S02: I think their presentation makes me interested because they use body language and give examples and also play the tape to show us some conversation how those words are used. [C3S02]

S22: It’s a very impressive “show and tell” today. All actors play so well. We not only their performance but also learn some new useful words, backfire appal and spontaneous. [C3S22]

S09: Although they just introduced [introduced] three words, using easy way to let me understood, such as they create some situation and performance vividly could let us easy to remeber words in brain. Those my thinking. [C3S09]

S07: I like their presentation very much. They show it very interesting and amusing. It catches everyone’s eye, everybody pay attention to their show & tell. At first, they act one play, and then let us listen to the CD. They teach us three words—“backfire,” “appalled” and “spontaneous.” Through their action, these three words become easy to remember. I think this is a good way to let students remember some words. Moreover, it can practice our listening. Through the CD, we can understand how to use those words.

One important factor that contributed to peers’ positive comments was improvement in English speaking skills of all the presenters.

S31: The presentation is great and let me learn three new words. Besides, S27’s speaking is really improved a lot and more confident of himself. [C3S31]

S01: I think they have good performance in a class. I like the style they performance. They advanced a lot then last semester. [C3S01]

S08: When classmates asked some questions, S27 often answered the questions directly. S18 and S19 made a great progress in this semester. [C3S08]

In addition, the audience also gave some other suggestions to the presenters for improving presentation skills, such as articulation, more sentence examples (S17), or positioning (S25). However, generally speaking, the audience enjoyed the presentation. More importantly, it helped set up a proper context for the small group discussion.

Group formation is a critical factor in terms of group dynamics (Dörnyei & Malderez, 1997). For students' active participation, it is suggested that the number of participants in each group be not over 7 (Koch & Terrell, 1991; N.-F. Liu & Littlewood, 1997), and 3 or 4 participants has been considered as an "ideal" number (N.-F. Liu & Littlewood, 1997, p. 379). Thus, six groups were formed, each made up of 3 to 5 participants. Each group was equipped with a tape-recorder and controlled its own pace. The discussion lasted for about 10 minutes. As a result of equipment failure, only four tapes were collected and transcribed. Because of this circumstance, the participants in this section of the study were 17 students, 3 males and 14 females.

Table 8-1: Participants and group formations in the small group discussion

Group number	1	2	3	4
Participant Number	3	5	4	5
Group members	S10 (F), S27 (M), and S30 (M)	S5 (F), S15 (F), S17 (F), S24 (M), and S25 (F)	S2, S6, S8, and S11 (All female)	S07, S09, S22, S31, S32 (All female)

8.2 Locating the Topical Issues

As employed in Chapter 7, topicality is again the core concept to locate the topical issues in the small group discussions. However, differences in forms and functions between small group discussions and oral presentations incurred differences in the strategy of locating issues. The location of topical issues in small group discussion took more efforts in cross-referring the spoken data among different groups. Consequently, one principle was that the issue tended to develop into a shared concern among groups. This means the topical issue at least was

found in two groups. Moreover, as it involved majority group members, it might affect the turn numbers and the topic development.

Hence, by analysing the four tapes of the small group discussions, I located two sets of generic issues, local and global. The local issues were focused on group norms, and the global issues were related to English learning. Within the local group norms, two topical issues were located in each category. Who would start to talk first received all the four groups' attention, and I named this the first speaker issue. Another issue was associated with how to complete the task and the related assignment, which was of concern to two groups. Within the English learning category, two issues were located. The first was related to limited linguistic resources, about which three groups showed concern. The other issue was related to the usefulness of English genres, which engaged two groups' involvements. Table 8-2 summarises the topical issues located.

Table 8-2: Local and global topical issues found in the small group discussion

Category/theme	Topical Issues
1. Local—group norms	A. First speakers B. Task requirements
2. Global—English learning	A. Limited linguistic resources B. Usefulness of English genres

The following sections present the episodes in which the students developed these issues.

8.3 Discursive Events Related to Local Group Norms

Group norms, according to Dornyei and Malderez (1997, p. 69), are “rules or standards that describe behavior that is essential for the efficient functioning of the group”. Clearly-defined group norms, formulated early and clearly, are thus crucial for task accomplishment because they can prescribe the conditions for group members to follow. They also establish certain devices for coping with rule-breaking. In this section, I present the discursive events revolving around the two issues of local group norms: first speaker issues and task requirements.

8.3.1 First speaker issues

To give an understanding of how the first speaker issue was initiated, negotiated and resolved in each group, I present four episodes. To locate episodes related to the first speaker issue, the first principle I employed was to be sure there was an obvious attempt shown in the data that the group intended to settle the issue. Thus, I made sure that there was a key word “first” or repeated attempts targeted on a particular individual. The first-speaker issue mostly occurred in the very beginning of the talk, and once it was settled, the following speaker turns were easy to deal with. The data show that nomination was the common practice appealed to. Nomination was initiated in two different manners: other-nomination and self-nomination.

A. Refusing the other-nomination

Other-nominations could offer a ground for sparking active participation. When the nominee did not comply with the imposed action, refusal could generate a round of power negotiation. Episode 1 shows an example of refusing an other-nomination.

Episode 8-1: Group 2 (5 members: 4 female and 1 male)

- 1 S15: And today we are going to talk about/t
2 S17: //why we join why we study English here
3 S15: And our goal in future=
4 S17: =So//:
5 S15: //a::nd
6 S17: Okay. Who wants the first one to talk about it //I think. Okay S24 it's easy
7 S24: //Maybe we use the:: okay
S05 the first=
8 S17: = S0//5
9 S15: //Then we vote
10 S05: Sorry?
11 SS15/25: We vote we vote
12 S25: **We vote**
13 S24: What is we vote?
14 S15: V-o-t-e. Ya.
15 S24: **NO**. It is not fair.
16 S15: Only //one
17 S05: // Uh huh I just sit here no problem
18 S15: And S24 you be the first one
19 S24: **NO**. S05 S05 I think S05 is the first one.
20 S17: Why you want to study English here?
21 S05: Uh because the diploma is very important //if you want to employ a job and
also I like to learn
22 S17: //Uhhuh

In Episode 8-1, Group 2 started with reference to the topic they were assigned. After the introductory section (Turns 1 to 5), the issue of the first speaker was raised by S17 (Turn 6). She directly nominated the only male student, S24, to go first. It appeared that S24 was confused and considering another solution, which was shown in the hesitant and unfinished marker of “the::” (Turn 7), but then he quickly rejected S17’s proposal and nominated S05. Neither of the two nominations was explicitly rejected by S15 or S25. However, in Turn 9, S15 proposed a democratic solution, to vote, which seemingly puzzled S24 (Turn 13), either with the proposal or its meaning. When he finally realised after S15 spelled the word in Turn 14, he again rejected S15’s suggestion by offering a justification: “It is not fair.” This implied that, to him, casting a vote was not different from a direct nomination. The democratic strategy was not an advantage for him from his perspective as a minority in terms of gender. According to Felton (2004), negotiation of power involves building an argument to gain an advantageous position that leads to concession ~~ffrom~~ from co-participants. The claim of ‘unfairness’ in the case served well for S24 to refuse the democracy option.

S15 showed her rejection of the direct nominations of S24 and S05 differently; she objected by proposing a third choice, casting a vote. Although she did not elucidate the proposal, the value of voting could justify itself as a fair device because the outcome from a majority consensus is usually accepted in a democratic community. However, the offer triggered different stances: S24 completely refused, S25 agreed with her wholly, S05 detached as a neutralist, and S17 did not show her stance at all. With only one supporter, S15 went back to asking S24 to be the first speaker.

Another form of refusal was exemplified by S05, who took a complicated position in dealing with the nomination in which she was one of the two nominees. Her neutral positioning was clear from the beginning. She did not respond to S17’s nomination initiation, nor to that of S24 when he nominated her. She did not express an explicit stance, nor did she refuse or accept the vote option. However, in Turn 10, she sounded surprised at S15’s proposal when she responded with “Sorry(?)” with a rising intonation. Her neutrality was explicitly enhanced in Turn 17, when she said: “Uh huh I just sit here. No problem”. This neutral positioning

gave her considerable flexibility to move forward to take the first-speaker role or retreat if another consensus had been reached.

The solution of the first speaker issue was a result of compromise, as neither the direct nomination of 24 nor casting a vote was accepted unanimously. The group compromised and solved it by following S24's proposal and S05 became the first speaker. This action of compromise enabled the discussion to proceed. Compromise is a representation of walking out of the trouble site (ref?). In this group, S05's neutrality significantly sustained the possibility of this compromise, which not only solved the first speaker issue, but also enhanced the positions of S05 and S17. They both worked cooperatively to solve the problem in Turn 20, when S17 turned toward S05 and asked, "Why you want to study English here".

This episode demonstrates positioning of the five participants. S24 rejected nomination by his female peers as a move to establish control, and asserted his stance with a strong objection, "NO", in Turns 15 and 19. Moreover, his persistent refusals ended up with S05 becoming the first speaker as he wished. However, his success depended on the cooperation of others, especially that of S05 and S17. In this episode, Group 2 also displayed three different levels of power relations, from strong to weak forms of refusal. The strong form of refusal was displayed by direct and stressed "NOs". The weak forms were presented by an optional offer and neutrality. These three different forms of power-in-interaction were brought into a final resolution to conclude the first speaker issue in Group 2. The exchanges stemming from nomination in Group 2 provoked the possibility of an alternative resolution and stimulated members to resolve the issue. At the same time, they created space for the configuration of power-in-interaction from the nomination initiative to the final compromise. These findings show that this group of students could manipulate different forms of power-in-interaction, which displayed not only their personal intentions but also their situational roles in relation to the first speaker issue.

B. Accepting a nominations

An instance of other-nomination was initiated and concluded differently in Group 4.

Episode 8-2: Group 4

- 1 S22: Oh what's wrong? [Testing the recorder]
2 S07: What's this?
3 S22: Oh sorry
4 S31: 可以聽一下嗎? <May I listen to it?>
5 S22: You ask me again.
6 S31: Oh 真的嗎? <Really?>
7 S09: S **Seventeen** 嗎? <S Seventeen?>
8 S22: I am S17 not you are S17, okay (?)
9 S22: Okay I am S17
10 S09: S09
11 S07: S07
12 S32: S32
13 S31: S31
14 SS:...ha [pause first and laugh]
15 S22: Question
16 S07: Why do you choose English to your major? (...) S **Seven-tee:n** [She sounded like a teacher giving an order]
17 S22/09: [Laugh]
18 S22: Terrible [she burst into laugh too]
19 S22: Because I I like to improve my English uh uh skill and ...and...I forgot something what I said something 5 minu- 5 minutes ago sorry [Laugh]
20 S32: Not only for the job?
21 S22: Yeah I like to learn English and improve my English skill and I learn Eng- I come here not only not only uh how to say that...uh I I forgot you asked me what kind of question could you please say again?
22 S31: Not for hobby not for work?
23 S22: **Um: Um:**
24 S31: Right
25 S22: Umm
26 S31: Let's talk about hobby
27 S22: Habit, um....
28 S32: **No fir:st why//::**
29 S22: //Oh Oh I remember I forgot all of things
30 S31: I I I said uhm according to your age=
31 S22: =(Laugh) Terrible

The first speaker issue was initiated in an implicit manner here but solved easily without any disagreement. The first nomination attempt happened after the recorder was set up (Turns 1 to 6). S09 nominated S22 in Turn 7 by directly calling her name out with a confirmation pitch, but it seems S22 took it as a mistake so she replied in the following turn jokingly, "I am S17, not you are S17, okay?" In Turn 16, S07 nominated S22 with a determined and powerful tone, which sounded like a teacher ordering a pupil to do something, and this action made S22 and the others burst into laughter. S22 replied in an easy tone in Turn 18, and then commenced in Turn 19. In other words, the nomination in Group 4 did not encounter any objection from the group members, and even the nominee accepted it happily and confidently.

C. Consenting to self-nomination

Instances of self-nomination were found in both Groups 1 and 3, but the first speaker issue was initiated and solved differently.

Episode 8-3: Group 3

- 1 S08: Today is June 9
2 S06: So we talk about:
3 S02: why we:
4 S06: Which first?=
5 S11: =Fin//al...
6 S02: //Why we major English=
7 S11: =Final goal
8 S02: But I think uh:: at first I think at first I major English because um...when
when when I I have job before I I English is important if I want if I want my
jo:b=
9 S06:=have more salary
10 S02: Ya have have more salary and and I find my English is better and I can uh talk to
the foreigners mm so that's that's and that's why I major English but now I think
English is interesting. [13]

In Group 3, an all-female group, the first speaker issue appeared in Turn 4 and was resolved in Turn 9 when S06 added her comment after S02 took the initiative by talking about her decision in taking English as her major. The first speaker topic emerged when S06 interrupted S02 and asked “Which first?” but no one answered or made a proposal. Speakers were busy with the preliminary clarification of the task topic. By self-nomination, though in a hesitant manner, S02 took the position of problem-solver in Turn 8, with the right to speak first, and when S06, the initiator of the issue, took the next turn with a latched utterance, the first speaker’s role was established.

However, self-nomination worked in a relatively formal manner in Group 1, composed of 2 males (S27 and S30) and 1 female (S10). Here, self-nomination occurred in the middle of the discussion, when S30 had finished giving his reasons for enrolling in the Department. Thus, the speaker nomination issue at this stage only involved S10 and S27.

Episode 8-4: Group 1

- 80 S30: It's easier. How about you?
81 S10: Um lady first, right (?)
82 S27: Yes, but you are the second.
83 All: Hahaha [laughter]
84 S10: Uh I my when I was in junior high school and senior high school uh my
English is very terrible
85 S27: Umhm

In this episode, S10 nominated herself (Turn 81) by seeking confirmation from S27, “Um lady first, right(?)”. This means, although she intended to take the speaking turn before S27, she still politely asked for a confirmation or permission from S27. In the first part of Turn 81, she seemed very confident with the ideological idiomatic expression, “Lady first” since she was the only lady in the group. However, with the tag question “right(?)” she softened the claim, weakening her self-nomination assertion. This might have positioned her as a consent seeker on the one hand and S27 as the consent giver, who held the right to say yes or no to her assertion. Without surprise, S27 approved S10’s request for confirmation by saying “But you are the second” (Turn 82). Then they laughed together about this exchange, and the first speaker issue was also solved.

Both S02 (Group 3) and S10 (Group 1) exemplified the same strategy of self-nomination to solve the problem; however, they exercised different forms of power-in-interaction in and through discourse. S02 took the initiative and entered into talk directly, while S10 justified herself to speak first but still left some space for permission.

The findings show that both types of nomination could prompt negotiation of power-in-interaction explicitly or implicitly. Refusing, accepting or consenting to nomination could be more complicated than it appeared on the surface. The intricacy might be multiplied by the employment of discursive strategies, semiotic systems, including language and other markers such as laughter. Significantly, other-nomination in Group 2 sparked an impressive negotiation as analysed earlier. Self-nomination in Group 1, although prompting a quasi-negotiation from the perspective of gender, was managed in a humorous manner, and in Group 3 self-nomination did not become an issue or cause any explicit contention. Thus the findings might indicate that power-in-interaction could be embodied not only in language but also collaboratively in the vocal features and the laughter that the nominators used to denote positioning and counter-positioning of the nominee and themselves.

Intonation features such a tone, stress, loudness, and length, are considered as indicators of speaker’s attitude (Tchizmarova, 2005). The transcripts show that the

nominators used falling intonation when they addressed the nominee. This occurred when both S17 and S15 nominated S24, and when S07 and S09 nominated S22. Falling tone indicates certainty (Halliday, 2004, p. 140). When people are addressed with falling tone, it usually implies that the addresser wants to command or raise the attention of the addressee (Halliday, 2004). In addition, the sentences the nominator used could also carry the intention of command. For example, S15 nominated S24 with an imperative "S24, you be the first one". However, the authoritative tone when S07 nominated S22 did not spark any objection or confusion. Other strategies were also incorporated to conduct the nominations. For example S17 used a falling pitch to address S24 plus assuring him the job was easy. In a word, the pitch, vocal tone and volume, and the words and sentences used, could influence the nomination to various degrees. Although these factors discussed above are critical in conversation, how these EFL students were familiar with them can be an aspect for future exploration.

In addition, positioning could also be critical in the practice of nomination. The heated nomination of S24 observed in Group 2 could be evidence of conflicting positionings, which could be related to the orientations of taking control of the speaking turn. As S24 was the only male member, the girls might thus position him as a guest. Yielding speaking turns to a guest can be commonly accepted in a social situation. In Group 2, yielding turns can be interpreted as the hostesses showing hospitality to the guest. However, to S24, he might be their commonly targeted victim. This might explained why he thought casting a vote was not fair to him. In addition, S24 was oriented toward positioning himself as an unsuccessful English learner. This might be evidenced from his talk in the later part of the discussion.

S24:Uh Before before I study in senior high school I never learn English but so my English very poor after uh... uh.... a break until a spring break no no" [GDG2]

This implied that his fight for not speaking first might result from this weak self-positioning. His self-positioning gave him the strength and the impetus to fight insistently against the imposition on him of a difficult job. In fact, he nominated only S05, who was actually a model student not only in this group but also in the class. Thus, in the case of S24, his refusals in a way showed that he preferred to yield his turn to the best speaker. Moreover, it also implied that he preferred to

take control of his own speaking turn by deferring it, instead of it being decided by others. Although a lack of confidence and linguistic competence might have constrained him from utilizing complex words to express his unwillingness, he did employ different discursive strategies to make his co-participants understand and take his resistance seriously.

These findings imply that nomination can result from either the orientation of controlling or yielding speaking turns. This duality makes power negotiation intricate and complicated. In contrast to that of Group 2, other-nomination in Group 4 was resolved quickly and happily. The nomination of S22 could be because she was the senior in this group. This might be a factor that contributed to her relatively powerful position of being nominated as the first speaker. This finding may also imply that English abilities and age (indicating an “old-timer”) could play an important role for accepting a nomination. Additionally, her language abilities, demonstrated by fluent speaking, might indicate her confidence in taking the first speaker role. This confidence in English abilities was also displayed in S05 when she became the first speaker of Group 2.

Episodes 8-1 to 8-4 display not only how the first-speaker issue was differently initiated and resolved, but also how these students manipulated their power-in-interaction to participate in the first topical issue under group norms, by refusing, accepting, keeping neutral, or giving consent. In the following section, I investigate the other topical issue in relation to setting up the group norms, the task requirements.

8.3.2 Task requirements

The other topical issue within setting up group norms was related to task requirements. Episodes 8-5 and 8-6 present how the students engaged in the practice of negotiating task requirements.

A. Clarifying valid information

Valid information related to the task was found as an important issue in Group 1.

Episode 8-5: Group 1

- 1 S10: ...this paper sent to teacher
2 S27: Not this one?
3 S10: Everybody have to write
4 S27: But we just got one tape
5 S10: True but we have uh another topic will be talked about uh next next week
right?
6 S27: have to complete? Yes?
7 S10: Ya=
8 S30: =No:: no:: next week we are having listening test
9 S27: Oh next week we have listening test for this class?
10 S30: Yeah.
11 S27: Okay so so I write it give me I write it type it but I like to type it.
12 S10: Okay So you have to sign your name and my name, right?=
13 S27: =No:: no:: when teacher ask us to write down this tape is is recorded=
14 S10: =But he will uh give the she say she say everybody have to give her give her
one report about our conversation.
15 S27: Ohh
16 S10: So that's a problem. //A big problem, so...
17 S27: //okay uhuh uhuh okay
18 S10: Okay
19 S27: Let's get started.
20 S10: Okay
21 S27: So S30, welcome to S30 because// there is absence so
22 S10: // huhuh please don't speak too much because you
have to write down
23 S30: Yeah
24 S27: Oh oh you are so smart=
25 S10: =[laugh]

S10 initiated the topic of task requirements in the very beginning of the episode. It was related to the written assignment after the task, and evolved into long turns of talk-in-interaction. The concern about the assignment later resulted in S30's offering valid information in Turn 8, S27's volunteering offer in Turn 11, and further negotiation around the task in the later turns.

Comparatively, S10, the female student displayed more active involvement in this episode. First, she was the initiator of the topical issue. She also set up the group rule of not to talk too much (Turn 22), which won her a compliment in Turn 24 "Oh oh you are **so smart**". Her role in this topical issue was thus enhanced. Moreover, the positive response to S10's authority showed the solidarity that this group possessed in terms of completing the task. As for S27, he took a counterbalancing role against S10. Firstly, they both contributed the same number of turns (11 turns). Secondly, he volunteered to do the written assignment, which not only relieved the others from worrying but also led the talk into other details in relation to the assignment. S30 was in a more passive role in the preliminary stage. He took only three turns and did not initiate any topic. However, he contributed

accurate information. Thus, in the process of offering and correcting by adding valid information he helped them not only clarify the task but also establish their group norms.

The transcript shows that there were two obvious cases of refusal. The first one occurred when S10 identified the wrong information in relation to the syllabus. He refused the previous utterances between S10 and S27 with a strong objection “No:: no::” (Turn 8), and then provided the correct information. The other refusal took place when S10 and S27 were arguing about how to do the written assignment. However, these two cases of refusal were aimed at topping up with more or valid information in relation to the completion of the task; therefore, the refusal found here worked positively as a mechanism for maintaining ‘bonds of solidarity’ (Drew, 1992).

These findings imply that Group 1 had a very clear common goal to complete the task and the related assignment collaboratively. They worked cooperatively to contribute information that they knew about the task. Even the two cases of refusal functioned positively for this group to come up with valid information. Thus, Episode 8-5 clearly displayed S10’s role as issue initiator and norm establisher, whereas S27 and S30 took roles as information provider or volunteer worker, which assisted the solution of the issue. A clear concern with the task requirements was also demonstrated in Group 2. However, a different focus and different forms of power-in-interaction were found.

B. Boycotting topic deviation

Group 2’s concern about task requirement was related to topic deviation, which occurred in the final speaker’s session. S17 was talking about factors contributing to her decision for taking English as the major. Episode 8-6 presents how the boycotting was initiated, negotiated and concluded.

Episode 8-6: Group 2

- 128 S17: //you know my feeling is some some subjects we study in school is really very
different to the the life/// they talk to uh like our company president he is a //lawyer
129 S15: //ya
130 S05: //I think we are
out of our topic. Uh can we:: [laugh with certain embarrassment]=
131 S17: =Okay.
132 S05: Can we go back to our topic?

133 S17: Ya I mean like the way he speaks is very different to the people and he is really uh he is a general manager in the USA and he is also a lawyer so I think every time I look at his email is very different to other people.

The episode occurred in S17's speaking session, in which she shared her personal experience in learning and using English in her company. This episode shows a competitive dialogue between S05 and S17. In Turn 128, S17 initiated her observation related to the gap between classroom learning and daily-life communication. When she was trying to give an example in Turn 128, S05 interrupted and forced her to stop in Turns 130 and 132, although another participant, S15, showed interest in this topic in Turn 129.

In Turn 130, S05 interrupted, when S17 was trying to justify her observation by giving an example, and stated "I think we are out of our topic. Uh can we::". With a certain degree of embarrassment, she presented her warning. Although S17 agreed right away in Turn 131, S05 still added in Turn 132, "Can we go back to our topic?" By this, she enhanced her position as a judge and defender from topic aberration. In Turn 133, S17 again agreed by saying "Ya", but she still completed her attempt of expressing her viewpoint that her general manager's English was outstanding. The point of interest is that, although it seemed she accepted the warnings with "okay" in Turn 131, and "Ya" in Turn 133, she still persistently expressed what she was trying to say. In other words, the later talk in Turn 133 negated the acceptance shown in "Okay" and "Ya", and made the acceptance not as it seemed. This might also be because of S15's alignment with her view over the gap between classroom English and daily communication, which put S17 in an ambivalent situation. Thus, the acceptance markers of "okay" and "ya" and her continuing talk were somewhat contradictory. This case might thus be interpreted as implicit refusal. In other words, she did not refuse straightforwardly but made a concession to conclude the talk instead of quitting talk completely. Some other factors might also explain the warning. For example, S17 took the most turns in this group's talk. In addition, this concession certainly was forced by the time constraint since she was the last speaker.

In the practice of warning about topic deviation, S05 was the warning giver or boycotter. In her first attempt she showed embarrassment in giving this warning, which might result from the fact that she was one of two deviators in the previous

segment of talk (see Appendix for the data). Her second attempt evidenced her determination to halt the deviation. However, S15's alignment might have justified S17 to continue. This might have put her in a dilemma. Although the repeated warnings forced her to concede, it did not mean that she accepted them without any hesitation. She still completed her talk with a brief conclusion. In the episode, the warning of "out of topic" was given straightforwardly, followed by a direct suggestion, although in separate turns. This suggested that the warning giver was clear in her intension. She positioned herself as a dominant interlocutor, who did not allow refusal. However, S17's response showed that she did not obey this warning by a sudden concession of talk. This also showed her negative stance toward the interrupted warning. The encounter here was quite contrary to the general understanding that Asian students are reticent in classroom activities (Kim, in press), or in speaking tasks. On the contrary, these students not only actively and willingly engaged in sharing opinions but also tried to be self-regulated in order to bring their talk back to the focused topic. Moreover, they also displayed somehow oppositional stances in terms of deviation warning.

In terms of task requirements, these data showed that the collective goal of completing the task crucially justified the negotiation of power-in-interaction. Through the information clarification, Group 1 added valid or new information to help each other understand the task requirements and establish their commonly accepted group norms. Both the refusal and acceptance occurring in the process worked positively for their accomplishment of the task. This implies that the common goal of task accomplishment drove them to refuse and accept directly and quickly as long as it was for the collective good. This concern might also justify S05's action of boycotting topic deviation.

However, there are several other factors that might also contribute to the complexity of negotiation of power-in-interaction in Group 2. Firstly, "out of topic" might mean misunderstanding of the task. The wrongdoing could be a result of individual miscomprehension. Thus, this comment might personalize the problem, which in turn justified S05's action to correct it since the task success or failure concerned the members. In addition, "out of topic" may also mean irrelevant. This critique might embarrass the 'wrongdoer', S17, and even the

commentator herself because she not only interrupted S17's talk but also intended to stop S17 from prolonging her talk. However, S17 might hold a different view of topic relevance. Moreover, whereas in Group 1 efforts in clarifying valid information involved all the participants, the talk in Group 2 involved only 3 of the 5 members, and among the 3, S05 just took one turn. This indicates that the conflicting stances concerned only two of them, although S05 positioned herself as the representative of the other group members by using the pronoun of "we", which weakened the degree as personal prejudice against or accusation toward S17. Paradoxically, on the other side, although S17 agreed twice, she did not actually completely give up. This made the acceptance diplomatic. Thus, the lip service of acceptance did not work as was promised. Other factors that could also account for S05's action of preventing topic aberration are the time constraint and the group size. Although each group was supposed to manage the process at their own pace, with five members in one group, time could have been a pressure to make this warning of aberration explicitly expressed and accepted, though unwillingly.

The findings show that both topical issues under group norms engaged students in different social practices such as nomination, negotiation, information-clarification, and warning-giving, and in these social practices, students displayed their abilities of manipulating different forms of power-in-interaction to show their intention or orientation toward the issues they were tackling. Moreover, the findings showed that these students were able to employ different strategies, other than simple refusal and acceptance, to act or counteract in the immediate situation. (The patterns of power-in-interaction will be discussed in later sections of the Chapter). These clear actions and reactions helped locate their situational identities (Zimmerman, 1998). They actively played roles as norm establishers constructors, or co-constructors through collaborative efforts in nominating, accepting and consenting to the first-speaker initiatives, presented either by others or by the first speakers themselves. The nominators and the nominees, by accepting or refusing, co-constructed a generally accepted agenda to help the task to move on. Moreover, they also acted as agenda watchers. Both S10 and S05 tried to keep the agenda proceeding as they expected. S10 was more focused on establishing a clear direction and rule at the beginning of the task, while S05

positioned herself as an authoritative agenda watcher when she barred the last speaker from being aberrant.

The findings also show that the students were particularly active in tackling the first speaker issue. This might be because of their ambivalent attitude toward the badge of the first speaker. To Group 1, it went to the active and confident lady. Group 2 was divided in their opinions. To S24, the job should go to the most proficient speaker. However, most of his partners seemed to think he, the only male in the group, was the best candidate. To Group 3, it was an implicit issue, so it went to the volunteer. To Group 4, the title of first-speaker went to the most senior member, S22, who was like a big sister to the group members and also happened to be a fluent English speaker. These different attitudes were reflected in how they presented the issue and also how they resolved it.

In contrast, the issues related to the task requirements were easily solved. This might be because the shared goal of completing the task was unanimously understood and agreed. This allowed the correction of wrong information and at the same time the introduction of valid information. The collective good of accomplishing the task justified their easy acceptance of useful information, volunteered action, and smart advice and at the same time the direct refusal of the incorrect information. This quick and direct acceptance and refusal could also have resulted from the understanding that an immediate resolution could contribute to the smooth process of the task, which had its temporal constraints. A communally-agreed group norm could help not only the process but also the outcome of the task. These practical concerns could thus have played a crucial role in their performance of the power-in-interaction. These findings conform to the view that task accomplishment is not only a product but also a process, in which the learners configure their own activities and interpret the process as well (Mondana & Doehler, 2004, p. p. 505). The next section investigates whether such active manipulation of power-in-interaction in local issues would also be observed in discursive events centred on global issues of English learning, the topic focus of this small group discussion task.

8.4 Discursive Events Related to English Language Learning

In terms of English learning, the two perspectives that emerged from the data were linguistic resources and genres. Linguistic resources covered linguistic elements such as lexis, grammar and pronunciation (Hall, 2001, p.3). In terms of genres, different definitions can be found in the literature. A genre is defined in terms of its communicative purposes, thus it covers a class of different communicative events (Swales, 1990, pp. 45-46; Tarone & Kuehn, 2000), including spoken and written. In my analysis, the term genre summarises a range of categories of English texts and varieties that the students focussed on in their talk.

8.4.1 Tackling limited linguistic resources

The data show that these students employed two strategies for tackling their linguistic limitations in the discursive events: error corrections and help seeking.

A. Error corrections

The data show that students invested effort in seeking the right word and the correct pronunciation, despite my earlier teaching announcement which had emphasized a focus on fluency rather than accuracy. Correction instances occurred in three of the four groups, and they focused on vocabulary, pronunciation, and grammar. Examples of error corrections are shown in the following three episodes, all from Group 1.

Episode 8-7: Excerpt Group 1

- 84 S10: Uh I my when I was in junior high school and senior high school uh my English is very terrible
85 S27: Umhm
86 S10: And it's very bad and I hated English class
87 S27: Hmhmhm
88 S10: And I I I can't understand what my teacher say in in class
89 S27: Umhm
90 S10: Uh but after I graduration graduration from school and and=
91 S27: =**gra::duate:d**.
92 S10: **gra::duate:d** from school and I find English important
93 S27: Umhm

Episode 8-8: Excerpt from Group 1

- 103 S27: So talking about your expected job
104 S10: Expected job?
105 S27: What what do you want to do in your future?
106 S10: Oh I am very like child and um...
107 S27: Children?
108 S10: Yeah children and I want to.. have a- ...
109 S30: = have children?
110 S10: No. No I think very it's it's okay okay okay I want to be a school to teaching to teach children speak English.
111 S27: Ohhh

Episode 8-9: Excerpt from Group 1

- 161 S10: Uh I have I have uh work at the gi:raffe
162 S30:=Giraffe gi//raffe
163 S27: //GiRA::ffe
164 S10: 長頸鹿 <Giraffe> gira:ffe langua- language school ya

In these episodes, the correction was exercised on S10's errors in English grammar, "graduated" and "children", and also the pronunciation of "giraffe". In Episode 8-7, S27 was the only error corrector, but in the later two episodes, S30 joined in as well. In Episode 8-9, S30 corrected S10 gently. However, in order to draw her attention to the wrong stress, S27 acted more strongly by emphasizing the second syllable as "gi-RA::ffe". The correctee responded to both corrections quickly, suggesting her positive attitude toward peers' correction.

Another example of error correction on pronunciation was found in Group 4 when S22 invited a "guest" participant, S32, to take her turn to talk ("guest" because not a regular part of the student cohort).

Episode 8-10: Excerpt from Group 4

- 145 S22: How about you, Mo-ni-ca?
146 S09: Mo-ni-ca. ~~Me~~-ni-ca: Ca:
147 SS07/31: [Laughter]
148 S22: Sorry.

This episode showed that in order to correct the incorrect syllable stress that S22 made, S09 not only repeated the name twice but also put an emphasis on the last syllable, "-Ca:" (Turn 146), and this emphatic correction elicited laughter from other participants. Nevertheless, instead of repeating or correcting the pronunciation, S22 apologized to S31. These episodes showed that these students

were active in correcting interlocutors' errors and error-makers accepted the corrections positively.

Help seeking was found to be another common strategy for solving issues related to linguistic resources. The signal of seeking help was usually embedded in linguistic markers such as "how to say" or "how to say that", or behavioural clues such as being stuck, hesitating, or moving back and forth between two words. When the signal, either implicit or explicit, was recognized, help was offered in the ensuing turn or turns.

Episode 8-11: Group 4 (5 members: all female)

- 36 S09: umm... I said in Taiwan you just uh... meet uh...some people just Taiwanese so everyday we just speak Taiwanese or Chinese (.) so why do you want to study English?
- 37 S22: Because English is very important for our daily life uh ...and some-sometime someday you will go to a foreign country and you also need English to communicate with foreigners
- 38 S09: Uhm uhm
- 39 S22: Because they could not speak Mandarin, or... you also could not speak Japanese or or French or German Germany or German
- 40 S07: Ger//many
- 41 S22: Just //not but [laugh]// I couldn't
- 42 07/09: //Germany
- 43 S22: Okay

In Episode 8-11, S22 was giving her opinion of English as a common medium for international communication. She shuffled between "German" and "Germany" a couple of times, which might have been interpreted as a signal of help seeking to S07 and S09, although they ended up with "Germany" in Turn 42, instead of German. To this help, S22 confirmed with "Okay" in Turn 43.

Another episode exemplifying students' collaborative work was drawn from Group 3. In Episode 8-12, when S06 talked about her career planning after graduation, she appealed to code-switching first and then added "how to say" as an indexical marker for help with the word "interpreter", or what she meant "□譯" in Turn 62.

Episode 8-12: Excerpt from Group 3

- 56 S02: And the teacher mentioned about our goal. Final final goal.
- 57 S08: Um
- 58 S06: Final goal.

- 59 S02: After after the graduation.
 60 S06: You mean the ability
 61 S08: Your job your future job when you graduate // from the university.
 62 S06: // I want I want be a ... 口譯 how to say?
 63 S11: Translator
 64 S06: I am not... translator
 65 S02: Another word
 66 S08: Interpr-...// I forget.
 67 S06: //Uhhhh interpr- it's it's I know it's a tough word.
 68 SS: Yeah. Yeah.

Again, the data show that in this situation communication was going on smoothly even without any further effort, as she employed the term in Mandarin. However, from Turns 62 to 68, every participant joined in and tried to figure out the right word, which S08 almost completed in Turn 66. In this case, the help-seeking marker “how to say” did not put her in a disadvantageous position since nobody came out with the correct and complete word, although the word was already on the tip of S08’s tongue. However, it showed that S06 was able to discern that the word S11 offered was incorrect.

In tackling issues arising from limited linguistic resources, these students engaged in two social practices, error correction and help seeking. In terms of error correction, Schegloff, Jefferson and Sacks (1977) proposed the organization of repair by combining initiation and outcome into four types: self-initiated other-repair, self-initiated self-repair, other-initiated self-repair and other-initiated other-repair. Researchers have found that self-initiated corrections are more frequent than other-initiated corrections not only in native-speaker speech (Schegloff et al., 1977) but also in native and non-native speaker conversation (Gaskill, 1980). However, this might not be true in completely EFL learners’ talk-in-interaction. The data here show other-initiated corrections were not only commonly observed but also accepted. This implies that for these EFL learners, other-initiated correction was seen as beneficial for English learning.

The data show that these students used different strategies to tackle error correction. In Schegloff’s early study on repairs, he suggested three different strategies for coping with error, or “trouble source”: *word replacement*, *repairs on person-references*, and *repairs on next-speaker selection* (Schegloff et al., 1977, p. 370). For two error-corrections, S10 replaced the word completely as corrected (Episodes 8-7 and 8-8), or repaired it on the basis of the corrector’s suggestion.

However, the same repair strategy did not work well for the word “giraffe” in Episode 8-9, so she gave up and resorted to code-replacement, or code-switching. In Episodes 8-10 and 8-11, the correction was only implicitly accepted and in Episode 8-12, the incorrect offer was rejected. These examples imply that these students showed various strategies in tackling the error correction or help seeking, in which they also displayed their negotiation of power-in-interaction.

The various reactions to error-correction might result from different perceptions of the practice of error-correction and the severity of the error. Firstly, error-correction plays a crucial part in teacher-student interaction (Allwright & Bailey, 1991; Tsui, 1995). The teacher takes the authority role. Thus, the correction initiator in a way takes the role of teacher. In addition, errors may be taken as either what the teacher does not want or what does not conform to her rule (Tsui, 1995, pp. 43-44). However, this rule may not work in peer interaction. In conversation between native-speakers, errors are observed but usually ignored by the interactants unless they result in communication breakdown (Allwright & Bailey, 1991, p. 88). This implies that mispronouncing a name does not cause communication breakdown. However, it requires a social strategy to solve the problem. This might also explain why S22 apologized instead of following the next-speaker’s choice and repairing it (Schegloff et al., 1977).

One significant implication from these findings is that these students were greatly concerned about form accuracy, including grammar, lexical choice and pronunciation (Lynch, 1996) even though they did not cause communication breakdown. Correction behaviors in discursive practices are regarded as a “pushdown”, or “put on hold” (Lynch, 1996; Varonis & Gass, 1985). However, the pushdown resulting from the correction did not bother these students too much. The corrections, especially those in Episodes 8-7 to 8-9 were prompted by co-participants rather than the current speaker. These students would rather sacrifice the smooth progress of conversation for efforts toward accuracy. Moreover, they did not even take correction as a threat to their peers’ face. This indicated that they put a premium on accurate linguistic resources.

As accuracy was such a critical concern, the negotiation of power-in-interaction in the practices of seeking accurate linguistic resources was presented positively or harmoniously. In educational settings, error corrections are a job belonging to the teacher (Allwright & Bailey, 1991; Tsui, 1995). Thus, an other-oriented correction can be regarded as an imposed action from an expert or old-timer. In these cases, peer corrections did not result in a contentious situation because most of the corrections were accepted. It is also noted that the corrector seemingly enjoyed it or took it as their responsibility. In Episode 8-8, where Group 1 was correcting the word “children”, S30 used the word humorously to ask if S10 wanted to have children (Turns 106-110). An additional example is in Episode 8-10, the mispronunciation of a group member’s name. How the error-maker responded, by repeating the next-speaker’s suggestion or not, is also a crucial indicator for looking into the power-in-interaction. Havranek (2002, p. 264) has found that “[r]epetition of the correct form may [↔]acknowledge the correction and to integrate the correct structure is common to classroom language learning and non-native-speaker-native-speaker interaction”. This was also true in this non-native-speaker interaction. In the practice of correction, S10’s repetition and integration of the correct word can be interpreted that she not only acknowledge the correction but also positioned herself as a language learner rather than as an equal-status interactant in the process. In other words, she positioned herself as novice or apprentice, and at the same time positioned her peers as experts or old-timers.

In the practice of help seeking (Episodes 8-10 and 8-11), different forms of power-in-interaction were observed. Although help seeking in general may put the help-seeker in a disadvantageous position, the data here show that this was not necessarily the case. The students manipulated strategies to boost their status such as neutrality and discrimination. In Episode 8-10, when S22 was struggling between “Germany” and “German”, she just replied “Okay”, by which she did not explicitly show whether she accepted the offer. However, in Episode 8-12, S06 directly rejected the incorrect suggestion and at the same time showed her alignment with the quasi-offer, “interpr-“. Moreover, the shared understanding that they encountered a “tough word” did not weaken her status as a seeker of linguistic resources. Instead, the ability of discerning a wrong offer of a “tough word” to some extent showed her lexical range was not necessarily narrow.

Although she sent the signal for help, she remained in a dominant role on account of her ability to sift the wrong word out.

In these discursive events of seeking accurate linguistic resources, these students were engaged in error correction and help seeking. Although the error corrector or offerers of help could be seen as taking more control in the situation, this indeed was not invariably the case. The error makers still performed their capabilities to refuse the help, to keep neutral, or to accept it. In other words, the individual's judgement and attitudes still played a crucial role.

8.4.2 Usefulness of English learning genres

The other type of topical issue arose from controversies about English learning genres and their usefulness. Two groups showed their concerns about this area. In the discursive events, the students engaged in social practices of advising the other party about the importance of learning or recognizing different English genres.

A. Advising on Business English and "high-class" English

In Episode 8-13, the controversy occurred when S17 highlighted the gap between classroom English and daily-life English.

Episode 8-13: Excerpt from Group 2

- 93 S17: So I think in the school I can study uh more correct uh I can study correctly English grammar and also include writing and also practice all the time with classmates I think this is very good choice for me to study especially I need I need uh I need to use English all the time and I think uh sometimes the word is very difficult to translate from Chinese to English sometimes we because from my experience our co-workers
- 94 S05 : uhhuh
- 95 S17: they always make mistakes translate from Chinese to English but when foreigners look at their email they will wondering why you say that
- 96 SS05/15: Umhm
- 97 S17: and they are very shock some word they they just told me that is not maybe not their meaning but they use wrong word to to write on email so when I think that part is important to uh to learn English because I I would prefer I always ask my co-worker say 'Hey, teach me to be like a foreigner's way and I want to be always polite to people and people will not misunderstood my meaning" so that's my goal [106.5]
- 98 S05: So be sure
- 99 S17: Uhm
- 100 S05: uh be sure you have to choose business English class. The course, right? You need to take it.

- 101 S17: //Actually...
- 102 S05 //It's important for you.
- 103 S17: No actually I think we don't have so much business English class. I think it's very kind of boring. I have that kind of book, but it's very different from what we are currently use. I think uh it's really helpful in English is my work because for communication with my co-worker and you can learn I learn a lot of things from them because they would write a lot of I just read their email and what kind of the way they say and the way they speak in English really different what we taught and sometimes we have if you remember we have oral te- oral test class
- 104 S05 A: Umhm

In this episode, S17 was explaining why she decided to study English. The literal translation style of English of her local co-workers in the international company she worked for incited her to study in the Department, in which she could learn how to use English correctly and appropriately. Upon this statement, S05 suggested that she should take a specific course on "Business English".

The transcript shows that S05 tried her first advice attempt in Turn 98, and completed in Turn 100. Upon this advice, S17 was about to reply, but was interrupted by S05's comment, "It's important for you" in Turn 101. In Turn 103, S17 refused the advice and also justified herself by giving several reasons. Thus, the advice was completely refused, and S05 showed her understanding with a backchannel in Turn 104. It is clear that S17 overruled S05's strong advice by giving a solid stance that her working experience allow her to take.

Another example of advice was given by S05 to S17, as displayed in Episode 8-13.

Episode 8-14: Group 2 (5 members: 4 female and 1 male)

- 105 S17: I remember one time I practice my () foreigner staff listen to what I said "I never we never say that."
- 106 S05: and something else like for example what do you happen to have, they never say: "What do you happen to have?"
- 107 S15: Of course in the university it will help your English// in speaking and listening
- 108 S05: //Well, Actually it is "would you happen to have" not "what .."
- 109 S17: //Yeah. Would you happen to have
- 110 S05: //Maybe maybe you speak the wrong way.
- 111 S17: No:: no:: I asked "Would you happen to have." I asked him, "Hey why why is very long sentence why you say why not just say 'do you have', and why you say 'would you happen to have' and //they say "S17"
- 112 S05: //I think Teacher P just the different way. Don't need to uh you don't need to follow the only one way to speak the same to to to uh perform the same meaning. She just provide us a various kind of way.
- 113 S17: I know.
- 114 S05: And of course this is a very longer sentence and maybe it's not the very //common way. Yes.
- 115 S17: // Um I am uh
- 116 S17: I mean um the word they don't use very often

117 S05: Umhm
 118 S17: they when they say when they listen to that, they will wonder why you say that.
 Nobody ...I mean //I think it's maybe different from
 119 S05: //Well it's different from high class. If you are from high class,
 you are really from high class, you will speak that way.
 120 S17: I don't know.
 121 S05: Excuse me. Would you happen to have? If I am the rich lady, or I am from high
 class, or I am the daughter of the president, I would say that.
 122 S17: Oh
 123 S05: Don't forget. We are not from high class. Understand(?)
 124 S17: I don't //know.
 125 S05: //If you marry to a rich man, or very //successful, a very power powerful man
 126 S17: //But but
 127 S05: you //will change your speech
 128 S17: //you know my feeling is some some subjects we study in school is really very
 different to the the life/// they talk to uh like our company president he is a //lawyer
 129 S15: ///ya
 130 S05: //I think we are
 out of our topic. Uh can we: [laugh with certain embarrassment]=

In Episode 8-14, the issue arising from different English genres occurred when S17 used an expression to support her observation that classroom English was different from the English she learned from her native-speaker colleagues. The example she used was “Would you happen to have...”, which led to a series of contradictory opinions from S05. First of all, she objected to S17’s argument and directly pointed out that it was because she did not use it correctly. This accusation resulted from S17’s repair in the next turn, but S17 still insisted she used the right expression “Would you happen to have...” Then, S05 directed the argument to English genres, indicating that there was a type of English specifically used by those ‘high-class’ (Turn 119) people such as a ‘rich lady’ (Turn 121), ‘daughter of the President’ (Turn 121), and ‘powerful man’ (Turn 125). To justify her opinion, S05 strongly asserted in Turn 123 “Don’t forget. We are not from high class. Understand(?)” This imposed advice was not accepted by S17 as she showed in many turns (Turns 120, 122, 124 & 126), which were interrupted repeatedly by S05. This argument was concluded when S17 went back to her initial opinion that, from her experience, classroom English was different from daily-life English.

The competition and the acts of counter-balance between S05 and S17 were carried out insistently. S17’s opinions were counteracted by S05’s imposed correction and interruption. They were followed by another round of effort from S17 to overrule S15’s strong opinions. S05 demonstrated her dominant role in the dialogue by recurrently refuting S17’s ideas. In the beginning, S17 did her best in

defending that she used the expression correctly as “Would you happen to have” by the commonly-used marker found in the study “No:: No::” in Turn 111. However, in her later turns, she yielded slightly to the imposed and dominant interruption, wave after wave. From Turns 113 to 128, she stepped back from strong opposition to neutrality, shown by expression such as “I don’t know” (Turns 120 and 123). However, the attacks from S05 did not stop. S05 did not even give S17 a chance to interrupt her. In other words, S05’s domination was explicitly exerted in her repeatedly corrective and interruptive talk, which made S17 retreat from the main speaker role (as it was her turn for sharing the experience) to a co-participant or a defender. In a word, the way S05 manipulated power-in-interaction was demonstrated in her language abilities, discursive strategies and topic domination. One important factor contributing to this conflictual situation might have been both participants were fluent in expressing their ideas.

The repeated interruptions and correction that S05 employed were explicit representations of her tactical strategies in power-in-interaction, which left little space for S17 to regain her ground as a main speaker. However, these imposed behaviours tend to be within the teacher’s role. Among peers, they are not frequently observed. The power manoeuvres between S05 and S17 were exceptionally robust. The two interactants developed the topic in a series of interactions and counteractions, the adjacency turns exemplifying in an intricate pattern grounded in multiple layers of discursive strategies such as correction vs. defence, imposition vs. removal, enhancement vs. retreat or compromise. This series of strategies demonstrated that these two students had strongly different opinions about “high-class” English. However, S05’s strong intention to persuade S17 was clear. By this, she positioned herself as a dominant adviser, or persuader. On the contrary, although S17 might have taken a low profile in the argument, she maintained a reserved attitude towards S05’s strong advice.

However, to some extent, the dominant attitude that S05 possessed did force S17 to retreat somewhat. Contradictory to the speaker-listener asymmetry that is found in a dialogue (Linell & Luckmann, 1991, p. 7), in which the listener usually plays only a co-author role, S05 surpassed co-authorship and became the main speaker,

and even tried to direct and control the development of the topic. Her powerful role in this aspect was observed clearly from the moment she caught S17 ‘on the red spot’ when she possibly used a particular expression mistakenly. In other words, it seems that when S17 was caught out in a memory mistake of “Would you happen to have”, she began to downgrade her main speaker’s role and yield to S05’s dominance. This again showed that ability to grasp a contingent opportunity, along with English proficiency, boosts the opportunities for enacting power-in-interaction. In addition, this discursive event also evidenced advice giving as an arena of negotiation of power-in-interaction.

B. Advising on literature

In contrast to the strong advice seen above, a weaker form of advice, coaxing, was found in Group 4 in Episode 8-15.

Episode 8-15: Group 4

- 153 S31: For my reason is to communicate with my foreigner friends
 154 S22: Uh huh
 155 S31: You know I dislike literature a lot
 156 S22: Ya
 157 S31: And (.) I don’t know
 158 S22: But I think that’s very:: different exchange to:: to to:: to literature I mean you couldn’t speak English but you catch different kind of experience on learning uhh the different field of (.) English langua- how to say that
 159 S??: [silence]
 160 S22: I mean uh:: since we study here (?)
 161 S31: Um
 162 S22: so we we receive so many different kind of information I mean different kind of useful information um improving our English (.) for example for uh:: how to say that
 163 S31: Oral (?)
 164 S22: Oral and listening lesson
 165 S31: Uh huh
 166 S22: and literature I also learn so many new words (?) and very useful:: uh::
 167 S09: useful words for daily life?
 168 S22: for [??] so I think if you use different kind of=
 169 S31: =I think literature just for writing//and::
 170 S22: // Oh **no** I don’t **think** so I don’t **think** so because
 171 [T: announcement from T]
 172 S22: Because I I think some English you still can use in daily life//and::
 173 S32: //Ya
 174 S31: I mean {?}
 175 S22: Because um
 176 S31: In literature you have to:: memorize lots of **um hard** words and that are not so useful for your daily life so;;
 177 S22: I am try to put some literature sense in your mind
 178 S31: Oh. **Come on**
 179 S??: [laugh]

180 S22: You know some words, may I use some words (?) we should keep in our mind but
except that I think some article is really good for =

181 S31: =I know but:: umm

182 S22: okay okay=

183 S09: =I //know// her main goal

184 S31: // I am NOT (.) NOT so ro-man-tic, okay (?) I am not romantic

185 S22: Hahaha [laugh]

186 S09: I know why you:: want to major in English

187 S09: your main goal uhh her main goal is want to:: just practice for speaking// Right (?)

188 S31: //Ya

189 S09: //and just for:: speaking

190 S22: oh

191 S31: //I mean in fact not only for skills I am most interested in language um::
including um interaction through language that is also fun for me

192 S32: Do you think do you ever think uh in some day your friend want to discuss with you
(.) just a movie like [?] and if you don't know some::thing about it how do you discuss
with him or her

193 S09: Maybe you can [???

194 SS: [laugh]

195 S22: S31, both girls is sleepy so she [???

196 SS: [laugh]

197 S22: Okay we got the conclusion everybody comes here because we want to improve our
English and we hope we have much progress

198 S07: and make life colourful

199 SS: Hahaha [laugh]

200 S31: Ok

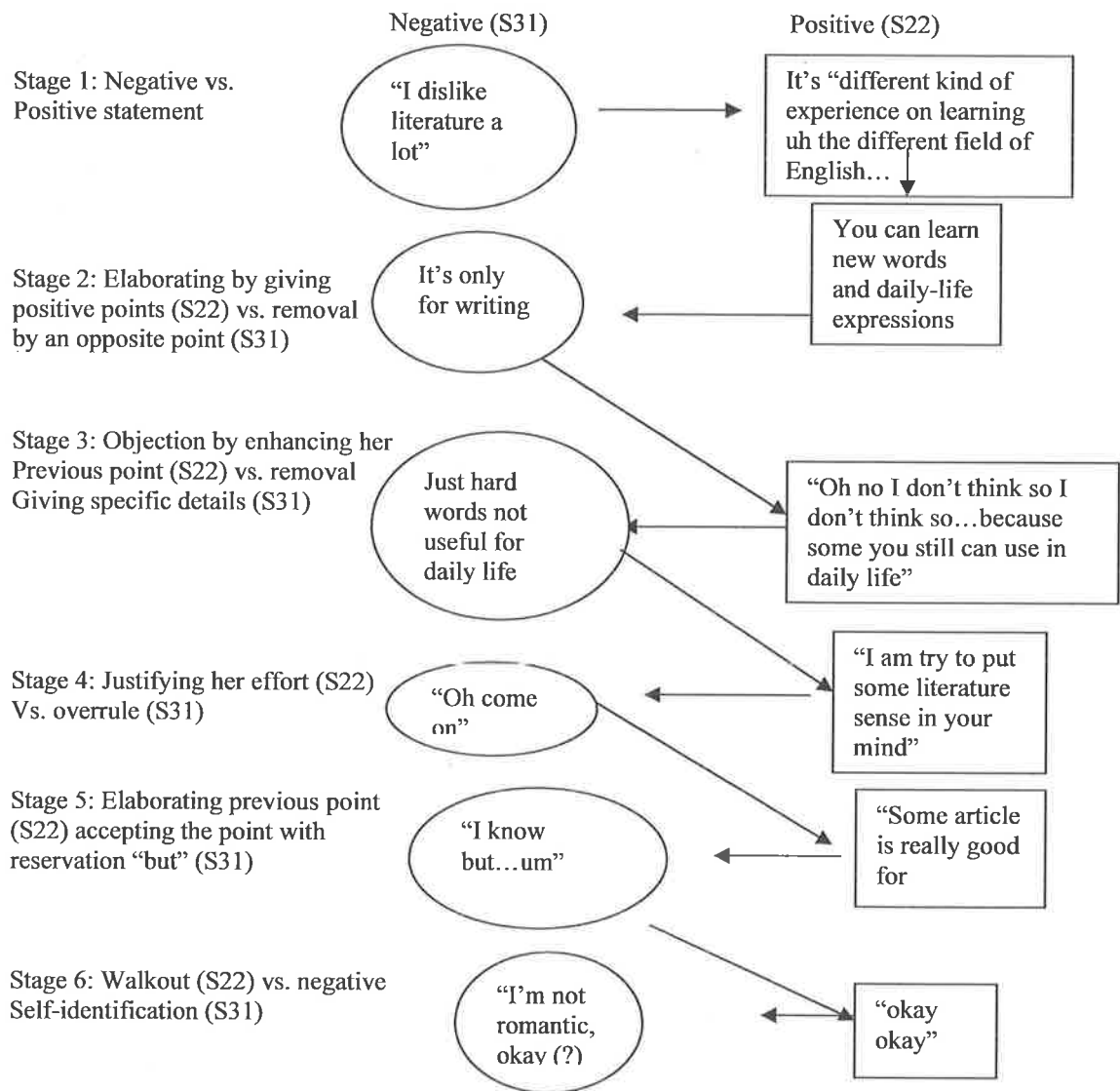
201 S09: Bye bye

202 S31: See you next time

In this episode, the argument was focussed on conversational English and literature English. The argument occurred when S31, a double-major student, was talking about why she took English as her second major. She emphasized that she did it only to learn conversational English and that she did not like literature (Turn 155). Upon this confession, S22 tried to advise S31 about some advantages that she personally had found in literature. Although in Turn 170, she strongly objected to S31's opinion, S22 still tried to reason with S31 by listing the advantages of literature. Although the coaxing was not successful, as both firmly held to their personal understandings of literature. The episode shows that they could counteract an oppositional opinion by elaborating points to support their ideas. For example, S22 showed her disagreement by giving the positive aspects of literature such as learning new lexical items and daily life expression, obtaining useful information and encountering a new field beyond general English. These points were rejected by S31 with a contradictory viewpoint, that is, that it was merely good for writing. The clashes of opinion did not bring any consensus to the fore. At this stage, S22 tried another strategy by claiming her reasoning as an effort of enlightening S31 with some literature sense, which again was overridden by "Come on" (Turn 178). Strengthening her effort, S22 pointed out that there

were some good literature works. Without letting S22 finish her utterance, S31 walked out of the argument by claiming a negative identity as not a romantic person, to deny herself the capacity of appreciating literature. The chain-like interaction between S31 and S22 is displayed in Figure 8-1.

Figure 8-1: Coaxing as a locus of power negotiation



In this social practice of coaxing, although the main argument mainly occurred between S22 and S31, other members also joined at the end. The interruption of S09 accidentally worked as a mediation or reconciliation, which she might not have been personally aware of or have intended. The later contribution of S32, though a bit late, still demonstrated her effort of coaxing S31 about the value of being literature-literate from the perspective of public culture. These efforts

evidenced that the majority of this group were engaged in collaborative efforts to present their ideas to coax a member who did not appreciate literature much. In the process of coaxing, they positioned themselves as an oppositional party trying to reason with each other on an issue related to the domain of this Department. In this group, the issue did not get into a contentious competition, but each of them played their different role in the coaxing.

In terms of engagement in giving advice, S05's (Episodes 8-13 and 8-14) and S22's (Episode 8-15) performances were different. One difference was when S05 tried to impose or even teach S17 something related to "high-class" English, she took the role as a dominant persuader and authoritative figure, trying to impart something important to a "novice". However, S17 did not accept this positioning. It is noted that Episodes 8-13 and 8-14 were developed into contentious competitions between two strong-willed and competent EFL learners. They were both "old-timers" in terms of their English abilities and their experience working with native-speakers. Their personal experiences justified their understanding of different English language genres, and also gave them confidence in sharing their personal opinions. The eloquence and domination of S05 left no space for other members to join the talk. The cards were completely in S05's hand.

However, in Episode 8-15, S22 took the role of a leading coaxer assisted by other members. They reasoned with each other by presenting different views of literature from the point of view of peers, rather than trying to 'teach' the other something important. Furthermore, how the advisers positioned themselves could be significant in inciting negotiation of power-in-interaction. Different from S05's authoritative role, S22 took herself as a big sister trying to coax a younger interlocutor with positive aspects of literature. S32 took the role as another coaxer, S09 as a commentator, and S07 an onlooker. Although S31 did not change her viewpoints, she strategically ascribed it to her personal defectiveness of not being able to appreciate literature, which helped to conclude the argument. These three episodes presented students' different viewpoints on varying English genres, but also highlighted their concerns about what English genres they should master.

In comparison to the individual or collective striving for correct lexical-grammatical items in the previous section, English learning genres activated different forms of negotiation of power-in-interaction. Episodes 8-13 to 8-14 foreground students' concern over Englishes such as Business English, "high-class" English, classroom English, and native-speakers' English. As these aspects are relatively closely associated with ideology and values, which may be especially related to foreknowledge or personal experience, there is no final answer to the argument. Therefore, the insistent or contradictory opinions or efforts from one party did not affect or change the other party's preconceptions. This is what Goodwin {, 1990 #771, pp. 156-157} found in her study of black children, that there is no "sharp indication that either position has 'won' or 'lost'". In arguing or debating the issue, the students performed their abilities in imposing, reasoning and elaborating to support personal opinions. As there is no true or correct answer, the struggle of power-in-interaction in tackling the genre issue was concluded by one party's concession or withdrawal (Episode 8-13), compromise (Episode 8-14), by the interruption of the third parties (Episode 8-15), or the effect of an external factor such as time constraint. These conform to Vuchinich's (1990) findings that three potential forms of concluding an argument are: intervention from the third party, stand-offs and withdrawals.

In this section, I have presented and analysed the topical issues arising from a small group discussion of English learning, in which students engaged in different social practices of error correction, help seeking, and advising. The topical issues represented their concerns about limited linguistic resources and English genres. The action of error-correction and help seeking echoed their concerns about pronunciation, lexis and grammar found in Chapter 6. In terms of accurate forms, they showed their active involvement in correcting peers' errors in pronunciation and grammar. More importantly, although error-correction is a crucial pedagogical practice belonging to the authority figure in the classroom, the findings show that when they corrected peers' errors or repaired their own errors based on peers' preferences, they displayed a highly positive attitude. In terms of English genres, they also displayed different strategies to persuade or to coax interlocutors. These findings, in the two sections about negotiating local group norms and English learning, proved crucial for me to understand and categorize

how these students manipulated power-in-interaction in tackling topical issues arising from the discursive events and also their participation patterns.

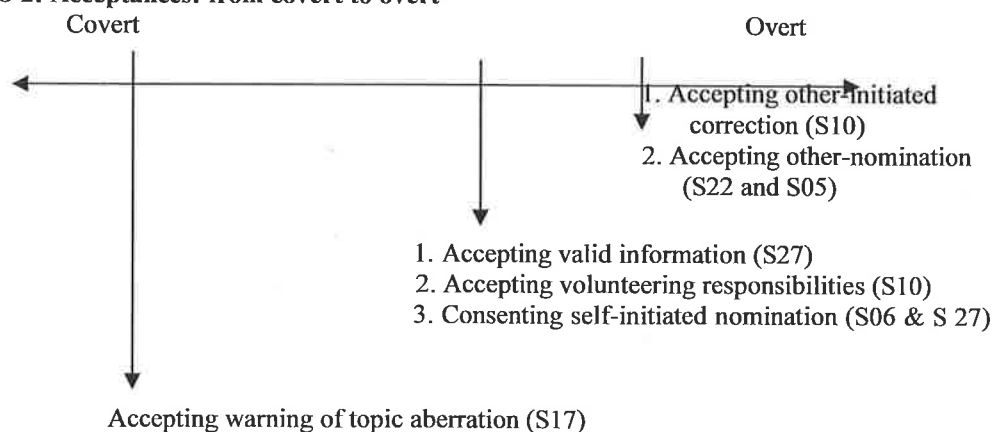
8.5 Patterns of Power-in-interaction

The purpose of this section is to present the patterns of power-in-interaction and participation. I use a series of continua to display the flexibility and relativity of local power relations in the specific discursive events. The previous episodes demonstrated that these students were able to manipulate different forms of power-in-interaction in different social practices, in which they clearly took different situational roles. To demonstrate the patterns, I divided their responses into three categories: acceptance, neutrality and refusal.

8.5.1 Patterns of power-in-interaction

The first type of power negotiation was acceptance. The findings showed that most acceptances were given covertly, and there were still certain differences in degree. It did not necessarily involve a clear statement such as “yes” or “okay” in most cases. Interestingly, even when “yes” and “okay” were found as in Episode 8-6, it did not mean the interlocutor accepted completely. Here, I display the different forms of acceptances from covert to overt in a continuum (see Figure 8-2). On the left is S17’s acceptance of S05’s warning of topic aberration in Episode 8-6, and other examples were acceptances of error-correction on forms.

Figure 8-2: Acceptances: from covert to overt

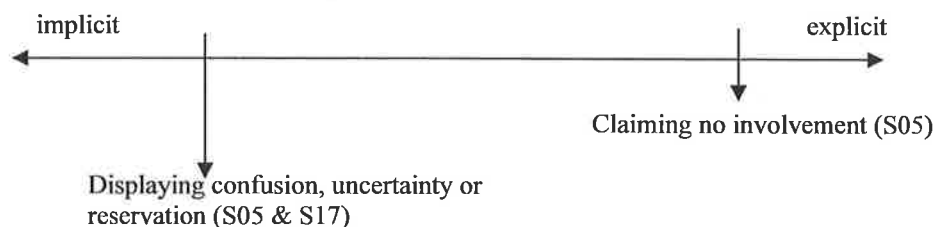


It is noted that most acceptances occurred in setting up the local group norms, such as in nomination and task requirement clarification. This could mean that most participants presented solidarity, which aimed at collaborative efforts for the smooth processing of the task. In other words, the harmonious relationships targeted a shared goal. Moreover, through these acceptances, the students positioned themselves as solid group members for achieving the completion of the task. In most acceptances, they recognized each other as partners tackling the same task, and this mutual recognition encouraged the acceptances. However, acceptances of error-correction could be interpreted as the error maker yielding to the English abilities of interlocutors.

The second type of power negotiation was neutrality. The continuum (see Figure 8-3) shows that neutrality could be ^{shown} showed covertly in the format of confusion, uncertainty or reservation, which might be displayed in lexical and syntactic mitigators (Félix-Brasdefer, 2004, p. 590) such as interrogative “Sorry(?)” or syntactic expressions “I don’t know” found in this study. The most overt neutrality was observed in Episode 8-1. When Group 2 was working on the first speaker issue, S05 demonstrated her neutrality implicit in “Sorry (?)” when she heard the option of vote, and then she made it explicit by a claim of non-involvement, “No problem. I am just sitting here.” This non-involvement statement occurred when there were three choices, and she was one of the choices. These data robustly demonstrate S05’s skilful manipulation of language and discursive strategies to express her neutral stances, including covert and overt. The other neutralist was S17 in Episode 15. She showed uncertainty with “I don’t know” when S05 tried to make her understand that there was a genre of “high-class” English.

S05 and S17 exhibited their neutral stances differently. S05 presented in a powerful tone and kept herself detached completely from taking a side, while S17 showed it was not so clear to her or she did not exactly accept S05’s explanation.

Figure 8-3: Neutralities—from implicit to explicit



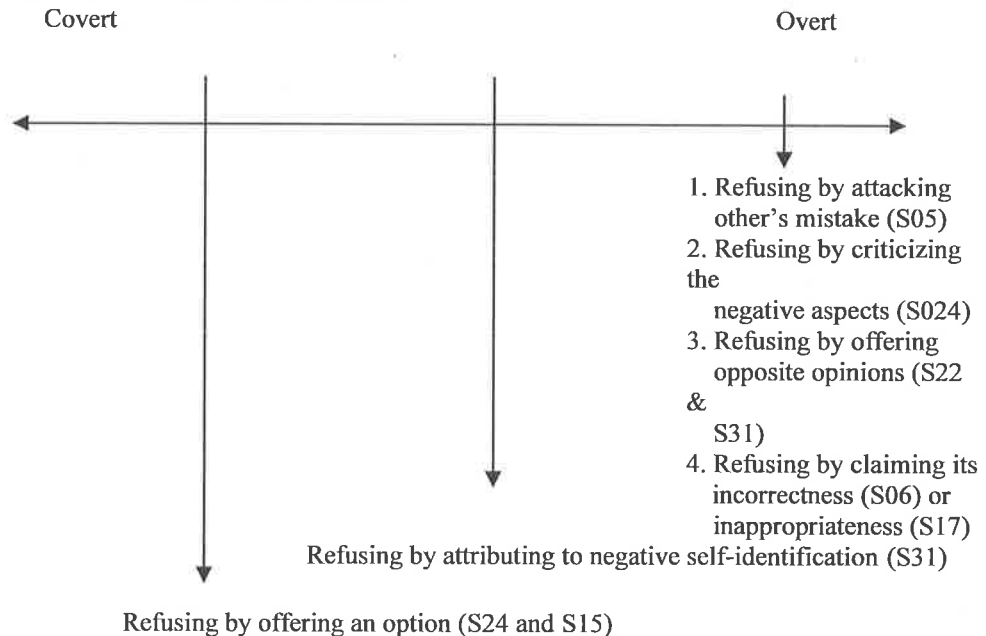
To present the uniqueness, intricacy and relativity of different forms of neutrality found in the study, I put neutrality as a separate category. Its intricacy may lie in the fact that there is no commonly agreed definition (Tchizmarova, 2005). Tchizmarova (2005, p. 1146) has integrated different researchers perceptions and defines it as a device which can “mitigate the harshness or hostility of the force of one’s actions, softens the force of utterances and makes them acceptable to the hearer”. However, in this study, neutrality can be also interpreted as a weak form of refusal, based on the cultural assumption of modesty of Confucius. When a direct refusal can be too strong or threatening, people may retreat slightly to take a compromising stance as neutrality, which can save one from getting into trouble by taking a side. Neutrality can serve the purpose of “avoiding threat to one’s partner’s face” (Jacobs, 2002) and at the same time making the communication continue. In this study, neutrality was displayed when the situation involved put the particular individual in an impasse such as S05 being one of the two nominees. Neutrality could also be employed when the content was beyond one’s comprehension or life experience, or when it did not have a clear-cut answer, such as in S05 and S17’s argumentative discussion over different styles of English.

The third type of power-in-interaction was refusal. For refusals, the discursive strategies were relatively various. They were directly displayed by negative expressions such as “No” or “No:: no::”, “I don’t think so”, “Come on”, “I know...but”, and also without any marker standing for ‘No’. Moreover, the data showed that students could combine different strategies of refusal successfully. The continuum in Figure 8-3 shows that offering optional choices was the most covert form of refusal. For example, when S24 refused the repeated imposed nomination, he did so by nominating S05, while S15 implicitly refused the first direct nomination of S24 by the proposal for casting votes. While S24 refused with “No”, S15 indirectly rejected it by a new offer.

In the middle falls S31's refusal, which occurred when she resorted to claiming a negative identity of being unromantic. On the one hand, it justified her inability to appreciate literature, and on the other hand it enhanced her objection to S22's coaxing.

To the right of figure 8-3, various discursive strategies are presented. First of all, students refused by claiming the incorrectness of the suggested advice or answer. For example, S06 rejected the word "translator". Another strategy was showing a negative aspect of the given advice or recommendation. When S24 rejected vote casting, he disclaimed it as "not fair". This strategy was also employed by S31 when she pointed out negative aspects of literature study. Moreover, when S05 strongly advised S17 to take Business English, she declined it because it was "boring" (negative aspects), and added that she could learn more from books and her co-workers (optional alternative). Finally, the most overt refusal in the data was made by S05 when she directly attacked S17's memory mistake in Episode 8-14. Although she used "Maybe maybe" to weaken the intensity, she still indicated that S17 used it in a "wrong way".

Figure 8-4: Refusals—From covert to overt



Refusal was the most conflictual arena in the negotiation of power-in-interaction in these data. This may be because refusals are “face-threatening” (P. Brown & Levinson, 1987), and “require long sequences of negotiation and cooperative achievements” (Félix-Brasdefer, 2004, p. 592). They occurred for all the topics. In setting up local group norms, they usually aimed to achieve the group goal of making the discussion move on smoothly. The mutual goal prompted efforts at negotiation to achieve the most rewarding result. The students employed persuasion, coaxing, justification and critiquing. However when group orientation conflicted with personal orientation, especially when the latter overpowered the former, refusal might be turned into an argument or conflict. Conflicts might also result from the positioning of different parties, for example, when self-positioning was not compatible with other-positioning, as happened with S24 (Episode 8-1). In addition, refusal instances in issues related to English learning also involved personal skills, beliefs and knowledge. Discriminating wrong information (Episode 8-5) or rejecting an incorrect word offered (Episode 8-11) displayed a contestation in these resources. In refusals, students demonstrated their capability of employing different strategies to make up for language limitation to refute or defy others’ opinions. The combinations enriched the power negotiation in a range of ways.

8.5.2 Establishing patterns in the negotiation of power-in-interaction

Two major generic issues that surfaced as important potential arenas for power negotiation were setting up local group norms and arguing over English learning domains. In different groups, the power relations were configured differently in both form and degree. Table 8-3 illustrates the sub-issues and social practices which triggered power negotiation, categorized under two headings, acceptances and refusals, each divided into two forms, covert and overt. The current analysis has broadened refusals to include neutrality, which was taken as a weak form of refusal because it occurred when agreement or acceptance could not express the participant’s orientation. In other words, on the continuum of acceptance and refusal, it tended to learn toward the right hand from the central point.

Table 8-3: Patterns of negotiation of power-in-interaction

Issues	Discursive practices and main features	Acceptance (+)		Refusal (-)	
		Covert (Acceptance with condition)	Overt	Covert (Neutrality)	Overt (Refusal)
First speakers	a. Other-initiated nomination—addressing to the nominee		Immediately entering into the talk (S05 & S22)	1. Showing doubt or confusion. 2. Stating no involvement	1. Nominating another 2. Offering an option 3. Criticizing the unfairness 4. Insistence on personal decision
	b. Self-initiated nomination—(i) request consent; (ii) hesitantly commencing the talk	(i) Giving consent but modifying speaker's expression; (ii) Responding to self-nominator's talk in next turn			
B. Task requirements	a. Clarifying requirements: (i) offering correct info; (ii) volunteering task responsibilities	(i) Confirming by adding info; (ii) reminding it to be marked as group report			
	b. Warning of topic deviation	Replying with yes but continuing until utterance finished			
A. Limited linguistic resources	a. Other-initiated correction	Switching into Mandarin	Repairing the word in the following turn(s)	No comment or no repair*	
	b. Seeking help: (i) Using Mandarin (ii) Signalling vocab lack with "how to say"		(ii) Using the offered word in the very next turn		(i) Discerning an incorrect offer
B. English learning genres	a. Advising: taking Business English				Showing negative aspects and offering better solutions
	b. Advising: "high-class" English			Showing reservation with "I don't know"	Refuting by giving more details
	c. advising: literature			Admitting by attributing to a negative identity	Giving opposite opinions & elaborating on what else really counted

The above patterns show that students displayed oppositional orientations overtly by refusing unacceptable proposals or suggestions. According to Grimshaw (1980, p. 287), “the nature of participant’s orientation may itself become a focus of conflict”. The conflict might be associated with the different interpretation of “participant status” or “footing” (Goffman, 1981). However, oppositional orientation was the core arena for investments. Students not only spent many turns to display it but also employed various strategies to complement it. For example, most direct refusals were accompanied by reasons, examples, or further details. In addition, to show refusals implicitly, students employed neutrality, or hedging. According to Brown and Levinson (P. Brown & Levinson, 1987), hedging is one of the strategies usually employed for politeness, it is used when participants “avoid commitment to actional threats” (p. 46). However, when students could not solve the issue, compromise or walkout was another strategy to conclude a troublesome issue, such as the nomination in Group 2 and the advice on literature in Group 4.

Refusals and acceptances could originate from either negative or positive power of the actor. In terms of refusals, negative power included lack of confidence, such as with S24, while positive power was demonstrated by S06’s ability of discrimination. The negative power might also be provoked by repeated impositions which were against a participant’s orientation. When S24 interpreted the imposition as a threat to his positioning as an unsuccessful English learner, his resistance was enhanced because the first-speaker role was too uncomfortable for him to accept. This happened to S31 too; when she presented herself as someone who was not able to appreciate the value of literature, she refused the reasoning or coaxing. On the contrary, refusals could also be a result of positive power, as for S06. Her seeking of collaborative effort in a way positioned herself as one who did not have enough vocabulary. However, the ability of discrimination removed her from the weaker position of help-seeker to that of an umpire. Another case of positive power was observed in the warning of topic deviation. S17’s positive power came from her working experience, which empowered her to be not only a fluent speaker but also an information giver. In response to this positioning, her co-participants took different sides. One (S15) agreed and wanted her to give more information, and the other (S05) disagreed and wanted her to stop. S15’s

solidarity to her self-positioning encouraged S17 to continue, while S05's oppositional reaction did not. These contradictory stances might explain why, although she said yes to the repeated aberration warning, she still continued her utterances.

Positive power was explicitly shown in acceptances or consent (Fairclough, 1989, p. 4), especially in accepting nominations. As nomination usually goes to candidates who are deemed to be able to do the job, being nominated means being positioned as a competent candidate, such as with S05 and S22. Acceptances can be displayed in other forms, such as giving consent or confirmation. In institutional settings, the one who gives consent or confirmation usually holds relative authority. However, in peer interactions, this may not be completely true. In other words, the consent or confirmation may be a representation of social manners or politeness. This may account for covert acceptances being prevalently found.

The findings also showed that the negotiation of power-in-interaction was aimed towards task accomplishment. When an act was interpreted as speaking for a mutual benefit, it was usually accepted, for example accepting nomination, self-nomination, and aberration warning. In other words, when speakers positioned themselves as a representative or contributor to collective interests, various forms of acceptance were observed. However, when the self-orientation conflicted with the public interest, more negotiation occurred, and in turn it invited more participants to join in. However, as different groups had different levels of concerns or focuses in each topical issue, the participation patterns were configured differently. To show this, in the following section I look at patterns of group and individual participation.

8.6 Patterns of Participation

The varying participation levels provided insights on focus of investment, both group and individual. To identify group participation patterns, the data were approached in terms of how many participants took part in each episode. Group

participation was categorized as three types: full, majority, or limited, while for individuals it was categorized as core, active, peripheral or non-participation.

8.6.1 Patterns of group participation

Full participation refers to all the group members being engaged in the topic. Majority participation means more than half were involved, whereas limited participation indicates fewer than half of the group members. Full participation accounts for 4 out of 15 episodes (26.7%), majority participation for 10 out of 15 (66.7%), and limited participation for only 1 (6.7%).

Full participation occurred in Episodes 1, 5, 9 and 11. Topics and Issues are listed in Table 8-4.

Table 8-4: Full participation: topics and groups

Group (Episode)	Topic	Focus	Generic issue
1 (8-5)	Valid information	Task requirements	Group norms
1 (8-9)	Error correction	Forms	English learning
2 (8-1)	Other-initiated nomination	First speakers	Group norms
3 (8-11)	Help seeking	Forms	English learning

Table 8-4 shows that both generic issues ignited full participation in Group 1 while setting up local norms triggered full participation in Group 2, and English learning domains in Group 3. However, neither issue stimulated full participation from Group 4.

Majority participation was the most common type found in the data (Table 8-5).

Table 8-5: Majority participation: Groups and issues

Group (Member number)	Episode no (Participants)	Topic	Focus	Generic issue
1 (3)	4 (2: S10 & S27)	Self-nomination	First-speaker	Group norms
	8 (2: S10 & S27)	Error correction	Limited linguistic resources	English learning
	9 (2: S10 & S27)	Error correction	Limited linguistic resources	English learning
2 (5)	7 (3: S17, S05 & S15)	Topic deviation	Task requirements	Group norms
	14 (3: S17, S05, & S15)	Business English	English genres	English learning
	15 (3: S17, 05, & S15)	Formal English	English genres	English learning
3 (4)	3 (3: S02, S06, & S011)	Self-nomination	First-speaker	Group norms
4 (5)	2 (4: S22, S06, S09, & S32)	Other-nomination	First-speaker	Group norms
	12 (3: S22, S09, & S07)	Error correction	Limited linguistic resources	English learning
	16 (4: S31, S22, S09, & S31)	Literature	English genres	English learning

Majority participation was observed in every group and it was distributed almost evenly between the two main issues: local group norms (4 out of 10) and English learning domains (6 out of 10). At the level of focus within the local group norms, majority participation occurred predominantly in nominating the first speaker (3 out of 4). In terms of English learning domains, majority participation also occurred in both focuses: forms and genres. However, there was always at least one silent or non-verbal participant. In other words, some participants preferred to remain as on-lookers and let others make the decision for the group or do the talking.

The third type is limited participation, which means that less than half of the participants gave verbal contributions. There was only one case of this: mispronunciation of a group member's name (Episode 8-10). The correction was not repaired; instead, the speaker apologized. This implies that the mispronunciation of a name was a trivial issue as it did not cause any communication breakdown.

Thus majority participation was the most prevalent type of group participation. Those topics which invited full participation usually required an immediate decision or resolution, for example, the valid information to accomplish the task, the speaking turn, and the right pronunciation or word that was currently being used. Topics associated with personal values and ideology such as English genres did not incite full participation in any case. In addition, mispronunciation of a name in Group 4 did not attract the same attention as mispronunciation of the noun “giraffe” in Group 1. The former invited limited participation but the latter, full participation.

The participation patterns showed that the topics of task requirements and English language learning, especially form accuracy, could provoke full participation. This reflected students’ strong concerns about their lexico-grammatical range as found in Chapter 6. In addition, as ends may justify means, in order to complete the task, which was not only the group goal but also an individual goal, participants were more willingly to contribute or invest, and this may also contribute to full or majority participation. The demonstration of topic preference observed in the group participation patterns conformed to the concept that small group tasks are “internal goal-oriented actions of the students” (Donato, 2000, p. 41); thus, each group had its own focus to invest in. This preference and difference among each group might also be observed in individual participation, the subject of the next section.

8.6.2 Patterns of individual participation

Group participation patterns displayed what topics most groups oriented toward, or counted as relatively important. To gain a further perspective on how these students exploited the opportunities for displaying personal linguistic and social orientations, it was also important to investigate students’ individual participation levels. The purpose of doing this was to identify each type of participant and to locate the context that contributed to or obstructed the participation. Based on Wenger’s (1998; 2002) framework of community of practice described earlier (Chapter 4), individual participation was categorized as core, active, peripheral and non-participation. In the current study, these levels represented the quantity and quality that a particular participant invested in the specific issue. Thus,

individual participation was here investigated issue by issue. Table 8-6 summarizes individual participation levels in the first generic issue, setting up the local agenda, and Table 8-7, the second generic issue, the English learning domain.

Table 8-6: Individual participation levels in the generic issue of setting up local norms

Topical issue	Focus	Group number & Episode	Turn number & level			
			Turn number	Level	Level	
1A: First speakers	a. Other-nomination	Group 2 (Episode 1; 17 Turns)	S05	3	A	
			S15	5	C	
			S17	4	C	
			S24	3	A	
			S25	2	P	
		Group 4 (Episode 2; 13 turns)	S07	2	A	
			S09	3	A	
			S22	6	C	
			S31	1	P	
			S32	1	P	
			Group 3 (Episode 3: 6 turns)	S02	2	C
				S06	2	C
				S08	0	N
S11	2	P				
Group 1 (Episode 4; 5 turns)	S10	2		C		
	S27	2	C			
	S31	1	P			
	1B: Task requirements	a. Valid information	Group 1 (Episode 5. 25 turns: 1-25)	S10	11	C
S27				11	C	
S31				3	A	
	b. Topic deviation	Group 2 (Episode 6; 6 turns)	S05	2	C	
			S15	1	A	
			S17	3	C*	
			S24	0	N	
			S25	0	N	

Notes: 1. C=core, A=active, P=peripheral, and N=non-participation.
 2. C*=core + current speaker

Table 8-7: Individual participation level in generic issue of focusing on English learning domain

Topical issue	Focus	Group number (Episode: turn number)	Turn number and level				
2A: Limited linguistic resources	a. Error Corrections	Group 1 (Episode 7: 4 turns)	S10	2	C*		
			S27	2	A		
			S30	0	N		
		Group 1 (Episode 8:5 turns)	S10	3	C*		
			S27	1	A		
			S30	1	A		
		Group 1 (Episode 9:4 turns)	S10	2	C*		
			S27	1	A		
			S30	1	A		
		Group 4 (Episode 10: 4 ⁺)	S07	1	P		
			S09	1	A		
			S22	2	C*		
			S31	1	P		
			S32	0	N		
			b. Help seeking	Group 4 (Episode 11: 4 ⁺)	S07	2	A
					S09	1	A
S22	3				C*		
S31	0				N		
S32	0				N		
Group 6 (Episode 12: 5 ⁺)	S02			2	A		
	S06			3	C*		
	S08			2	A		
	S11			2	A		
2B. English learning genres	a. Business English	Group 2 (Episode 13: 13)	S05	6	C		
			S15	1	P		
			S17	6	C*		
			S24	0	N		
			S25	0	N		
	b. "High-class" English	Group 2 (Episode 14: 29 turns)	S05	13	C		
			S15	2	P		
			S17	14	C*		
			S24	0	N		
			S25	0	N		
	c. Literature	Group 4 (Episode 15:40 ⁺)	S07	1	P		
			S09	6	A		
			S22	17	C		
			S31	14	C*		
			S32	2	P		

- Notes: 1. C=core, A=active, P=peripheral, and N=non-participation.
 2. C*= current speaker
 3. Turn number⁺= non-verbal turns or overlaps.

A. Core participation

Core participants took greatest responsibilities in deciding and leading topic development. Due to the fact that this task served as a sharing time, every student was supposed to take the main speaker role at least once. (This role is designated * = current speaker in the table); When it came to his or her talking session, the current speaker was usually the core speaker. Nevertheless, at the stage of

negotiating for the group agenda, there was no specific individual assigned as a current speaker. Thus, core participants were those who were relatively more concerned with the appropriate processing of the task or how to keep it on the right track. In most cases, there were two core participants. The exception is Episode 8-2, in which I categorized only S22 as the core participant. This is not simply because she was both the nominee and first speaker, but also because the two nominators did not contribute further, which restricted them to being active rather than core participants. In negotiating English learning domains, some episodes had two core participants, but others did not. For example, in Episodes 8-6 to 8-11, I labeled only the current speaker as the core participant because it was his/her sharing time. It can be noted that these episodes had very limited turn numbers, which restricted the possibility of identifying another core participant. Besides, these episodes were focused on error correction. Therefore, after the troublesome word was resolved, no further utterances were necessary. This made the error-makers and the current speaker the core participants.

In terms of turn numbers, core participants took relatively more speaking turns. In most cases, the current speaker took most turns. One exception was in Episode 8-15, in which the second core participant, S22, took more turns than the current speaker, S31 (S22:S31=17:14). Table 8-8 illustrates the core participants in each episode.

Table 8-8: Core participants

Generic issue	Topical issue	Focus	Episode No.	Group No.	Student No.	
1. Group norms	A. First-speaker	a. Other-nomination	1	2	S15 & S17	
			2	4	S22	
		b. Self-nomination	3	3	S02 & S06	
			4	1	S10 & S27	
	B. Task requirements	a. Valid information	5	1	S10 & S27	
		b. Topic deviation	6	2	*S17 & 05	
2. English learning	A. Linguistic resources	a. Error corrections	7	1	*S10	
			8	1	*S10	
			9	1	*S10	
				10	4	*S22
			b. Help-seeking	11	4	*S22
				12	3	*S06
		B. English genres	a. Business English	13	2	*S17 & S05
			b. Formal English	14	2	*S17 & S05
			c. Literature	15	4	*S31 & S22

In the process of setting up the local norms, most core participants took strong control in initiating either topics or solutions (S15 in Episode 8-1, S22 in Episode 8-2, S02 and S06 in Episode 8-3, S10 and S27 in Episode 8-4, S10 in Episode 8-5, and S05 in Episode 8-) or both (S17 in Episode 8-1). In addition to these initiative roles, they offered a verbal compliment or consent (S27 in Episodes 8-4 and 8-5), suggested local rules (S10 in Episode 8-5 and S05 in Episode 8-6), confirmed or consented to self-nomination (S06 in Episode 8-3, and S27 in Episode 8-4), and volunteered for extra responsibilities (S27 in Episode 8-5).

For the second generic issue, when striving for accurate forms, core participants were the trouble-makers in relation to incorrect lexico-grammatical items or pronunciation (S10 in Episodes 8-7 to 8-9), the covert help seeker or the confirmer or discriminator of assistance (S22 in Episodes 8-10 & 8-11, and S06 in Episode 8-12). In terms of genres, core participants were transformed into two arguers (S05 and S17 in Episodes 8-13 and 8-14, and S22 and S31 in Episode 8-15). On the one hand, they tried to persuade each other by attacking the mistake (S05 vs. S27), or trying to coax, or reason (S22 vs. S31). On the other hand, they counteracted the coaxing. Hence, from one side, there was an adviser, but from the other side there was an advice rejector.

There were some common features that contributed to the formation of core participation. First of all, core participants initiated the topic or sparked negotiations of power relations. In many episodes (Episodes 8-5, and 8-7 to 8-12), the core speaker was the current speaker. This was because they were issue or topic initiators, accidentally or intentionally. Also, they demonstrated significant concerns or interests. In dealing with the local norms, they showed more concern and effort than the others in advancing the task efficiently and correctly under the time constraint. This is also true in focusing on learning domains. Finally, core participants demonstrated more capacity for procuring, distributing and interpreting interlocutors' opinions. The arguments in Episodes 8-13 to 8-15 offered evidence in this regard.

To sum up, core participation was the most intensive field of negotiation of power-in-interaction, as especially seen in the argument about English learning genres, which developed into lengthy talk. This might be because individual's ideology and experiences are not easily influenced or changed. In comparison, smaller numbers of speaking turns were spent on issues focussing on form correction. This is perhaps because such a focus does not seem feasible to be developed into lengthy argument. Thus, factors that contributed to core participation were contextual and linguistic. The contextual factors came from holding the assigned role of the current speaker, a stronger concern for the topic and also the cooperation and contribution from co-participants. In addition, in some cases, linguistic production ability accounted for higher levels of participation in the immediate context.

B. Active participation

Active participation was the most prevalent kind. Active participants assisted the core participants in directing the topic development. Numbers of turns were usually lower than those of the core participants. However, active participation did not necessarily appear in relation to every issue. For example, Episodes 8-2, 8-3, 8-13 and 8-14 did not have active participants. In addition, in Episode 8-12, all participants other than the core participant joined the talk and played roles as active participants.

Some features related specifically to active participants. They assisted the construction of topicality. They made either substantial or secondary contributions to the issue. In setting up the local agenda, they contributed either to initiating or concluding the topic (S05 and S24 in Episode 8-1, S07 and S09 in Episode 8-2, S30 in Episode 8-5, S15 in Episode 8-14). In focusing on forms, they initiated corrections or assistance (S27 in Episodes 8-7 to 8-9, S31 in Episodes 8-7 and 8-10-10, S09 in Episodes 8-10 and 8-11, S07 in Episode 8-11, and S02, S08 and S11 in Episode 8-12). In focusing on genres, they gave comments or played a role by chance as a mediator, such as S09 in Episode 8-15. Most active participants took up the next turns voluntarily. However, one exception was S24. His active participation role was a result of repeated impositions or nominations. In other words, the imposition forced him to become an active participant, and to

decline the nomination he fought for his own speaking rights insistently. Thus, his active participation was involuntary.

Table 8-9: Findings of active participants

Generic issue	Topical issue	Focus	Episode No.	Group No.	Student No.	
1. Group norms	A. First-speaker	a. Other-nomination	1	2	S15 & S24	
			2	4	S07 & S09	
		b. Self-nomination	3	3	~	
				4	1	~
	B. Task requirements	a. Valid information		5	1	S31 & S15
			b. Topic deviation	6	2	S15
2. English learning	A. English resources	a. Error corrections	7	1	S27	
			8	1	S27 & S30	
			9	1	S27 & S30	
			10	4	S07	
		b. Help-seeking	11	4	S07 & S09	
			12	3	S08, S02 & S11	
	B. English genres	a. Business English		13	2	~
			b. Formal English	14	2	~
c. Literature			15	4	S07	

Table 8-9 shows that in almost every episode there was more than one active participant, with two exceptions of Episodes 8-13 and 8-14. This was because they became dialogues, which involved two core participants. In addition, in Episode 8-12, there were three active participants. This implies that the topic interested most of the group members in Group 3. In general these participants cooperatively constructed the topic and also enriched the content by giving different ideas or opinions, which maintained the flow of the discussion and prevented it from being dominated by one or two core participants.

C. Peripheral participation

Among the eight episodes with peripheral participation, three had two peripheral participants. Peripheral participation was either decided on the basis of limited turn numbers or a minimum contribution to the topical issue. In nominating the first-speaker, peripheral participants did not put any direct effort into the nomination process (S25 in Episode 8-1, and S31 and S32 in Episode 8-2). In

issues related to domains, they did not contribute any verbal turns (S07 in Episode 8-15), but laughed (S06 and S31 in Episode 8-10) or backchanneled (S15 in Episode 8-13), made incomplete comments, or left the issue discontinued or unresolved (S15 in Episode 8-14, S32 in Episode 8-15).

Peripheral status could be constrained by factors such as the issue and the time. An easy issue (e.g. Episodes 8-7 to 8-10) could be solved without involving too many participants. A heated debate on English learning genres (e.g. Episodes 8-13) between two particular individuals did not allow others to cut in. In addition, last-minute participation was not able to receive further response. For example, in Episode 8-15, S32's peripheral status could have been a result of the time constraint and the interruption and laughing from the co-participants. These factors could obstruct the upgrading of the participation level. In other words, in addition to personal factors such as lack of interest in certain issues, peripheral participation may be a result of several contextual constraints. It could also be because of social constraints, such as S32 being a new member in Group 4. Table 8-10 illustrates the peripheral participants in each episode.

Table 8-10: Peripheral participants

Generic issue	Topical issue	Focus	Episode No.	Group No.	Student No.		
1. Group norms	A. First-speaker	a. Other-nomination	1	2	S25		
			2	4	S31 & S32		
		b. Self-nomination	3	3	S11		
			4	1	S30		
	B. Task requirements	a. Valid information	5	1	~		
			6	2	~		
	2. English learning	A. Linguistic resources	a. Error corrections	7	1	~	
				8	1	~	
				9	1	~	
				10	4	S07 & S31	
b. Help-seeking			11	4	~		
			12	3	~		
			B. English genres	a. Business English	13	2	S15
					14	2	S15
c. Literature	15	4		S09 & S32			

D. Non-participation

The final category was non-participation, which indicates that there was no recognizable or audible verbal contribution. Table 8-11 shows that S24 and S25

did not make any contribution in Episodes 8-6, 8-13 and 8-14, which were basically argumentative dialogues between S05 and S17. Of the four topical issues analysed in detail in the study, these students joined only in the first-speaker issue, but stayed silent most of the time after they finished their individual sharing time. Another non-participant was S32. She did not join the discursive events of form correction or collaboration, but she made minor contributions in the other two topical issues, the nomination and argument over general English and literature. In fact, Episode 8-10 was a result of S22's mispronunciation of S32's English name. S31 did not join the correction event either. Another non-participant was S30. He did not make any contribution in Episode 8, the first of the three consecutive form correction events for Group 1. However, he joined the correction in the following two episodes. The final non-participant was S08 in Episode 8-3, in which her co-participants' concern was the first-speaker issue. She did not make any recommendation at all.

Table 8-11: Non-participants

Generic issue	Topical issue	Focus	Episode No.	Group No.	Student No.
1.Group norms	A. First-speaker	a. Other- nomination	1	2	~
			2	4	~
		b. Self- nomination	3	3	S08
			4	1	~
	B. Task requirements	a. Valid information	5	1	~
		b. Topic deviation	6	2	S24 & S25
2.English learning	A. Limited English resources	a. Error- corrections	7	1	S30
			8	1	~
			9	1	~
			10	4	S32
		b. Help-seeking	11	4	S31 & S32
			12	3	S24 & S25
	B. English genres	a. Business English	13	2	S24 & S25
b. Formal English		14	2	~	
c. Literature		15	4	~	

The factors relating to non-participation can be examined in terms of certain common features that these students shared. First of all, most of them were 'guest students', by which I mean that they joined this class only for this course. For both S31 and S32 this was the only course they attended. Non-participation could also be because students did not attend the lessons regularly for personal reasons, such as S24, S25 and S30. S08's non-participation in the self-nomination can be taken positively as a covert consent to the interlocutor's volunteering action as the

first speaker, as her group had worked as partners for a long time. Thus, individual participation was under the influence not only of personal factors, but also contextual and social factors.

The factors above were identifiable from my personal understanding and observation as a teacher/researchers. Students' reflections on this small group discussion are likely to shed more light on their participation. For example, S06 related her active participation to the requirement of assessment.

S06: I think it's the chance to speak English and ...like like the talk with the with classmate um can but I think I will say very I will say something very much I mean uh 我並沒有講很多 <I didn't say too much> but on the other hand I also will worry about my 成績 <grade> yeah it's really...[IV2S06]

Another contextual factor that students attributed to participation was the topic.

S04: Because the topic is very easy and we can have many thoughts, we are able to make endeavour to share with my partners. [Q3/RS04].

In additions, students recognized that social elements such as group rapport or familiarity among group members was critical for their participation.

S07:I found when my group had S22, the discussion would be more interesting and no silence.[Q3/RS07].

In fact, S22 also reflected on this point and wrote as follows:

S22: I was asked to answer their questions because they think I am talkative. I am satisfied with my personal performance. I was always asked questions group members. I am happy that my classmates don't feel I am disagreeable. [Q3/RS22]

Moreover, the degree of familiarity might be reflected in the form of talk. In Group 4, laughter was heard through the whole discussion, and this in turn transformed the examination into a friendly conversation. Although laughter in Group 3 was heard as often as in Group 4, they did share the view of familiarity.

S02: I like the activity of group discussion. In the small group, I really felt relaxed to speak English to them, and also we were familiar to each other. This also made me felt relaxed.

S08: I think we all did a great job. We took turn talking. When someone could not express very well, we help each other. Since our group members are familiar with each other so that we fel very comfortable. And also, I found out that the more we talked, the more we improved. We all began better from one to three discussions.

Thus it is clear that several factors contributed to or obstructed involvement. Core and active participants displayed enthusiastic involvement while peripheral participants and those who did not participate kept detached. One crucial point from these findings is that participation levels and the negotiation of local power relations are interrelated; those who actively participated displayed a range of forms of power-in-interaction as discussed in previous sections. Through the different levels of participation, participants constructed and reconstructed the power relations in ways that are not commonly observed in teacher-fronted classroom teaching.

8.7 Final Discussion

The findings in this chapter can be discussed in several related ways based on the framework of community of practice. The focused discursive episodes evidenced that the small group discussion served as a powerful mechanism to engage students in different social practices such as nominating, clarifying, help seeking, negotiating, warning, arguing, and advising. It was also found that these students engaged in these different practices to various degrees. For example, they displayed both strong and weak form of advising, which I coded differently as advising and coaxing. These different practices not only enriched the degrees and forms of negotiation but also contributed to the complexity and fluidity, of the local power relations. These different forms and degrees helped establish students' their local membership in each episode, in which the power relationships were shaped and reshaped in the dynamics of the turn-by-turn exchanges. Moreover, this shifting of local power relationship can be seen as an reification of their struggle in climbing the membership ladder not only in these local discursive communities, but also aiming for the macro community.

In terms of patterns of power-in-interaction, in addition to the acceptances and refusals found in Chapter 7, neutrality was also observed in this chapter. This implied that a less-structured activity such as small group discussions might open more channels for students' negotiation of power-in-interaction. Although the data showed that most students overtly expressed their negative orientation toward an

imposed action such as nomination or incorrect offer, the occurrence of neutrality might indicate that these students were also aware of the significance of politeness requirements in a less-structured conversation. In addition, from their manipulations of acceptances and refusals, it was found that these students displayed acceptances covertly but refusals overtly. The findings on the forms of power-in-interaction also indicate an additional reason to include small group discussion in a syllabus. Not only can this task offer students opportunities for using English, but also the chance to develop pragmatic competence in symmetrical conversation.

In addition, the findings in regard to topical issues showed that students were concerned about the accomplishment of the task. To achieve the collective goal, they set up group norms and clarified valid information. This means ^{that} the in the process of completing the task, they negotiated not only for their personal and situational membership, but also for the membership of the local community as a group, and also related this membership to the macro community as English majors. This can be evidenced from their concerns about local task norms, but also from the arguments on the usefulness of different English genres. This argument was clearly related to personal understanding, expectations and needs of English, but it also implied that as these students became more familiar with the Department community and its domains, some began to realise the relative importance of English forms and genres. Instead of putting their sole emphasis on forms they began to realise that being a member in this advanced English learning community might require immersion in its specific culture by being familiar with different English resources, such as literature. In other words, they might have realised that although mastering conversational English was their personal goal, to qualify as a member of this specific community, there were other genres of English that they had to be equipped with. This understanding was also evidence that these students were in the process of moving away from their peripheral roles as novices in the macro community.

Conversely, the argument over genres also indicated that these students had observed that there might be a gap between classroom English and daily communication, and that this discrepancy might affect their participation or their

decision to take a course or not. In addition, such a gap could also exist between the general curriculum design of this Department and their individual needs or expectations. Although genre issues only occurred in two groups, they received very lengthy argument and even resulted in conflicting stances. This implies that these students were confused about or held conflicting views on issues related to English genres for learning.

In terms of participation patterns, the findings for the group patterns showed that most issues involved the majority participation and even full participation. Each student group showed different degrees of involvement in different issues. In terms of individual participation, most students demonstrated that they were enthusiastic and positive in participating in this specially designed activity. This was evidenced by the fact that peripheral and non-participations only occurred in a few cases. Active participation might have been because students put a premium on oral practice. It could also be because this specific task, which represented the third time that they had a small group discussion, partially accounted for their academic performance marks as described earlier. On the other hand, low degrees of participation might have resulted from personal, social and contextual factors. In addition to personal factors such as low willingness or limited English abilities, contextual factors such as the issue, the time, the group size and group rapport, could also account for low participation. These findings might confirm a premise for understanding participation in the framework of community of practice (Wenger, 1998; Wenger et al., 2002), which recognizes and accepts the existence of different levels of participation. It could also mean that assessing students' participation in discursive practices needs to take local contextual and social factors into consideration.

8.8 Conclusion

In this chapter I have explored how students manipulated different forms of power-in-interaction to participate in a small group discussion task. In the discursive events, they were actively engaged in different kinds of social practice, in which they actively used different forms of power-in-interaction to demonstrate their intention and opinions in relation to local group norms and English learning

domains. The findings showed that they did not shy away from demonstrating their intentions and opinions through acceptance, neutrality and refusal. They also displayed these orientations covertly and overtly. The skilful manipulation not only represented their capability in handling power-in-interaction but also clearly realized their stances in the particular issue. The local agendas were concerned with two sub-issues, nomination of the first speaker and clarification of task requirements, while English learning domain issues were associated with forms and genres. Groups had different levels of involvement in similar issues and each individual also demonstrated varying participation levels. However, in general, each topical issue engaged a majority of group members in active interaction.

The findings in Chapters 7 and 8 have converged on an important point, that these students not only actively participated in the two different types of communicative activities, but also displayed their abilities in manipulating the immediate context and its momentum to direct the development of the discursive events toward the process or the outcome they wanted. In other words, they demonstrated their capability to take control of the process and product of both types of tasks, and also maximize the opportunities to construct local power relations. Their participation showed that they were not satisfied with being merely situated in a fixed mode of learning practices, or positioned as passive learners. These findings indicated that these students knew how to exercise their power-in-interaction to display their intended orientations, and let their voice be heard. Moreover, they were not reticent to take action not only to grasp but also to create opportunities for involvement. Thus, both activities were beneficial in providing them with good opportunities for using English for communication. However, to understand how the students themselves found both the oral presentations and the small group discussions in terms of offering them learning potentials for developing oral skills, further exploration of their evaluations and comments can offer more insight, and that is the goal of Chapter 9.

9 EVALUATIONS AND REFLECTIONS: THE LEARNING ACTIVITIES AND THE LEARNING COMMUNITY

9.0 Introduction

In the previous three chapters, I have presented factors that contributed to the membership seeking of this cohort of students (Chapter 6), and how they participated in and manipulated power-in-interaction in the oral presentations (Chapter 7) and small group discussions (Chapters 8). Chapter 6 offered the background of their seeking membership from a macro perspective, and Chapters 7 and 8 showed how they made efforts to display, maintain or protect their situated roles or micro-membership in interactive communicative events. In this chapter, I investigate the learning potential of the two activities and also verify whether there was a link between students' micro-membership and macro-membership. I start with the assessment data and the self-evaluation accounts, to understand how students performed in the second test and what they thought about their current listening and speaking abilities. From the evaluations and reflective data, I also explore how they viewed the learning potentials that the two learning practices and the community provided. In addition, I examine the data presented in the previous three chapters to help me locate links between students' local participation behaviors and their shared identity as English majors. The data I utilize are drawn from various sources: the GEPT results, the two sets of interviews, questionnaires, commentaries, reflective reports and journals.

9.1 Evaluations of the Learning Outcomes

To catch a view of how students had progressed during the academic year, I used two clusters of evaluative resources: (1) the listening test of the GEPT (General English Proficiency Test), and (2) an overall self-evaluation account in an open-ended questionnaire (Questionnaire 4), the second interview and journals related to evaluations. Whereas the listening test might offer a relatively objective profile

of students' performance, the emic descriptions and accounts can show how they perceived and interpreted their learning development over the whole year.

9.1.1 The GEPT listening test results

For the second GEPT result, I focused only on the listening test. This is because listening was one of the key course elements and a focus for this study. The GEPT results for each student in the first and second listening tests are listed in Figure 9-1. To facilitate comparison of the two GEPT results, I recorded the number of correct answers.

Table 9-1: Students' GEPT listening results in Semester 1 and Semester 2

Student Code	1st	2nd	Comparison	Student code	1st	2nd	Comparison	Student code	1st	2nd	Comparison
S1	56 (-)	45 (-)	-	S12	X	80 (+)	X	S23	69 (-)	69 (-)	=
S2	88 (+)	80 (+)	-	S13	93 (+)	101 (+)	+	S24	96 (+)	75 (-)	-
S3	85 (+)	83 (+)	-	S14	109 (+)	107 (+)	-	S25	80 (+)	56 (-)	-
S4	51 (-)	51 (-)	=	S15	107 (+)	104 (+)	-	S26	72 (-)	85 (+)	+
S5	115 (+)	115 (+)	=	S16	45 (-)	X	X	S27	45 (-)	80 (+)	+
S6	45 (-)	85 (+)	+	S17	96 (+)	104 (+)	+	S28	48 (-)	56 (-)	+
S7	72 (-)	85 (+)	+	S18	72 (-)	88 (+)	+	S29	56 (-)	96 (+)	+
S8	88 (+)	96 (+)	+	S19	45 (-)	72 (-)	+	S30	104 (+)	X	X
S9	72 (-)	72 (-)	=	S20	64 (-)	48 (-)	-	S31	93 (+)	104 (+)	+
S10	59 (-)	88 (+)	+	S21	69 (-)	67 (-)	-	S32	X	85 (+)	X
S11	32 (-)	45 (-)	+	S22	85 (+)	88 (+)	+				

1. + refers to a higher score achieved in the second test. - refers to a lower score in second test; and = refers to identical scores.

2. (+) indicates those who reached, and (-) those who did not reach the listening test required score of 80.

3. X indicates those who did not sit for the test.

Both sets of test questions were designed for the intermediate level of English learners. Among the 28 valid comparisons, 15 of the students did better in the second listening test, 4 scored the same, and 9 got a worse score. One notable aspect found for those who had gained a higher score was the large differences

between the first and second test. Five of the 15 increased their scores by more than 27 points in the second test, and four of these passed the required minimum score, 80 out of 120 points. They were S06 (+40), S10 (+29), S19 (+27), S27 (+35) and S29 (+40). The biggest gain among the 15 better scorers was 40 points and the smallest was 3 points. The average score increase was around 7 points. As for the 9 who did worse in the second listening test, the biggest difference was 24 points and the smallest was 2 points. Moreover, in Semester 1, 13 out of 30 passed the listening test, and in Semester 2, 19 out of 30 passed. Among the 19 who passed the second listening test, 10 passed both listening tests, 7 did not pass the first test, but passed the second test, and 2 did not sit for the first test.

These results indicated that more students did better in the second listening test than did worse. The large score increases and the increased number of students who passed the required score both indicated that some students had progressed in their listening. Nevertheless, for those who did worse in the second test, this may not be the case, though the size of the decrease was smaller than that of the increase. In addition, different performances in two listening tests might not be directly ascribable only to the improvement of listening abilities. There could be some other reasons which made them perform better or worse such as affective or health conditions (R. Hughes, 2002, p. 77).

To some students, passing a GEPT was an important parameter for evaluating their performance as it was seen as a challenge to tackle.

S02: When I did the listening of GEPT, It still was difficult to listen and finally I failed it. So I am not sure about my listening. [Q4S02]

S05: We had practiced GEPT in our exam. So I decide to attend the test this summer vacation. It would be my next challenge. Hope I can pass GEPT and prove my ability. [Q3/RS05]

S29: After testing this listening exam, I felt much frustration, because I got a bad score, and this experience also reminds me that I have to strengthen my listening and my concentration. I think GEPT is a good testing system to test students' English ability in Taiwan. And now all I think is to get a good mark in next examination. [JSM1S29]

As the second listening test was held in the last week of the second semester, students did not know the test result at the time of completing the questionnaires and interviews. Although S02 wrote she did not pass the listening test, the fact was she did pass, not only the first but also the second listening test. In addition,

S05 called GEPT a challenge; as a matter of fact, she passed both listening tests with the same excellent score, 115 out of 120. As for S29, she had achieved the greatest gain in the second test. However, her reflection on the first test explicitly displayed her desire and expectation to do it better. These comments might show that students saw these two tests as a useful exercise.

The GEPT listening test results in the second semester indicated that a majority of students did better than the last time while there were still some students who did worse. However, the results could show only part of the full picture. To have a better understanding of what students thought about the development of their listening and speaking abilities, self-evaluations were analyzed.

9.1.2 Self-evaluations of listening and speaking abilities and self-expectations

The data for students' self-evaluation were drawn from the second interviews, the self-evaluation questionnaire (Questionnaire 4), and their reflective reports or journals. In general, positive assessments were found. Two students confidently expressed their improvement in English speaking abilities.

S02: If I compared the abilities of the beginning when I came to the school and now, I think it has improved. Because in the beginning I'm afraid to speak but now the fear becomes a little. And I think my speaking is better than last semester because after speaking I realized that there was something wrong about my speaking. However, I am not sure about my listening whether it has improved or not. [Q4S02]

S12: I think that my English abilities have been improving for this semester. For myself, I can speak English easier, especially when I talk with foreigner. Although my listening ability isn't well so far, I believe that I will be better, because I'll study hard in summer vacation. [Q4S12]

It is notable that both S02 and S12 displayed their confidence in their speaking abilities. The reasons for these positive claims were different: S02 found she could tell when she made a mistake and S12 emphasized that she could communicate with foreigners more easily. However, some students expressed confidence in claiming an improvement in listening abilities, or in both listening and speaking.

S08: I think my listening ability is better than my speaking ability. [Q4S08]

S10: I think my English abilities of listening and speaking is better than last semester. My listening and great progress this year, but my speaking is not as well as listening. [Q3S10]

S28: I think I make some progress in listening English. [Q4S28]

In addition to expressing satisfaction and dissatisfaction, students cited different factors as contributing to their improvement, such as the classroom learning practices, the community, and personal learning behaviors. In terms of learning practices, some directly related the improvement to the oral presentations.

S04: After the two presentations, my own speaking and listening abilities and improve little by little. [JSM2S04]

S05: I have chance to practice my speaking skills in my presentations from different English classes. They are helpful because speaking in front of the class is a good challenge to train myself. [Q4S05]

The second factor they cited was the community, which offered them the macro Department environment for speaking English.

S07: As a student who is major in English, I have to use English frequently in class. I think the major reason is that almost every day I should use English. Fluent in English is needed to practice more. Sometimes we face some teachers; we need to speak English because they can not say Chinese. We have no choice; maybe it is one reason as well. The environment is important. [Q4S07]

Others associated the improvement with personal learning behaviors.

S03: Maybe I can be familiar with the foreigners' tone more. And I know some better skills to learning English. [Q4S03]

S08: I am not sure my English level of listening and speaking. I am glad that I become loving to talk in English. If I make any progress, I think the major reason is I love to listen to the stories and English program. I really learn a lot from them. [Q4S08]

Moreover, one student saw the improvement as an integrated result of different factors involving not only classroom learning practices but also out-of-classroom practices and others.

28: I think that the major reasons are the practicing experience of oral presentation in class, listening to the English radio programs, and reading more English articles. [Q4S28]

In these self-evaluative accounts, most commented on their improvement in one or both abilities. However, they took this as a start of the progress, and they still had a long journey to continue as they had not reached their expectations.

S27: I think...I still have a long way to go. I still need to improve listening and speaking ability especially speaking ability and...and...the the ability of uh interaction ya. If someone ask you a question how can you answer them not just say "I don't know". [IV2S27]

S29: I think I still have to improve listening and speaking, although I had major in English department for one year, I think I have made some progress in English listening, but I still have to do it better. [Q4S29]

S07: My English maybe improves a little bit this semesters. But speaking is not reach to my expectation. I have to practice more. [Q4S07]

In the self-evaluative accounts, students not only compared their current English speaking and listening abilities, but also analyzed the difficulties that they had encountered in achieving the on-going progress that they had expected. The difficulties were various.

S07: Every time when I have to talk to someone in English, I can not speak English well... I have to practice more. [Q4S07]

S04: I don't know how to speak English and can't understand what someone says. But I try to overcome these difficulties and study hard. [Q4S04]

S15: Oral ability needs to practice to practice again and again. In my life, I have many chances to listen, CD, radio, and TV; however, I don't have chance or partner to talk to. [Q4S15]

S28: ...in speaking, I often have some difficulties in expressing my thoughts instantly. After listening to what someone said or some questions, I cannot entirely use proper words and correct grammar to show the full English sentences. [Q4S28]

Whereas S07 and S04 described their difficulties generally, S15 and S28 specified their individual worries. S15 highlighted the difficulty of getting access to opportunities of speaking English or looking for a partner to practice with, but S28 underscored that lack of linguistic competence obstructed her from successful communication in English.

To solve the problem of improving English speaking abilities, one solution was brought out by S11; that is, joining classes in a language school, or the so-called Bu-shi-ban (Cram School).

S11: I still have to improve my speaking, so I will plan to go to cram school...on my summer vacation. [Q4S11]

This implies that, to S11, by attending classes there, she could have opportunities of speaking English or partners to practice speaking.

The findings from the GEPT listening results were consonant with students' understanding of their improvements in listening. The factors that students gave credit for the improvement in listening, speaking and general English were various, such as the practice of the presentations, the community environment, and personal learning behaviors. They also saw the GEPT as an important task and challenge to tackle and thought of English learning as a long-term journey which not only involved personal investment of time, enthusiasm and effort, but ideally also required more interactive practices. More importantly, they also displayed their strong demand for improving their oral skills. These findings highlighted the importance of oral proficiency to these students. It was not only a challenge but also a symbol of succeeding in achieving a fuller membership in this community. To understand how they came up with these understandings and self-requirements, their experiences in the two focused activities and the community that they were situated in may unveil crucial perspectives.

9.2 Learning Potentials of the Two Focused Learning Practices and the Community

In the previous section, some students associated their improvement in either or both of listening and speaking abilities with the two learning practices and the macro Department community. In this section, my interest is in examining how students evaluated the learning potentials and the related issues that they had individually and communally observed in the two learning activities, and the local class community that these students and I had collaboratively constructed.

9.2.1 Small group discussions and oral presentations

As small group discussions and oral presentations were the focused research activities, my investigation here relies on how the students interpreted these learning practices in terms of learning potentials and limitations.

A. Small group discussions

When students referred to small group discussions in the self-evaluation questionnaire, interviews and journal data, they were meaning not only the group discussion on English learning, which was the discursive data for analysis in Chapter 8, but also the other two group discussions they had had: movie censorship and foreigners in Taiwan. All these reflections and comments served as valid sources for me to understand their views of the benefits and limitations of small group discussions.

An important benefit that students addressed for the small group discussions was the interactive nature of the activity, which forced them to use English for communicative purposes.

S22: The discussion did for last three weeks is a nice program. We have much close interaction with other classmates. We not only listen to other team members but also share our opinions with them instantly. [Q4S22]

S27: ...it improve uh inter- interaction so not only you need to speak and you have to respond what other say and share your opinion. [IV2S17]

S05: We are not just listen and listen, we need to communicate with partners and bring conclusion. I wish we have more time for it. [Q4S05]

In addition to the opportunities for interacting with each other in English, some students identified the friendly atmosphere and mutual engagement in peer interaction that encouraged them to speak English.

S19: I feel good and I can speak English with others. It's free talk so I feel comfortable and I try to use my words let others know what I am talking about. I very like this ways to speak. Yes. [IV2S19]

S02: I like it because um I think it's I think it's uh it's uh good to speak your opinion about the topic because uh four of us uh are uh are (?) so free and so I think it's uh really it's friendly talk to each other also um uh from discuss the topic I think I learn from them because their questions or their opinions. [IV2S02]

S12: Sometimes, I came across something I didn't understand when we discussed, and my partners always helped me right away. Also, when I couldn't speak fluently, they still listened to me. These things really encouraged me to practice patiently. In this way, I really saved my time and also expanded my knowledge. [JGDS12]

Besides the friendly social environment that the activity was embedded in, some students emphatically related its function to oral practice and improvement of their English speaking and listening.

S32: I like the activity of group discussion very much. That is because the students can do more practice of speaking and listening in the small group and some people would feel more relaxed to speak English in small group. [Q3/RS32]

S07: I like these discussions. Because it is a good chance to let us practice our English. It is a special experience as well. I think this way can improve our English abilities. [Q3/RS07]

Instead of taking a general view, some students were more specific in indicating the benefits from the learning of linguistic elements such as syntactic structures, tenses, pronunciation and vocabulary.

S10: I found my performance not enough good, I used too much incorrect grammar. But I think it's ok, we can learn from make mistakes. [Q3/RS10]

S04: I think it is a good way to improve our speaking and listening and because uh we have no we not uh we have chance to speak English and we have to create environment to speak English so uh I think it is good way and um we can we can learn something from discussion because we can uh listen to your partner what your partner say and ...and we also can find out others' pronunciation and others' mistakes. [IV2S04]

S12: For example, they understood English grammar, but they ignored tense when they spoke English; in fact, I was really reminded by their mistakes because I also ignored the mistakes before. Therefore, I always paid attention to tense when I spoke English. [Q3/RS12]

S08: I think I made a little progress. And also I paid attention to my structure of sentences. I wanted everyone could understand me. [Q3/RS08]

The statements above exhibited that these students held a similar and positive view of learning from making mistakes or identifying mistakes, which to them were a sign of improvement as they could keep alert to accuracy and refrain from repeating the same mistakes. This attitude was again evidenced in a reflection in terms of error corrections.

S10: When I when I discussion maybe they can't understand when I said but they will try to get my mean and they will help me again how to say the word if you know if they know so I think it's very good uh to it's its' a good way to improve uh uh my listening and speaking. [IV2S10]

In other words, these students positively claimed that in this activity they made certain improvement in English. Some attributed the improvement to the opportunities of oral practice, and others credited it to making or recognizing mistakes, error corrections, and mutual encouragement.

Furthermore, some students also associated their improvement with accumulation of experience. Those who attended at least two discussions recognized the improvement.

S12: Although we only discussed two time in my group. I really found that my English was improvement, and I already overcame the fear. [Q3/RS12]

S08: I found out that the more we talked, the more we improved. We all began better from one to three discussions. [Q3/RS08]

In addition to experience accumulation from participating in different discussions, another benefit noticed was sharing opinions and experiences.

S01: I enjoyed uh the exercise because um you can learn from each other yah. I can know their their daily experience or um many opinions. [IV2S01]

S07: I like it very much. We can make brainstorming, and we can share our own experiences to everyone. And we can give our opinions to others. [Q3/RS07]

S10: ... I think it's very interesting and I think um...I I have more chance chance uh speaking English in class in classroom so I think its' very good and um I can heard different um different different [ideas] or something from any any person [IV2S10]

Furthermore, one student also identified several advantages of small group discussions from the perspective of efficiency and effectiveness.

S12: I would rather discuss with others than study on my own because it is a more efficient and effective method for me after I discussed with my partners. Furthermore, it can be interesting and fun to hear what others have to say on the same subject. My partner always give me new ideas and new ways of looking at problems. Therefore, discussing with my partners broadens my mind. For all these reasons, I believe that I have learned more than previously. [Q3/RS12]

In a word, advantages of small group discussions identified above had constructed students' positive perceptions in terms of learning potentials. Most of them enjoyed and valued it, especially because they could use English for communication, by which they practiced and improved their speaking and listening abilities. All these learning potentials might be major reasons that prompted a student to give an affirmative comment.

S12: I view...our discussing ...as a valuable tool in learning English. [Q3/RS12]

However, certain limitations were also identified. First of all, topic difficulty was noted by several students as a limitation to the effectiveness of the activity. When

S28 was asked in the interview if she had enjoyed the talk in the small group discussions, she replied:

S28: A little. I think...um first first topic we talk about movie censorship I don't' um I don't um I can't talk about much censorship because I think it didn't really work cause the internet or you can lend any video from a video shop so we think so I think I had not expe- experience much about the censorship. [IV2S28]

Conversely, S28 felt she could talk more on a topic she was more familiar with:

S28: I talk more about second topic about foreigner teach in Taiwan. Uh maybe uh I had experience more since I learn English so I can talk more about the topic. [IV2S28].

Different from S28's opinion, S18 said she could talk more about movie censorship:

S18: ...because I like ... movie [IV2S18].

These opposite views suggest that students related how much they could talk in the small group discussions to background knowledge and personal experience. However, for some students the ability to participate in the talk was determined by their linguistic competence.

S19: Sometimes I feel I feel feel confused and I don't I don't I don't ...have a word in my mind to and to express my real feeling exactly so its' the problem I like I will fix. Yeah. [IV2S19]

S18: I don't know how to...express the word I want to say something. [IV2S18]

S07: The difficulty I encountered is that I can not talk with others in English fluently. Sometimes I can not express my thought clearly. And sometimes I forgot the words I want to use. [Q3/RS07]

Fluency was a particular aspect of linguistic competence that was highlighted.

S02: ...I think there is a question when we when we discuss the topic we don't we don't know uh how to keep talking. Sometimes we'll stop and think what we want to talk. [IV2S02]

Thus, the data show that students related the learning potentials of small group discussions to the interactive features, in which they listened and responded to what co-participants had contributed. They appreciated the free and friendly interactive opportunities that allowed them to use English for transactional functions such as sharing information and opinions, through which they practiced, improved their speaking and listening skills and also increased their linguistic

awareness. In terms of the content, the variety of topics affected the degrees of depth at which they could carry on discussion. In terms of linguistic aspects, they learned from each other's vocabulary and pronunciation, and also through paying attention to either peers' or their own lexical choices and the grammar elements such as tense. In regard to limitations, they stressed their lack of vocabulary and discussion skills which might obstruct them from fluent expression and smooth discussion. In addition, different levels of knowledge on different topics might also have been a factor that hindered them from talking fluently. In a word, the activity of small group discussions was deemed able to provide various learning potentials for practicing English speaking, sharing information, and increasing linguistic awareness. Nevertheless, insufficient subject knowledge and vocabulary range might obstruct them from discussing fluently and smoothly. In general, all these comments show that these students had seen the small group discussion as beneficial to their development of oral skills, and also expected that it could be optimized for this specific purpose. In terms of the nature of the task, small group discussions might have strong advantages as they involved engagement from the interlocutors. For comparison, students' evaluations of the learning potentials and limitations of oral presentations were also analyzed.

B. Oral Presentations

For oral presentations, students also gave both positive and negative evaluative comments. For investigating the learning potentials provided in oral presentations, I start from their overall perceptions of this type of activity. First of all, several students viewed them from the perspective of their informative function.

S08: I learned much information, knowledge from the classmates' presentations. [Q4S08]

S11: I think I am interested in the context of our class. I can get much further information in many aspects. I really enjoy it. [Q4S11]

S09: I like sure I like this activity because...um...yes we can learn some topic we don't know and we can um...saw something different [IV1S09]

S04: To share some information with class because we can obtain something such as culture, media, interesting conversations and snacks...I can listen to what they say and ask them question [Q4S04].

These students valued the activity based on rich information on various topics. Some students also focused on its social function. The topic of individual

presentations in Semester 1 was completely decided by students themselves, and was related to their personal hobbies, collections, and interests. Thus, the topic, along with objects and information that each presenter brought to the classroom, served as an accelerator or enzyme in establishing and increasing mutual understanding at the outset of the new semester when everyone was totally new to each other.

S05: I like those presentations especially, because they are not only intelligent and interesting, but also let me understand our class more. [Q4S05]

S31: I like the activity very much because you could see lots of people from different backgrounds and they will bring you some new things you never know just like computer games... You could see the differences of your classmates, some are wise or...the way they show themselves are very different. [IV1S31]

S02: I like show and tell uh all of us are freshmen this year. And we still don't know other classmate so I think maybe this is a chance to know about my classmate [IV1S02]

This implied that these students had recognized the significant social function embedded in the oral presentations, which framed the class into a friendly community constructed on good mutual understanding, which in turn contributed to the learning potentials. In a word, the activity of oral presentations offered opportunities not only for a better understanding of the topics but also for establishing rapport in this local community.

Students also looked at the learning opportunities of the activity from the perspective of the nature of the task. Some students gave it credit on the basis of its compulsoriness.

S07: we can do our show & tell by ourselves and choose the topic what we like. Everyone have chance to do own presentation on the stage. It is good way to train our abilities, including speaking, listening and team work. [Q4S07]

S22: Every student was forced to open mouth to say something because of program of "Show and Tell". I think that is good time to encourage students who dare to spake English to practice English. [Q4S22]

S19: We can perform the presentation for everyone to know some information. Besides, we can practice English abilities and discipline our courage. It is important for all of us to learn English. If we don't have courage, we cannot improve our English abilities. [Q4S19]

S10: I think not only just my my skills of speaking English because when I want to show show classmate uh show classmate something I have to think it in English I also can gain more courage show myself and tell something in English in front of everybody. [IV2S10]

As the presentations were compulsory, students took them as serious tasks to complete. The assignments compelled them not only to communicate and think in English, but also to give a talk in English in public, which required substantial training to build up both linguistic abilities and courage. The obligatory presentations forced and encouraged them to use English to complete a task which involved more than reading or reciting. In addition, they were forced to speak English in front of their peers and the teacher.

Another type of learning potentials noticed was practicing speaking. Students saw them as advantageous for both speakers and listeners.

S12: I think show and tell can offer me more opportunity more opportunity to practice to practice speaking...from my classmate show and tell I can practice my listening and after the show and tell I can try to ask something to my classmate. [IV1S12]

S15: I think the show and tell gave me a chance practice my English my speaking ability and I believe every show and tell the classmate all get another or get me inspiration of of their topic. [IV1S15]

More specifically, some students stressed the learning potentials from the perspective of broadening their lexico-grammar range.

S12: I always pay attention their grammar and pronunciation and their word and their what's wrong. You know what I mean my attention their show and tell I just want to learn their pronunciation their word. [IV1S12]

S06: I think the information we search from the website and so we might they are written in Chinese so we might translate them but so we also because of this we learn some new words. [IV2S06]

S27: I think we do learn a lot because we memorize the conversation and the that sentence patterns and we can use sentence and put in different words or phrase like that. [IV2S27]

Whereas S12 laid her emphasis on the linguistic learning potentials from a listener's perspective, S06 and S27 took a critical look from the speakers' perspective. This show that presenters learned linguistic elements from reading, translating, memorizing and using English, whereas the audience learned by paying attention to the content, the words and pronunciation.

In addition to the learning opportunities provided during the information presenting session, some students also realized that this activity could facilitate their development of other skills in the process of carrying out the whole task.

S08: I learned how to use power point, and how to organize the procedure of speech... for the presentation, I know how to improve my speech skills. [Q4S08]

S05: I learn I guess show and tell offering me a very good opportunity to uh try to express something like your subject your topic or our hobby very well um for example if you want to introduce your uh your collection you might have to check the dictionary find the relative words organize your idea in a completely a paragraph the sentences then it will help you to improve your ability of speaking...you can speak English only that's why show and tell can offering you a chance that you can uh express give you 5 or 6 minutes to express your whole central ideas in English and I guess most of the people they seldom have this kind of opportunities to present to present something along on the stage. [IV1S05]

Learning potentials in the Q and A session were also specified, although ambivalent perceptions were expressed.

S32: For myself I prefer less uh less question for I feel if the presentation is successful there should be...more questions. [IV2S32]

S22: I think they don't like our presentation ya because they frown and they didn't ask any questions. [IV2S22]

S06: I think this can challenge us how to answer the question I didn't think before the presentation. [IV2S06]

S04: Through the presentation and the content searching...I think my speaking my speaking ability is improved I can overcome some difficult and expect their questions. [IV2S04]

The accounts showed that they took it, on the one hand, as a challenge, but on the other hand, as a crucial indicator of how well their own presentation was evaluated. S06 took it as a challenge taking random questions from the audience, and S04 claimed that his improved English speaking abilities assured him to expect questions from his peers. This ambivalence might result from their shared perception that it required not only subject knowledge but also strong listening and speaking abilities to comprehend and answer the questions properly or correctly. However, it discouraged them if there were no queries for further information from the audience.

Ability to handle queries in the Q and A session was regarded as an important parameter for self-evaluation, too.

S02: After the presentation, I am not satisfied with my presentation because when I answered the questions, which asked by classmates, I though I did not answer clearly and gave classmates the complete information they wanted...Also I had used and pronounced wrong words and grammar. However, it was interesting to stand in front of the class and to answer questions. [C3S02]

S06: About today's presentation, I think I didn't do a good job at the answered questions. When they ask us question, I have many ideas in my mind, but I just can't say it out in English. Like a dumb. [C3S06]

In both these students' views, the ability to answer questions not only represented their English speaking abilities but also decided their satisfaction with their own presentation. Dissatisfaction also resulted from their serious concerns about accuracy and fluency.

Because the presentations were carried out in two different formats, individual and group, students were also asked in the interview to compare the two forms of presentations. Their comparison and different reasons in relation to the preference were explicitly expressed.

S28: I prefer a group uh uh presentation because uh we made a lot of practice many times and we can improve the others' uh weakness weakness surely each other so we can um improve my weakness, but the individual one can not can not do it. [IV2S28]

S19: I think group presentation is uh...will let me less nervous but I think...you have to the group partner they can...cover with you. [IV2S19]

S01: ... some details that I can't find my partner will talk me uh will tell me so we can learn a lot from each other of and when you individual when you are individual the point is you yours but in the group um the point is everyone. [IV2S01]

S03: ...when I don't' know how to say and they will help me and they will say something to me... Then I will have some idea and talk. [IV2S03]

These quotations show that these student preferred group presentations. They emphasized how group work could serve as a device for completing the work, not only in the data preparation stage but also during the process of the presentation. In other words, they valued group presentations in terms of the learning potentials created from collaborative work and mutual assistance.

Group rapport was also created in the group work experience.

S31: It share uh your responsibility. I think in the beginning it's a good chance for you to set friendship...and maybe after the group work you and your partner become friends.[IVS32]

This perception highlighted the interpersonal affinity developed from the process of working together within a group. However, this friendship binding function did not work for every group, especially when the partners did not have good

communication in sharing job responsibilities or the talk. When S29 was asked to reflect on her group presentation experience, one critical point was identified.

S29: This taught me one thing I've got to have good communication with our partner maybe we have to discuss earlier to have a 共識 [common understanding]. [IV2S29].

Thus, some students thought both forms of presentations had different advantages.

S18: Both of them I like it. I like it...Because I can learn learn something in the different way. [IV2S18]

S27: Work alone is easy I think. Yes. Work alone is easy but something you cannot you cannot learn just work alone so I don't know which I like. Because I also I can learn different things about work alone or work as a group. I like both but personal is easier. [IV2S27]

Certain limitations were also addressed. Firstly, less interaction was experienced than in the small group discussion.

S02: ...almost of time we listened the presentations, but besides listening I think I learned very little. Because after listening, I forgot everything there was nothing about English to keep in my mind, besides knowledge. [Q4S02]

S15: Show and tell is to "listen" to the classmates' introductions. Although we have Q&A time, however, we didn't have much time to talk until we had 3 discussions. I believe that oral ability needs to practice and practice again. [Q4S15].

Both these students expressed their concerns over the limitation of oral presentations to the listening-oriented features. They found that the Q and A session was not enough for interactive practice. While emphasizing the importance of interaction, S15 underpinned speakers' lack of interactional competence.

S15: I like the presentation. But it seems that we still had little interaction with the introducers. I think the problem is that we take the show and tell too serious. Most of us would prepare the information in detail or in particular. It may make the subject too serious, and there was hardly among us. But I think the group discussion is a good way. It is easier and more relax to chat than speak out on the stage. [Q4S15]

S15's observations indicated that presenters focused on the content or information sharing session instead of the Q and A session. This might also mean that speakers did not pay too much attention to maximizing the speaker-audience interaction in the Q and A session. In fact, S15 was the very presenter eligible to bring this issue to light as she was the speaker in Presentation 2, where she gave up her original fixed agenda (Dörnyei & Malderez, 1997). Besides, her

observations and experiences in agenda subversion also indicate that these students needed more interactive skills in giving oral presentations.

Overall, students viewed oral presentations as a type of speech training practice, which not only provided them with opportunities for practicing speaking and listening skills but also compelled them to give a talk in public, a challenge to most of them, especially the Q and A session. In terms of formats, individual and group presentations served different functions. Group presentations worked better for those who were less confident either in their social or linguistic abilities to complete the task, while individual presentations allowed them much freedom in deciding the content and the performance. Additionally, they also valued the mutual assistance and collaborative achievement in the whole process, which helped them to develop group rapport. However, lack of communication and cooperation could be an issue in group presentations. For the learning potentials of the oral presentations, students observed informative, linguistic and social aspects. They were impressed with the various topics and rich information that their peers had delivered. In terms of language learning potentials, from their own presentations, they learned facts and the terminology of the subject knowledge by reading, translating and preparing the materials. From peers' presentations, they learned some vocabulary, pronunciation and grammar. In terms of social aspects, the presentations helped to establish rapport not only within their own group but also in this big group as a class (Dörnyei & Malderez, 1997): this was especially true with the "Show and Tell" in Semester 1. In regard to limitations, they observed that in contrast to small group discussions, oral presentations provided more opportunities for listening than speaking. Most speakers were unable to appropriately manage the speaker-listener interaction, especially in the Q and A session.

Comparatively, these students showed their preference of small group discussions to oral presentations. This preference might be ascribed to the nature of group discussion, which allowed them more opportunities to participate, (N.-F. Liu & Littlewood, 1997; McDonough, 2004) to share ideas and information, or even to pose different opinions after listening to viewpoints contributed by others (Pica et al., 1993). It also implied that these students preferred the conversational

interaction embedded in the small group discussions, which they saw as critical for developing their speaking abilities. This preference was consonant with their focused interest and expectation of developing oral skills, described in Chapter 6. This finding highlighted that by the end of the year students craved for activities that could provide them with more opportunities for participation in talk-in-interaction. However, in Chapter 6, although they displayed their concerns about speaking abilities, those were mostly centered on what they could do in terms of individual practices. In contrast, little attention was paid at that initial stage to the importance of interactive practices. This might indicate that the realization of the importance of interaction was a result of their personal experience in these two types of activities, in which they recognized that both had potentials and limitations. As learning potentials and limitations cannot be fully discussed without looking into the contexts that these students and the two activities were situated in, an exploration of the learning community is essential to give a further understanding in this respect.

9.2.2 The local learning community

After investigating students' evaluations of the two focused learning practices in this classroom community, a further exploration of the community that they were situated in can shed more light on how these two activities worked in relation to providing opportunities for oral skill development. I investigate the learning environment, the course and other related issues that these students presented, suggested or were concerned about.

A. The learning environment

Regarding learning environment, I focus on the social atmosphere that all the participants, including the students and me, had collaboratively constructed. First of all, in linking learning potentials to the environment, many students emphasized the free, interesting and relaxing atmosphere, which not only contributed to the friendly rapport in the classroom but also built up their confidence in speaking and learning English. They related the pleasant environment to my teaching style and personality:

S29: I don't think there are any bad parts during our class, because I enjoy every classmates' presentation, they bring me lots of information. Frankly speaking, I like the way that you teach us. [Q4S29]

S12: I think that this class I really interesting... When I was in class, I could discuss some topic with my partners. I addition, I got many good friends. That's why I think the class is good to me. [Q4S12]

S03: I think you are one of my favorite and kind teachers... We can discuss some daily things to you I like this kind of teacher. I don't have any forbidden ground. And we can learn English with more confidence. [Q4S03]

The friendly atmosphere was commonly observed by students. While S29, S12 and S03 valued the atmosphere from an in-group perspective, S31 and S32 showed their appreciation from an "out-of-group" perspective because they only joined this cohort of students in this course. Emphasizing the good rapport among the participants, they wrote:

S31: It's very glad to have such nice atmosphere in class and it was very nice to have individual show and tell in the first semester cause this way every one would get familiar to each other soon. [Q4S31]

S32: I think the atmosphere in the class is fine and interesting. The relationship between the students and teachers is much better than I have known. In fact, I really like the class and the teacher I like the feeling in the class very much. [Q4S32]

An important benefit that students found from this friendly learning atmosphere was overcoming their fear of speaking English. Interestingly, some attributed their success in this respect to me.

S10: I feel we are so close. I don't fear of speaking English in face of you any more, because I know you will not to laugh at me. You always have a sweet smile. [Q4S10]

S01: I thank the teacher gave us a chance to overcome the fear of speaking. [Q4S01]

S15 and 12 also focused on the important step that they were encouraged to take in speaking English:

S15: you always encourage us to speak out without pressure. I'd like to appreciate you that your kind and tender attitude making me dare to speak. [Q4S15]

S12: Now, I already know how to speak English because teacher always give us many opportunities to practice English. For this reason, I can speak English with other people. I really appreciate for teacher. I think that teacher's way is good for me. [Q4S12]

One student had also made the critical realization that how well they could make use of the free environment in the best interest of their learning still depended on how they themselves acted and what they did.

S28: I think the learning mode for this class is open and teacher gave us enough free-will to learn English in any way that we choose. Therefore, the learning situation comes to both advantages and disadvantages for the students, which means that the learning outcome is usually decided by the students' learning attitude and intention. [Q4S28]

In terms of peers, students were aware of the advantages of mutual contributions and the contribution of community members with different linguistic abilities and experiences. One positive aspect that students found from their peers was the benefit of working or interacting with peers who had better linguistic competence or different degrees of experience in the community^{of} practices. This critical aspect was also noted by Toohey (2000) about situations when learners work with others with different levels of familiarity or expertise in practices specific to the community. For example, S06 commented positively on S05's active contributions:

S06:...I notice every time in the presentation and S05 has many questions for the presenter and uh I think that make presenter feel she is really interested about our topic and make me feel she is really great. [IV2S06]

Whereas S06 admired S05's fluent and positive contributions to the classroom interactions, especially in the Q and A session, S21, one of S05's group members, also displayed his trust in S05's confidence and competence in the process of preparing for their group presentation.

S21: S05 made the outline and quickly wrote down our jobs. I was asked to prepare the powerpoint and S05 and S17 prepared the dressings [costumes] and background music...This time, in fact, I [followed] S05's directions. Not because I can't creative ideas. Instead, it's a very good chance to do things with people who can do it better than me. She did things quick and organized very well. Thanks to S05, I learned a lot from her. [JSM2S21]

In fact, S05 explicitly expressed her willingness to help her peers and how she felt about it.

S05: Sometimes maybe they asking for help and I am very glad and proud that if they say "how to say this word in English" and if you can just give them a hand it really makes you feel "Um I know something that other people doesn't know" [IV1S05]

While S06 and S21 focused on particular participants' interactional contributions, which were taken as an important aspect of learning potentials, others evaluated peers' contributions from a general perspective.

S11: In my opinion, my classmates are rather lively and full of energy, and teacher is pretty nice. So we can learn the nice situation without any pressure. [Q4S11].

In other words, S11 implied that both students and I had made contributions to constructing this "nice" learning environment.

Another crucial element in contributing to the learning potentials was also identified, that is, mutual appreciation of progress. For example, when S07 was asked in her second interview to talk about the best performance group, she nominated the group formed by S27, S19, S18 and S21, or the English Learning Presentation Group, the one she liked best.

S07: Because it's the interesting funny and and train listening and learn more...and they uh...and they...they improve a lot eh compared to his uh last semester. [IV2S07]

S07's view was shared by other students, too.

S04: Tell the truth, S19 is able to overcome the problem, which laughing in front of the classmates. So I'd like to give her a big hand. [C3S04]

S08: S19 and S18 made a great progress in this semester. I know they prepared this presentation 4 hours. I appreciate their information about how to improve English ability. [C3S08]

S31: ...S21's speaking is rally improved a lot and more confident. As to S27, his tone is pretty vivid. [C3S31]

S01: They advanced a lot than last semester. [C3S01]

In addition to appreciating their peers' progress, they also identified and appreciated their good performance, as well as their dedicated efforts in preparing for the presentation.

S05: Their speech is quite fluently and smoothly. [C3S05]

S08: I think they did a great job. And also I recognize they spent a lot of time to prepare their presentation. They answer questions very clearly and patiently. [C2S08]

S15: I think they did a good job. The process of presentation goes smoothly, they talk fluently when answering questions [C2S15]

S10: They are not just talking about things by themselves, they thinking about audiences as well. [C2S07]

More importantly, they were prepared to give comments and suggestions for peers' improvement in future presentations.

S17: They may need speak words more clear. [C3S17]

S25: Firstly, the place of standing: when they show their conversation some of them back to audiences...Secondly, the felling of face: when they describe their plot, their face are not vivid enough. [C3S25]

S14; The only thing they have to do better is to speak clearly, maybe one day they'll become good speaker. [C3S14]

Students also expressed their high expectations of their peers' engagement in the activities.

S15: I like some of them prepare the show and tell very carefully and can see they prepare this show and tell they give the information bit some of them did not prepare well. [IV1S15]

S12: ...to show something to me you have to serious have to show your respect to everyone [IV1S12]

They also imposed strong expectations on themselves, especially in respect to maintaining an English learning and speaking environment.

S10: I don't think it's good to speak Chinese in classroom yeah but I think I I I can't I can uh maybe if you don't if I don't know how to say maybe I can check dictionary or I can ask teacher how to say it but don't think um speak Chinese. [IV2S10]

The above quotations show that the participants were immersed in an atmosphere filled with friendly encouragement and high expectations, which made this community not only unique but also progressive. In addition, the friendly atmosphere did not prevent their expression of critical attitudes toward peers' performance and engagement in the activities. This critical attitude was also found in their comments and advice in relation to the curriculum and other related issues.

B. The curriculum and pedagogical issues

The critical attitude was also observed in terms of the curriculum and the related pedagogical issues. Some students were aware of certain space for optimizing these positive components that this community had uniquely possessed in order to meet their learning needs. In terms of the curriculum, a range of concerns were displayed.

S07: I hope that this course should have more chance to train our listening. [Q3S07]

S11: I think we can't learn many professional thing about speaking and listening. I mean special skills. [Q4S11]

S09: Maybe teacher can teach some grammar because we don't know the exactly way of uh write it correct of not correct. [IV1S09]

Additionally, one student showed his concern of class time distribution.

O4: ...presentation time can be shortened because we not only ask questions but also gain knowledge from textbook. Besides, we can learn more knowledge because we just have two classes a week. Thus, I think that we ought to seize the opportunity. In this way, our student life must be substantial. [Q4S04]

In addition to in-class activities, students also expressed their expectations of extending the learning activities out of the classroom. Thus, homework was requested.

S02:... we need to do much homework, sometimes the homework let us fell burden and lost funny. However, it has the positive to practice our writing and thinking. [Q4S03]

S22: Teacher could give us some homework. It's good for us. [IV1S22]

Pedagogical concerns were also expressed. Among them, giving feedback and error correction were very particular demands from students.

S22: By the way, if there some comments after each "Show and Tell", it will be much better. We would know something the presenter did was wrong, and it could be corrected as the way teacher did. Some key points also could be indicated by teacher as reminders.[Q4S22]

S01: I express the teacher can give us a good answer about what we said. Thus we can learn a lot. [Q4S01]

An optional assessment device was also suggested for the purpose of compelling students to take more responsibility or forcing them to participate in classroom practice.

S05: Some classmates always keep silence or chat with their partners. It's not good because they lose the opportunities to grow and learn English. Perhaps we can use oral quiz instead of writing journals. That might help listeners to concentrate during the class. [Q4S05]

A suggestion on class size was also given in terms of a concern for increasing students' opportunities for using English in the classroom.

S31: The negative part is the number of students is too large and it is not possible allowed every body to talk a lot in class. [Q4S31]

These concerns with the curriculum and pedagogical issues explicitly evidenced that these students wanted to maximize the course functions to create the best learning potentials.

This community, then, can be characterized in terms of its learning atmosphere, its curriculum and related pedagogical issues. In terms of the learning atmosphere, it was not only friendly, appreciative, and relaxing but also competitive, critical, and self-regulated. Regarding my role in scaffolding the atmosphere, my withdrawal from acting as a dominant authority figure was credited with encouraging students to speak English and express their ideas freely. This finding confirmed my previous assumption that withdrawal of teacher control would encourage students' participation. In terms of students' contributions, the co-contribution of relative experts among the peers, the mutual assistance and appreciation, and the critical attitude toward community members' performance all played significant roles. These features signified the inner force which had made this community itself full of energy and life, cooperation and progress.

The data analyzed in this section showed that students mostly valued the two activities, and considered them beneficial for their listening and speaking development. They found the learning community not only friendly and cooperative but also competitive and conducive to progress. However, they also pointed out certain space for maximizing the learning potentials, which made me aware of some limitations of the activities, the community and pedagogical practices. These findings showed the students' strong desire not only to maximize the learning potential of the two activities but also to take control of the learning initiatives. They were not satisfied with passively following the course design and lesson plan. Instead, they expected more efficient and substantial opportunities to help them to progress beyond the peripheral status. Additionally, their comments and advice demonstrated the urge to let their voices be heard (Toohey, 2000).

A demand for improved accuracy was highlighted from their request for more feedback and corrections from me. This demand of accuracy echoed Liu and

Littlewood's (1997) findings in their study of tertiary students in Hong Kong with a strong hope to "have their mistakes corrected" (p. 373). No correction of their speech errors made some students anxious (Koch & Terrell, 1991). Moreover, these findings of their concerns about the curriculum and the teaching had clear pedagogical implications for applying the two activities in my future teaching.

These findings from students' written and spoken evaluations showed that these students had developed some commonly shared expectations of the learning practices and learning community. More importantly, they did not feel satisfied with what they had already achieved in listening and speaking skills. The critical attitude towards maximizing the practices and the resources could be taken as a representation and realization of more advanced membership, as they moved away from their novice status. Investigating their shared perceptions on oral skill development and English learning can provide some additional understandings in this respect, as presented in the following section.

9.3 Constructing the "Tag-along" Identity Through Shared Perceptions of English Learning

The findings in Chapter 6 displayed students' initial, preliminary understanding of the English abilities that an English major was supposed to master, and based on those understandings and expectations they commenced their pursuit of membership as novices in this Department. While those expectations might characterise the image of an English major from a novice member's viewpoint, it is possible that, along with the accumulation of experiences of "changing participation" (Lave, 1996; Wenger, 1998; Young & Miller, 2004) in different learning practices and classroom communities, those understanding and expectations might have become clearer and more concrete. The accumulated experiences may have impelled them to adjust and consolidate their shared views of an English major. In other words, their perception of what English majors would be like as presented in Chapter 6 was based on their previous learning experiences and understanding. After they had been in this community for one year, they might have adjusted the image or constructed a different one.

Additionally, the assumption of the negotiability of identity discussed earlier fostered my concept of their shared novice identity having been in the process of transition. Learning is regarded as a process of “identity transformation” in the communities of practice (Lave, 1996, p. 150; Wenger, 1998, p. 11), or a process of becoming “a certain person” (Wenger, 1998, p. 215). Thus I argue that, at the outset, the image of “what they want to be” could be just a blur. Their shared and accumulated experiences might lead to their creating a clearer image, which could relate to their participation behaviors in terms of levels, and to the power-in-interaction displayed in the small group discussion and oral presentations.

To highlight this changing or in-transition essence of the students’ identity, I modified Zimmerman’s (1998) notion of transportable identity to approach the commonly shared identity of these students (see Chapter 4). According to Zimmerman, “transportable” identities “tag along” and cross the boundaries of situation. This concept of “tag-along” could be used to examine these students’ participation in the various community practices such as learning activities, giving comments, and evaluating their own and peers’ performances. Moreover, this “tag-along” identity was built and shaped during the process of getting familiar with the community practices, and also reshaped along with the temporal and spatial experiences that they collectively went through. After they joined this Department, this tag-along identity followed them as their shadow, which sometimes appeared in the front or in the back depending on the light source (represented here by the data). However, it was crucially configured in their words and deeds. My concept is of shared identity-in-transition, or tag-along identity, which was built on their shared experience in this community, particularly in their perceptions of English learning. In order to make this shadow visible in relation to this study, I examined their high expectations of oral proficiency development, which was found in Section 9.1 to be a core requirement of achieving fuller membership in this advanced English learning community. In this section, I examine the shared views emerging from their expectation in relation to the small group discussions and oral presentations. The data were drawn from the two interviews, questionnaires, journals and other written reflections.

9.3.1 Basic linguistic requirements

The linguistic concerns found in Chapter 6 were observed again in their on-going comments, reflections and evaluations on the small groups discussions and oral presentations. I divided them into two major elements: pronunciation and lexicogrammar resources.

A. *Pronunciation*

The importance of pronunciation was conceptualized both abstractly and pragmatically. Some students employed metaphors:

S03: It is a big point as like water to fish. If my pronunciation is not very correctly, it will have some misunderstanding to others. [Q2S03]

S21: Pronunciation is like "air". When we speak and listen to something, we can't live without Pronunciation. [Q2S21]

Others described it in very practical terms.

S27: I think uh I think at first we should we focus on pronunciation accuracy of foreigners we should learn it too but we first should focus on pronunciation and accuracy. [IV1S27]

Some defined it as a fundamental requirement which a good English speaker should possess.

S11: ...a good English speaker should have fluent English and correct pro- pronunciation. [IV1S11]

S31: I think the speaker can't speak clearly, so I can't understand them maybe because of some accent or pronunciation. [IV1S31]

They also signified its importance in terms of avoiding or reducing misunderstanding.

S07: I think pronunciation is important in listening and speaking. Because sometimes if your pronunciation is wrong, it would make people misunderstand you. [Q2S07]

S12: I think pronunciation is important because different pronunciation means different meaning. For this reason, if possible, we have good pronunciation. [Q2S12]

The quotations above unveiled their general attitudes toward good and accurate pronunciation, taking it as an essential element for a fluent English speaker. Moreover, when they replied to a direct question on its role to an English major,

most of them explicitly expressed that it was one distinguishing indicator that made them feel proud and different from other majors.

S03: Yes. Of course!! As a student whose major is English, I think English has to be more better than others aren't. It's our department. So, it is no excuse to English. [Q2S03]

S12: I agree... that a student whose major is in English should have clear and correct pronunciation. Because I will have been training for several years. I must to have clear and pronunciation. If I don't, why here I am. [Q2S12]

S07: Of course. Now that you are a student whose major is English, you have to have clear and correct pronunciation. [Q2S07]

S10: Because my major is foreign language, I should have clear and correct pronunciation in English. [Q2S10]

One student considered pronunciation as a parameter for being “professional”.

S09: Sure, whose major in English or foreign language; I need to have a good and correct pronunciation. That may make us become more professions. [Q2S07]

While S09 used “professional” to describe a qualification for claiming herself as an English major, another student related it to different jobs that English graduates usually take.

S05: Yes, I do think so. A clear and correct pronunciation is a fundamental element of studying English, especially for those students whose major is English. There are two reasons: first, the final target of learning a foreign language is to use it and speak fluently. Second, for a English major student, the related jobs requires correct an clear pronunciation. Such as teachers, translators and secretaries. [Q2S05]

As for how to improve English pronunciation, they had worked out certain strategies.

S09: I think ‘Practice makes perfect’, that is, a important reason that I just practice more. [Q2S09]

S03: Speak out more and let someone help me correct. [Q2S03]

S12: I have been practicing to listen to tape for a week, and I have limited their correct pronunciation and practice again. [Q2S12]

S04: I think I can try to hear others how to pronounce, especially American. In addition, I feel that we can record with cassette and correct our pronunciation because this is a good way to improve your pronunciation. [Q2S04]

These shared views on English pronunciation represent the first of the two categories of linguistic elements. However, students also emphatically showed their concerns with other elements.

B. Lexico-grammatical resources

The findings from the students' profiles in Chapter 6 showed that their lack of vocabulary and grammatical knowledge significantly obstructed them from using English for communication. Thus, enhancing their lexico-grammar resources was an important requirement. This concern was stressed again in the interviews and their evaluative accounts.

S22: ...we need to learn much words its' very important if you don't know the word you are afraid to express your idea and so will be very nervous. That's my experience if we don't know the word we need to spend much time on thinking the way I mean the other word...so I think the first of all, we need to know much. This is the first step and the second step we need to ...uh speak or write uh speak or write in uh in correct grammar its' very important...If you could I mean you have this opportunity know much more word, and if you speak grammatically I think it work easy for you to communicate with other. [IV1S22]

Here S22 displayed a serious concern about lexico-grammatical range. This concern was evidenced in the collaborative lexical searching efforts of Group 3 in the group discussion presented in Chapter 8. Moreover, when students evaluated peers' or their own presentation, the ability to manipulate lexical resources was recognized as a crucial factor in information comprehensibility and smooth communication.

S02: I think the difficult is when I listen to some classmate, maybe I can't understand what they say but when I speak to my classmate I maybe use some wrong grammar or wrong words. [IV1S02]

S09: I think the difficult problem is I don't understand what other say and um...oh and I think the difficult maybe someone use other word I don't know. Because maybe that word I don't know [IV1S09]

In fact, they also took lexical and grammar ranges, and utterance length into account when they compared their own and peers' performance, particularly in the small group discussions.

S02: I knew all of us wanted to try to speak. So did I. However, depending on the abilities of everyone. I thought S08's speaking and listening were the best. When I talked, I just used very simple words, but I found she would used some not very simple words and her organization and grammar were better than us. [Q3/RS02]

S07: Yes, I found I can say more sentences gradually. [Q3/RS07]

More importantly, the critical role of upgrading vocabulary range was related to the identity of English majors.

S03:...maybe use the uh different words to explain that, right? But um I major in English I think I have to learn some new words, right? I am a student and major in English so my it's its my...job now. [IV1S03]

It is noted that the same concern about vocabulary range was carried over from the beginning till the end of the their freshman year. As noted earlier in Chapter 6, S22's high expectation of native-like English abilities, including both accuracy and fluency, found in Questionnaire 1 (Section 6.3.1), and the quotations here converged on the point that these students did have very strong demand for vocabulary, grammar and syntax. Although S22's expectation of native-like English abilities, in terms of pronunciation, intonation, vocabulary and grammar was not found in the later evaluation comments, the voice of "being professional" in these respects were still present in their evaluations and reflections. Thus, it still represents a component of the students' understanding of the basic linguistic requirements of English majors.

The quotations above clearly display that these students viewed pronunciation, grammar resources, and lexical range and complexity as significant in assessing oral proficiency (Lennon, 1990, p. 387). Their importance was recognized in the findings of the initial stage of this study (Chapter 6), and repeated in this final evaluative stage. Moreover, these critical concerns served to justify students' efforts in correcting each other's pronunciation and verb tense, and seeking and giving help to each other with the right word in the findings in Chapter 8. These behaviors received a powerful impetus from students' perception of the 'tag-along' identity as an English major, which imposed on them a strong desire for good (or correct) pronunciation, and accurate and multiple lexical choices. More importantly, through collaborative pronunciation and lexical search or correction, they displayed their collective efforts in constructing and realizing this shared identity. This shared understanding justified their collective efforts and positive attitude toward the correction as observed in Group 1's discussion (Episodes 8-7 to 8-9), or refusing the incorrect suggestion observed in Group 3 (Episode 8-12). In other words, those behaviors of acceptance and refusal could be linked to their struggle to solidify their current identity-in-transition to boost the possibility of the claim of a qualified member in this Department. Thus, these students had developed a common understanding that oral proficiency was built on their ability to produce accurate pronunciation and manipulate sufficient lexico-grammatical

resources. These commonly shared linguistic concerns were found to be crucial in their participation behaviors. However, they may also have influenced their understanding of and attitude toward classroom learning activities.

9.3.2 Classroom learning activities

As shown earlier, these students valued the learning potentials that both activities could offer in terms of developing listening and speaking abilities. In their evaluations, they converged on elements that characterized activities with or without learning potentials. Firstly, the findings in Section 9.2.2 showed that they paid high regard to the “interesting” learning environment which encouraged them to speak English. It appeared that they also applied this principle of “being interesting or not” as one indicator to assess their own performance in the oral presentation and viewed it as one key feature characterizing a satisfactory presentation.

S05: Well I was satisfied with my performance because I did prepare uh each try hard and I also spent a lot of time to finish my script and try to make my speech interesting and also a sense of humor. [IV105]

While S05 looked at the importance of “being interesting” from a speaker’s point of view, some displayed it from the audience’s perspective.

S06: I like the presentation um ...S13 and S14 I think ...S13 has good humor and their content is also interesting. [IV2S06]

S29: Today I’m so glad that I can learn so many delicious foods from our classmates, and I think that their report is very interesting. [C2S29]

The importance of “being interesting” was clearly specified, when they were asked to choose the best group presentation and the least-preferred group. To S07, the best presentation was the English Learning group led by S27.

S07:...because it’s interesting funny and train our listening. [IV2S07]

The principle of “being interesting or not” was also employed when two students expressed their attitude toward the least-preferred presentation.

S10: I don't like the ...um the topic...uh 問卷 [questionnaire]...because I think it's boring. [IV2S10]

S04: I don't like the presentation about questionnaire because the topic is so difficult and serious. [IV2S04]

Students thus showed their appreciation of “something interesting”, and their dislike of something “not interesting”, “boring”, “difficult” or “serious” when they assessed peers’ oral presentations. It is then understandable that avoiding “being boring” became a very critical impetus for S13 to add something different in his presentation.

S13: In S14's presentation, I discovered that this presentations I quite boring, because not everyone really enjoy in it. I nearly could see from everyone's face. That's why I made my presentation much more relax. [JGP01S13]

This principle of “being interesting” was turned into a desire of “making it interesting”, which S27 used to justify his repeated interruptions in the Yoga presentation (see Section 7.7).

Another principle that they used to characterize activities with learning potentials was “being interactive”. In other words, classroom learning practices should be embedded in interaction. The data in Section 9.2.1 showed that most students preferred small group discussions to oral presentations, and a very significant aspect that they stressed was that the latter were comparatively lacking in interactive opportunities.

S22: I like the activity of group discussion because there is very instant interaction between group members. [Q3/RS22]

Increased interaction was suggested for the speakers of oral presentations in the first interview.

S03: Suggest? Maybe they can ask with us you know the speaker can ...can ask you know 互動 [interact] with us. [IV1S03].

What S03 expected the speakers to do was initiate the interaction instead of waiting for the audience to ask questions. Her idea was echoed by S31 when she commented on her group presentation, the Questionnaire Presentation.

S31: I don't like it because I think the presentation is um an activity between the presenter and the audience. I think the interaction is very important. [IV2S31]

Agreeing on this point, another group member, S22, found a solution to improve their presentation.

S22: I like to get understanding information I collect and try to design interactive program I think that will be much better than this time. [IV2S22]

Obviously, some students expected that the interaction that they found in group discussions could also be employed in oral presentations, and to achieve a satisfactory oral presentation, speakers should take interaction into consideration. In order to increase the speaker-listener interaction in the oral presentation, in one particular presentation, the Taiwanese Snacks, I encouraged listeners to interrupt speakers when they had questions or wanted to seek further information. Some did interrupt them and some waited until the Q and A session. Different comments from listeners and the speakers were given on this interruptive speaker-listener interaction. The three presenters all agreed with each other that it was a challenge.

S04: I think it's ok if the speaker finish the whole part maybe maybe listener will forgot what you say and so I think it's good it's new challenge for the speaker. [IV2 S04].

S06: ...I think its' a challenge answer the question anytime...because I don't know what they will ask. [IV2S06].

S02: We had presentation today but we did not expect the show was different from before. W thought we just showed the pictures and read to everyone. However, I felt the change was more interesting than before but it was a challenge to us. [JGPS02]

However, listeners differed. Those who took it as a positive device identified certain benefits.

S07: And the way classmates ask questions is good. Everyone asked questions after they finish one snack, they can answer the questions clearly and directly. [C2S07]

S22: I think that's good way to...I mean...in the past we need if we have question we need to ask them when they end. But now it's quite different if we are interested in which part we ask them immediately uh we will be satisfied immediately...If they feel classmates feel confused they could used his kind of interaction to try to catch them to catch classmates eyes again. Then classmates could pay much attention on the presentation. I think this is a good way. [IV2S22].

S09: I think it's good way to listener because if in the end...uh you you want ask them some questions but if you um review all the presentation but if you stop him immediately you can quickly and clearly to know what you want to know but I don't I don't thain um for the spaker I don't think they like it. [IV2S09]

S10: I think I think ask question when when when they during the presentation can cause can can get someone's attention uh...and maybe can can can make more people understand. [IV2S10]

Although these students valued its benefits of immediate solution and satisfaction of content issues they wanted the speaker to clarify, others thought it affected the completeness and smoothness of the process or the speakers' performance.

S01: I don't like the way because the presenters their presentation they expect to go smoothly ya uh the audience in- inter- interrupt interrupt their speaking they will they will stop to think what they stop what they um speak later so it may not to have co-connection in their speaking. [IV2S01]

S18: I think interrupt them lot of time will let them forgot...let them feel nervous. [IV2S18]

S19: I think it's not good because I because they will forgot what they are talking about. I can't I can't understand them you know. [IV2S19]

Some students recognized the interruption had both advantages and disadvantages, and also identified some related issues that might need to be taken into consideration.

S28: I think they have some advantages and disadvantages each one. [IV2S28]

S31: I think that is American way ya. Good good especially when um you are forget something maybe the audience can help you to get the point more clearly because I think in Taiwan it is impossible to ask every...um...presenter [presenter] to stop their speaking because they will think it's impolite. [IV2S31]

S27: I think it depend on their topic or their and if they have job or not. If they don't have a lot of time and you give them a ...for challenge and they cannot prepare it well and you you and you give them a lot of pressure. It's not good. [IV2S27]

Thus, the modified presentation highlighted the importance of speakers' abilities in taking questions and the role of questions in interaction. Ability to take random questions from the audience was considered as a symbol of achievement. S27 related this point to what he would do to make their presentation better.

S27: I will try to let our team- teammate to answer the question and I will also try to ask the audience back...I think the way is good for interaction. [IV2S27]

This awareness resulted from the fact that he took almost all the Q and A session in their group presentation, which he reflected as being unfair to his partners because he deprived them of their opportunities of answering questions. In fact, after his remarks, S19, one of his group members, responded right away:

S19: Next time you can you can send microphone to me. I will answer all the questions. [IV2S19]

In the remarks, S27 also explicitly underlined the role of questions in interaction. He saw it not only as a tool to demonstrate linguistic abilities but also as a symbol of power-in-interaction.

S27: Because question is power and question stir your imagination make you think. [C2S27]

Furthermore, instead of passively awaiting random questions, it was suggested that speakers take the initiative in this comment on modifying a presentation.

S27: Ask question back to audience. That make interacted! Tell me why speaker can't ask question back! [C2S27]

This taking of initiative by speakers instead of awaiting questions was in fact realized in the data analyzed in Chapter 7. In Presentation One, the speaker (S13) took the initiative in nominating his peers to be the enquirers. His choice of not waiting for peers' questions evidenced not only the crucial role of questions in interaction but also his exercise of power-in-interaction.

The findings here indicated that these students displayed very high expectations of the classroom learning practices to improve their listening and speaking abilities. After they had experienced many different oral presentations and three small group discussions, they had developed their own criteria to assess what could meet their needs. They wanted both learning activities to be interesting and interactive. They valued the immediate interaction in the small group discussion because it could enhance their participation. Moreover, they applied the same criteria of 'being interesting and interactive' to oral presentation. Since most oral presentations did not have those interactive features, they created their own style of interactive oral presentations. This could explain the strong incentive to subvert a fixed and boring agenda by manipulating questions as a device of power-in-interaction, to make the presentation develop as they wanted and also involve more participation. This can be seen from the data presented in Chapter 7. Both presentations ended up involving more listeners, and even the full class, in contributing verbally and non-verbally. In other words, the efforts they put into subverting the fixed agenda of a typical presentation was a realization of their perception that interesting and interactive learning activities increase their opportunities for oral skill development. The strong demand for interesting and

interactive activities supported them to exploit the function of questions. They were not used only to check comprehension or as discipline control, as most teachers' questions are (Tsui, 1995). Instead, they served to realize linguistic abilities and power-in-interaction such as challenge and competition. Moreover, they also served very well as a tool for inviting participation (McCormick & Donato, 2000).

In addition, one aspect to be noted is that 'being interesting' and 'being interactive' are interrelated or connoted concepts. Making a topic, subject, or activity interesting has been an emphasized aspect in studies both in motivation (Dörnyei, 2001) and language teaching (Brumfit, Moon, & Tongue, 1991; Williams, Burden, Poulet, & Maun, 2004). In this study, when students displayed their preferences for small group activities, they associated "being interesting" with "being interactive". The evaluations of presentations also showed that students had strong demand for both characteristics. In addition, responses to the demand for 'being interesting' were configured in various discursive strategies such as humor, joking, repeated interruption, and inuendos, as shown in the analysis in Chapter 7. These do not typically occur in EFL contexts such as Taiwan. This finding could also imply that these students were predisposed to something different from the typical and routine-like teaching and learning practices, which to them might be boring and lacking in interaction. In a word, these two parameters might have influenced the level of their investment and participation in the classroom activities.

9.3.3 Learning investment

The previous two sections have clearly specified commonly shared linguistic concerns related to oral proficiency and two key parameters in terms of efficient and productive activities. These commonly shared views played critical roles in my investigation of students' attitudes toward their participation behaviors. As found earlier, for achieving better and more efficient learning results, students had high expectations of all the participants, the learning practices and elements related to the curriculum. They expected their time and effort to be optimized for best learning results. This practical concern formed the third element constructing

their claim of a fuller membership. It can be approached from the perspective of learning investment, and along with the other two elements, linguistic resources, learning practices, a triangle of full membership as English majors is thus constructed.

It was found that the concept of practicality was embedded in the assessment of the usefulness of the learning practices. This economic concept of practical returns was employed in evaluating their own and peer's general and specific performances in the two activities, the learning domain, the course and other areas. In expressing this practical concept, they explicitly or implicitly used the words "useful" "good" "good way" "good chance" or other words with a similar semantic implication.

The concept of practical usefulness was ubiquitously noted. First of all, it could be applied not only to classroom activities but also to out-of-classroom activities that they engaged in individually.

S22: Because we try recite from them...I think this method with the teaching is very useful although we...have much pressure on presentation but it's very useful. [Q4S22]

S13: I was thinking about that how to improve English listening these days. Watch CNN or listen for radio are not the best ways, there must be some other ways to do it. I found that each one of us have different English speaking accent. We know what we're talking about, but other people may not understand the words or sentences came out from your mouths. Therefore, I tried to watch ESPN. For example, the Powerboat Competition, broadcast in British accent. It's quite difficult to understand each word, but it's good for listening. Maybe you will hear some sentences patterns from the talking or technical vocabularies of its sports. It seems those vocabularies are useless to you. But what if you are going to talk about these sports or use the words in other talking, it will help you a lot. [JIV2S13]

These data show that the presentations forced S22 to learn the information and the text in English by heart, and this learning process had practical returns for developing her English abilities. As for S13, it appeared that he had already developed his criteria for his individual learning practice by watching ESPN (instead of CNN or listening to English-speaking radio programs) because, to him, the former could give him more practical returns, not only in listening but also in increasing vocabulary range in sports, which would "help ... a lot" in conversation.

The concept of practical returns was also built on concerns such as linguistic elements, information usefulness, or both. Significantly, one student related accurate forms to his perception of practical returns.

S27: I think uh uh one of the reasons why I don't pay attention to classmate show and tell because I I am afraid I will be confused I will learn English in the wrong way if their speaking their grammar their grammar is wrong. [IV1S27]

It is clear that S27 applied his concept of practical returns to explain his general non-participation behavior in oral presentations. This implied that he took linguistic accuracy as the key consideration to decide whether he would participate in a certain oral presentation or not. Another student displayed the same investment concept to explain why she had paid much more attention to the speech of one of her peers.

S06: ...although many classmates will say something, but some of them could speak the wrong, including me will. But every time, S05's speak really make everyone understand and the ways she speak clearly and fluently, I always paid attention to what she said. [JSM2S06]

With similar concerns about the accuracy of linguistic forms, S27 chose not to pay attention to those speakers he did not have confidence in, and S06 chose to listen to S05 because she admired and trusted S05's English abilities.

The concept of usefulness was also addressed in terms of information. When S22 and S09 reflected on their group presentation, which was described as the least interesting presentation, the Questionnaire Presentation, they also showed their investment logic.

S22: ... I have a different opinion because I you might understand I like to learn new things. I could learn I think that is um I will feel interesting umm because last okay we also discussed why we come to ...for studying in Foreign Department for me is learning things I like to English and learn something I don't know so if the things if the thing I am not so uh I I don't know I like to spend for some time on it. I think that should be useful for me. [IV2S22]

S09: Umm actually...uh I didn't like the topic but I think I can learn new things from this topic. That is useful in the future you can use that and it's good foundation. [IV2S09]

These opinions imply that 'usefulness' could be applied not only to the linguistic development but also to the subject information that they learned from their specific topic. Although they found that their topic was not interesting, they still believed they learned something from it. While S22 ascribed the 'usefulness' to

learning something new to her, S09 associated it with future use. So for both S22 and S09, the returns on learning investments could be broadened to different areas and extended to the future.

The concern about practical returns was also noted in students' expectations of the course. S31 related her perception of practical returns to curriculum through the suggestion below.

S31: ...teach useful oral English in class. Since what we learn from school is kind of formal but as I know most native speakers never use the word or the phrase. For example, they don't say "I wanna go outside an sunbath". They just say "I wanna go outside and catch some sun" You know something like that. [Q4S31]

In fact, her concept of 'usefulness' was not only demonstrated here but also actively projected in the argument on the learning domain in this specific Department, which occurred in the small group discussion in Chapter 8. In Episode 8-15, Group 4 argued about general English vs. literature, in which S31 consistently displayed her concerns about practicality, which justified her negative perception of the heavy requirements of literature courses. What she needed was some useful conversational expressions that would enable her to communicate with her native-speaker friends. However, her group members, S22 and others, tried to coax her by citing the "usefulness" of literature. In that conversation, the participants not only displayed different power-in-interaction but also demonstrated the concept of practical returns, based on the concerns of developing language abilities instead of appreciating the literature itself.

The argument related to usefulness was associated with not only the domain of this particular course, but also the macro domain of this Department. The following quotations showed S22's and S07's attitudes toward literature when they had just entered this Department.

S22: I thought that join English Department will be the correct choice but I found some teachers told us the opposite opinion. They mentioned that English Department is suitable for people who love literature, but it's neither a good nor a right place for learning English. Now I am a little confused. [Q1S22]

S07: But teachers said the major subject in the English Department is literature. So maybe I should adjust my mental state. [Q1S07]

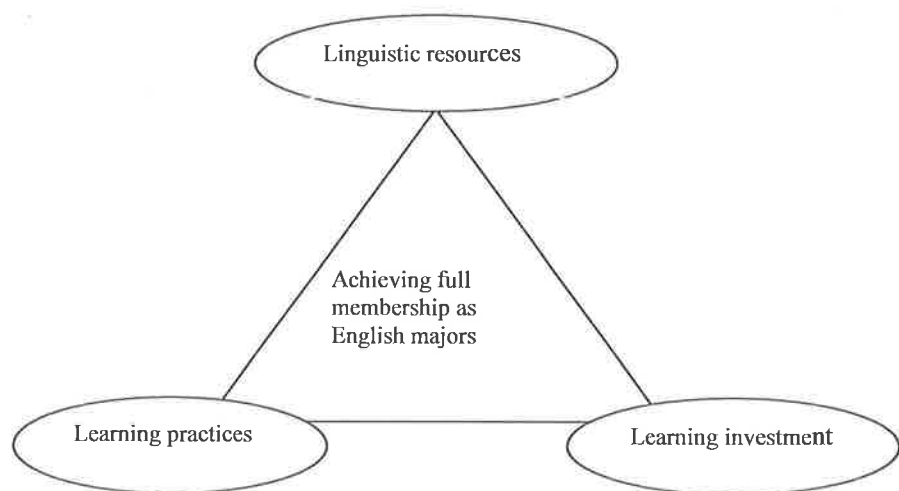
These remarks and the argument in Episode 8-15 converged on the point that these students had not been strongly persuaded of what literature could contribute to developing oral English proficiency, which was the main goal of their seeking membership in this community.

The data above display that these students had cultivated their perceptions of practicality from their own individual perspectives. Thus, what types of activities or genres of English could work for developing their oral skills was differently perceived. These findings might indicate that these students had developed a very practical perspective in viewing their learning investments in the community practices—investing only in what was worth investment, and participating only in what was worth participation. In addition, the experience gained from participation had made them adjust or readjust their understandings of what was worthwhile, which in turn might have influenced their attitudes to and efforts in the learning practices. This influence might be transformed into their different levels of participation.

In this section, I have investigated this cohort of students' shared views of English learning emerging from their experience in small group discussions and oral presentations. The findings showed that their transportable or tag-along identity was constructed on common expectations of developing their oral proficiency, a symbol and a crucial requirement of full membership, from three related perspectives: linguistic requirements, learning activities, and learning investment. The findings showed that after the accumulation of experience in different practices and different micro communities, they had developed commonly shared understandings about what could contribute to their becoming full members of this Department. In terms of linguistic requirements, pronunciation and lexicogrammar resources were their major concerns. They wanted to have accurate pronunciation and a broad lexical and syntactic range. In terms of learning activities, they saw that interesting and interactive activities could provide learning opportunities and enhance learning potentials. In relation to learning investment, usefulness and accuracy were two main principles that influenced their participation willingness and levels.

These findings echoed their active participation in the small group discussions and oral presentations and the subversion of the typical presentation agenda. Those understandings revolving around oral proficiency were projected and demonstrated in their local membership and participation. Their linguistic concerns were demonstrated in their collective efforts at error corrections and word seeking. Their demand for interesting and interactive activities might have prompted them to subvert agendas. Their demand for useful and accurate returns influenced their participation willingness and levels. These showed the link between the micro-membership in the specific task group and their macro-membership as English majors. From the analysis above, it is found that what linked the micro-membership and macro-membership was their shared view of how to achieve full membership in this advanced English learning community. The tag-along identity as English majors was thus constructed by the three elements shown in Figure 9-1, the triangle of full membership as English majors.

Figure 9-1: Triangle of full membership as English majors



9.4 Discussion

The evaluations and reflections indicated that the majority of students had made some progress in terms of their listening and speaking abilities, listening in

particular. However, they also expressed their enthusiasm of further improvement, especially in their oral skills. This strong demand had highlighted the importance of oral skills, which were not only basic requirements for English majors but also a symbol of moving up the membership ladder. Factors ascribed to this improvement were several, including the community, the learning practices and personal efforts. As my interest was in how they viewed the learning potential that the two designed communicative activities could provide, I also analyzed their evaluations of the two activities, the community, and the curriculum.

In terms of the learning potential in developing oral proficiency, they displayed their preference for small group discussions. This might be because they had higher expectations of oral skill development and also because they had more experience of being audience than speaker in the oral presentations. In the small group discussions they had more opportunities for participating in the talk-in-interaction, in which they could engage in authentic negotiation of their intended meaning (O'Malley & Pierce, 1996, p. 59). These findings also implied that students expected more interactive opportunities for developing their speaking abilities. They also valued the oral presentations in terms of helping them develop listening and speaking skills, building up vocabulary range, group rapport and other skills related to English oral presentations. The rich information and the interesting topics also enhanced the learning potentials in terms of linguistic resources. In addition to the learning potential for language elements, students also highlighted the social rapport that they had established in both types of activities. In other words, the changing participation in different learning practices might have helped them realize the importance of interaction in developing oral skills along with social relationships. This point had not been emphasized in Questionnaire 1 and related reflective assignments. In terms of the learning environment, they enjoyed being immersed in the friendly and encouraging atmosphere that I facilitated by withdrawing from my dominant role. However, the nice atmosphere did not inhibit their expression of a critical attitude in giving advice for maximizing the learning potential of the learning activities and community.

To understand if there was a link between the micro-membership and the macro-membership, I investigated the two types of membership from their shared views of oral proficiency, which they took as a symbol of full membership as English majors. The findings about basic linguistic requirements, learning activities and learning investments showed that there were strong connections. Regarding linguistic elements, they showed great concern about phonology, lexis and grammar. In terms of language use, they displayed great concerns about fluency and accuracy. Although most students' attention was still focused on pronunciation, vocabulary, and grammar, some showed their worries over discourse elements such as how to continue the topic or sustain talk-in-interaction. These concerns were not only displayed in their evaluations but also in the small group discussions analyzed in Chapter 8. They took peer corrections positively and saw them as crucial for making progress. Moreover, they also highlighted the importance of teacher corrections and feedback (N.-F. Liu & Littlewood, 1997), which they regarded as one critical factor to make their investment "accurately" rewarded.

In relation to learning activities, they set up common criteria: "being interesting" and "being interactive". To make the presentation interesting and interactive, they employed different strategies (see Chapter 7) such as humor, joking, interruption, and questions. In this respect, students exhibited different strategies, which confirmed part of Morita's (2000) findings on oral academic presentations, in which graduate TESL students employed strategies to make their presentations "interesting" in order to be "memorable". However, in this study, students were more focused on creating learning potentials. Also, to increase speaker-listener interaction and to invite participation, they did not flinch from taking the initiative in enacting their power-in-interaction in various social practices, such as challenge and competition. This findings strongly suggest that most of these students inclined to take up their agency within linguistic and contextual contexts (Donato, 2000), and this demand was represented in their action in subverting the fixed format and agenda of oral presentation. More importantly, by the action of subversion, they not only played out their situational identity but also claimed to move away their novice membership and toward their fuller membership (Pavlenko & Lantolf, 2000). In addition, they established an investment principle:

invest only in what is worth investment, that is, activities that could provide something useful and accurate in terms of upgrading their oral proficiency. This premise not only affected their willingness and levels of participation but also their critical evaluations of the practices, the community and the curriculum of this course. As these shared views of linguistic requirements, learning activities and learning investment were observed in the small group discussions and oral presentations, I thus can claim that the micro- and macro-memberships were linked together by those shared views arising from their high expectations of oral proficiency.

Finally, in their evaluations of their progress, the activities, and the community, these students displayed extremely high expectations. One perception related to full membership of the macro community was their very high expectation of fluency and accuracy. They expected to develop 'professional' or 'native-speaker-like' English abilities. This implied that some students might have taken this Department as an alchemy stove, expecting that after they came out of it, they would become solid gold through and through. On the one hand, this high expectation might explain their overall active participation in classroom activities. On the other hand, it may also be critical to look into limited or non-participation behaviors, as found in Norton's (2003) study in which a woman immigrant withdrew from an ESL class which could not meet her expectations of an "imagined community". This also leads to the issue of what the goal of learning a foreign language is.

Hall (2001, p. 19) has indicated that:

...the goal of foreign language learning is not an assimilation of new language systems into already existing mental structures. Nor is it the acquisition of isolated skills. Rather, it is the development of knowledge and skills needed to understand and participate in a wide range of intellectual and practical communicative activities realized through the target language.

This means that its aim is to 'broaden their communicative experience, their worldviews, and their understandings of the active and creative roles they as individuals play in constructing these worlds' (p. 17). Other researchers such as Firth and Wagner(1997) and Cook (1999) share this stance, that the goal is not to aim at becoming a member of the native-speaking group. Cook (1999) even

argues that “without being reborn” (p. 187), it will never be possible to perform a foreign language as a native-speaker does.

Although native-speaker abilities are not encouraged in literature (e.g. Cook, 1999; Hall, 2001) as a feasible and practical goal for EFL learners, to these students, they appeared to be an ‘imagined goal’ that they had been aiming at. One possible explanation is the logo of ‘English majors’, which prompted them to develop this ‘imagined goal’, and gave them a strong impetus to climb the membership ladder. In other words, they might not be satisfied with abilities for manipulating daily conversation. Thus, the critical attitude towards themselves, the learning practices, and different levels of communities may have boosted their selective investment or participation behavior. Also, these high expectations might explain their persistence in both individual and interactive practices, and in turn empower and energize their participation in classroom discourse. Conversely, it is also likely that when they found that the learning practices did not enable them to achieve those high expectations, withdrawal or non-participation occurred, as found in Norton and Kamal’s (2003) study. Thus, it is important for the participants to work out an achievable goal as part of their enhancing of the potentials of the classroom activities.

9.5 Conclusion

Students’ evaluations and reflections showed that these students valued the learning potentials that the small group discussion and the oral presentation had provided them with in terms of developing listening and speaking abilities. However, they also identified the limitations and gave certain suggestions to improve these two learning practices and related pedagogical issues. The findings supported the view that the macro-membership as English majors had played a very crucial role in their manipulation of different strategies of power-in-interaction and also decided their participation willingness and levels in the discursive practices embedded in both activities. In other words, the micro-participation and the macro-participation behaviors were intertwined and influenced each other to a great extent. The findings also showed that dysfluent

speech and insufficient lexico-grammar resources, or the lack of fluency and accuracy, were regarded as the obstacles that slowed down or hindered their achieving fuller or full membership in this advanced English learning community. These important findings lead me to the pedagogical implications and future research directions in the final chapter.

10 CONCLUSIONS

10.0 Introduction

This qualitative case study has explored how a cohort of Taiwanese tertiary EFL students manipulated varying forms of power-in-interaction for participation in two focused communicative events, small group discussions and oral presentations. In this chapter, I conclude the findings and also discuss the implications that can be drawn from these findings in terms of pedagogical concerns and further research directions. I start with summarizing the findings from the two communicative activities, which conformed to my previous assumption that this EFL classroom could function as a community of practice (CoP). Then, based on the students' evaluations and reflections I draw conclusions and implications related to English proficiency and participation. These then enable me to elicit future research directions.

10.1 Final Discussion and Implications

The findings in Chapters 6-9 confirm my assumption that the concept of community of practice could work with this student cohort, based on their expert-novice relationships from the perspectives of varying ranges of age, world knowledge, life experience and linguistic abilities. As can be seen from their evaluations of and reflections on the two activities, students had developed an understanding of the importance of more interactive learning practices for the development of English proficiency, especially oral proficiency. This confirms an important concept that constructs this community as a CoP—mutual engagement (Wenger 2002). The students also developed abilities of discerning different levels of peers' expertise, not only in the subject topic but also in terms of their efforts and linguistic performance in accomplishing the tasks. They could also identify benefits and limitations of learning practices and the community, and commented on issues related to the curriculum and learning domains. These understandings were formed after they had been situated in the community for one academic year and experienced the two types of activities in different formats and

topics. This evidenced that the development of the knowledge and skills, both linguistic and non-linguistic, specific to this classroom community, was related to their shared experience in the learning community as a whole and the specific activities designed for this class.

Findings in relation to the different topical and thematic issues arising from the discursive events in both activities confirmed that the learning activities had situated the students in different forms of social practices usually experienced in daily encounters, such as advice, negotiation, and information clarification. However, in English language classrooms in Taiwan, these social practices have received little attention in the teaching of English language to date. Most EFL learners in Taiwan have expected of themselves or been expected to create a sufficient lexico-grammar bank which they could retrieve, primarily for the purposes of examination rather than for daily communicative purposes. The findings confirmed the theoretical framework that this study was embedded in: both language use and language learning are social practice, including also in this EFL context. This indicates that the concept of social practices can usefully be incorporated in teaching and learning English in Taiwan, which may partially change the traditional language learning concept of keeping a lexico-grammar bank. As language use and language learning are represented and embedded in social practices, foreign language learning cannot be independent from social practices, and the social dimensions thus should not be left out of pedagogical decisions for designing classroom learning activities.

Another critical aspect in the findings of the study is related to participation. The findings showed that despite the fact that these students had linguistic limitations, they actively displayed their capabilities in manipulating power-in-interaction to reflect their orientations, both positive and negative. This means that their limited linguistic competence did not hamper them from taking clear personal stances on the topical and thematic issues that they co-constructed. This also means that they wanted to take control of their participation and played out their claim to become a member in this advanced learning community (Lave & Wenger, 1991). Thus, the elicited invitation of a peer speaker or group member did not necessarily receive acceptance. This might explain why many cases of refusal and neutrality

occurred on different occasions. The intention of taking control of their participation encouraged them to clearly display different forms of discursive strategies to realize their power-in-interaction. By doing this, they also clearly displayed their positionality as they oriented for or against the issues.

Several factors may have contributed to this display of intention and orientation to taking control, and one of them could be the reduction of teacher control. The findings in this regard conform to my initial pedagogical justification for implementing student-directed discursive practices (see Chapter 3). More importantly, reducing teacher control was found to have been critical in allowing students more linguistic and orientation space for participation. In addition, without an authority figure's dominant control, these students even took initiatives in correcting each other's mistakes or giving advice on the benefits of different English genres (see Chapter 8). This development implies that without teachers' control, they displayed active and positive attitudes toward taking the responsibilities that the teacher usually takes. Furthermore, the reduced teacher control allowed them space for negotiating and constructing their local power relations, which the ecology of the group, either small or large, nourished. This means that a reduction of teacher control had a positive influence in allowing students to become active agents in controlling both learning and discursive initiatives. However, this cohort was English majors and had strong expectations of themselves and of the community in terms of English learning. Although the findings on the reduction of teacher control in this study may challenge the stereotyped understanding of reticent behaviors in classroom discourse in Asian EFL contexts, further investigations are clearly needed on how the reduction of teacher control can work with students in different majors at university level and at different levels of education. In other words, reduced control from the teacher may be an aspect warranting further investigation, in terms of the relations between students' participation and negotiation of power-in-interaction.

Another crucial factor contributing to active participation is associated with students' micro-membership in the specific practices they constructed and were situated in, and their claims to macro-membership as English majors. The participation in the discursive events not only realized their roles in the local issue

but also evidenced their struggle of achieving fuller membership in this specific Department. This duality of participation formulated a strong impetus for prompting various forms and levels of participation in the negotiation of power-in-interaction. In addition, the findings also show that the students developed their own principle of participation based on how they perceived the learning potentials embedded in the activities. Their decisions on engagement levels were decided by their perceptions of practical returns, or accurate and rewarding learning investment. It is noteworthy that these students did have high expectations of the community and themselves. These expectations and strong self-requirements urged them to participate in the activities that they perceived useful and investment-worthy. This may in turn have affected their perceptions of the learning potentials of different learning practices in the classroom community.

The students identified that the oral presentation and small group discussion activities had their individual advantages in terms of learning potentials. Students saw both activities had particular functions not only for English learning but also for building social rapport, which contributed to the relaxed and friendly learning atmosphere in the classroom community. They also saw that small group discussions could situate them in a purposeful communicative occasion, which provided them with authentic opportunities for using English, critical in their struggle for achieving full membership. They underscored the informative, linguistic and social aspects that the two activities could provide, but also emphatically preferred the interactive nature of the small group discussion, which they saw as interesting and useful for developing oral proficiency (see Chapter 9).

In order to achieve the full membership they aimed for, these students had strong requirements in terms of oral proficiency. This was evidenced from their dissatisfaction with their level of development in speaking skills and also their preference for small group discussions. To increase the potentials for developing oral proficiency, they took their own learning initiatives and displayed their practical demands by challenging the fixed format and agenda of an oral presentation (see Chapter 7). By doing this, they demonstrated that they not only grasped but also created participation opportunities for themselves and their peers.

However, in spite of their growing understanding of the value of social interaction for developing oral proficiency, there was a contrasting current of findings that demonstrated a strong expectation of accuracy: a strong focus on the accurate use of forms and pronunciation, and lexical and syntactic resources. This implies that many of the students relied on the concept of accuracy as a measure of language proficiency, and had a less well-developed understanding of fluency. In other words, they had not been provided with knowledge of the importance of discourse competence, and this may be an area for future development in the curriculum. In fact, an explicit understanding of the role of discourse competence in oral proficiency would be helpful for teachers trying to implement communicative language teaching (CLT) in Taiwan, especially at tertiary level.

A desire was clearly demonstrated in the findings that this specific Department would enable students to develop native-speaker-like proficiency, especially in linguistic forms and knowledge. The strong demand for accuracy of these students, which was reflected in their critical attitude to maximizing the learning potentials, might relate to their desire to become “professional”, or a demand for native-speaker-like proficiency (see Chapters 6 and 9). Although language educationists and researchers have been reserved in this respect (Byram, 1997; Byram, Nichols, & Stevens, 2001; Cook, 1992, 1999; Kramsch, 1998), these findings highlight how these students perceived the importance of both accuracy and fluency at native or near-native levels to their understanding of being a member in an advanced learning community. Native-speaker-like proficiency, although it had not been deemed feasible or encouraged, had tended to become an ‘imagined goal’ of these students. The vivid enthusiasm found in them and their strong desire of achieving the imagined goal of native-speaker proficiency, or “near-native capacity” (Burwitz-Melzer, 2001, p. 30) seemed to have played a key role in their active participation. It would therefore seem important that, instead of taking the risk of watching the active learning initiatives and participation waning because of disappointment with the “imagined community” (Norton, 2001), ways be found to keep this imagined goal practically negotiable.

Since the imagined goal of native-like proficiency is not easy to achieve, it might be an important future goal to work out how to help these students realize its

impracticality and focus on an achievable and workable goal of proficiency development which would incorporate the discourse features of authentic communication. Thus, instead of setting an infeasible goal related to native-speaker competence, the suggestion of becoming an “intercultural speaker” (Kramsch, 1998), who can master “intercultural communicative competence”(Byram, 1997), can be more appropriate for EFL learners.

In terms of developing intercultural competence, literature or literary texts have been deemed suitable in serving this function (Burwitz-Melzer, 2001; Byram et al., 2001), to stimulate learners’ “affective as well as cognitive understanding of otherness” (Byram et al., 2001, p. 3). Works of literature are recognized as a creative reflection or revelation of a particular culture’s shared views and values, and ideals and dreams (Topuzova, 2001). According to Topuzova (2001, p. 255), “literature contains and expresses both the transition of time and social reality as the agent of change”, and thus it can be justified as “reliable, truthful resources of cultural representations”. However, the findings in this study suggested that some students held a negative attitude towards literature. One reason was likely related to their strong focus on potentials for developing oral proficiency, which happened to be the core concern of these particular students. This may offer a future research direction for understanding how EFL students in Taiwan perceive literature in terms of developing oral proficiency and communicative competence.

Although this study aimed to investigate English major students, a specific cohort of EFL learners at tertiary level, the findings can also reflect on the current transition in English language education and policies in Taiwan, especially from the perspective of oral proficiency and CLT. As described in Chapter 2 of this study, the “English fever” (Krashen, 2003) in Taiwan has been a result of a pragmatic impetus. The political and economic struggles and impasses resulting from the competitiveness in global arenas have alerted the government and the general public to the need for English proficiency. However, communicative competence is still deemed ‘insufficient’ after the enforcement of the new policies of the Nine-year Integrated Curriculum and the Challenge of 2008.

The findings in Chapter 6 from the perspective of students’ seeking membership in an advanced English community also revealed views of outcomes of English

education in Taiwan in terms of its effect on students' oral proficiency. Assuming that CLT will be a blanket solution to these dilemmas has simplified the historical impasses and thus has faced objections and doubts from teachers in terms of its feasibility, given that examinations still test the older 'linguistic bank' concept of proficiency.

Nevertheless, developing oral proficiency has clearly become the goal of the country and individuals, and the findings of this study promote an understanding of how the concept of communicative competence should be broadened and also modified in the Taiwanese context, based on students' education levels and English proficiency. This implies that CLT may need to be modified not only in terms of the current foreign language status of English in Taiwan, but also based on other factors such as students' education level, discipline majors, linguistic abilities, and current and future communication needs.

The findings of this study show that oral proficiency was seen as a crucial requirement for English major students because they are prospective users of English in the future (Cook, 2002b). This means they have more need to count on English for communication than other majors. The requirement of oral proficiency can be very critical for prospective users of English, such as the graduates of English majors, international business, technological corporations and academic disciplines. However, for people situated in these areas, conversational English, which according to the concept of Cummins (2000) is more fluency-related, may not be sufficient to handle every communicative situation in international encounters. This implies that not only does CLT require modifications, but also that the concept of communicative competence in Taiwanese tertiary context needs to be expansively broadened to cover three interrelated competences: sociolinguistic, discourse, and intercultural competence. These need to be more emphasized, especially for prospective users of English such as the cohort in this study. The findings here also imply that oral proficiency in the EFL context of Taiwan needs to be contextually defined or interpreted, and also needs further research.

10.2 Summary

In conclusion, the most critical implication from this study is on the concept of participation, which may need to be redefined in interpreting Taiwanese EFL learners' participation in classroom discourse. Most of these students were not reticent in participation. This participatory force may involve various factors such as their claim to the shared identity as English majors, the shift from teacher-fronted to student-fronted classroom learning, the reduction of teacher-control, and the activities selected. Thus, from a pedagogical perspective, the findings suggest the following. (1) Social and contextual factors need to be taken more into account when encouraging and evaluating students' participation. (2) Adult language learning classrooms in Taiwan can work not only as a learning community but also as a community of practice, in which participants can learn how to take part in various learning and social practices at the same time, which in turn contributes to the development of their oral skills. The functions of this community need to be valued, enhanced and cultivated (Wenger et al., 2002). (3) Tertiary students can benefit from more substantial opportunities for using English for communication in the language classroom which can invite them into participation, such as the activities employed in this study. (4) In terms of oral proficiency, the concept of communicative competence in the Taiwanese EFL context requires the incorporation of sociolinguistic, discourse and intercultural competences.

From a research perspective, it is important to acknowledge that this was a single case study and the subjects were English majors. Additional empirical studies are required, especially in Asian learning contexts, to examine (1) EFL learners' participation and non-participation or reticence, at different levels of educational settings, or in classrooms that differ in terms of social dimensions; (2) how reduction of teacher control influences students' social interaction and their development of oral language skills in the same range of situations; (3) what can be done to maximize the learning potentials of focused activities such as those studied here to increase students' participation and develop their oral proficiency, and (4) how tertiary students, especially English-related majors, perceive literature in terms of developing their oral proficiency and communicative competence.

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12 APPENDICES

In this part, I put some spoken and written data samples I collected. Here is the list for each appendix, including the data type, its code, and the content, following the consent form (Appendix A)

Part I: Consent form and transcription notation

Appendix A: Consent Form

Appendix B: Transcript Notation

Part II: Spoken data

Appendix C: Transcript of Oral Presentation 1 and 2

Appendix D: Transcript of Small Group Discussions

Appendix E: Student's Self-accounts

Appendix F: Interviews

Part III: Written data

Appendix G: Commentaries (C)

Appendix H: Journals (J)

Appendix I: Reflective Assignments (R)

Appendix J: Questionnaires (Q)

Appendix A

Consent Form

I, _____ (Name in Chinese and English), give my consent to Shu-hui Yu (余淑惠) to use data of mine, either in a spoken or written form, including the interview, the class presentation, the group discussion, the learning journal which I gave or presented in lessons of English Listening and Speaking One in the academic year of 2003. I understand that the data will be used for research purposes and my name will be kept anonymous.

(Signature)

(Date)

Appendix B

Transcript Notation

< >	Translation from Mandarin or Taiwanese
[]	Interpretations or remarks of the contextual clue
.	A stopping fall in tone indicates the end of a sentence
(?)	Rising intonation
?	Interrogatives
bold	Lower case in bold indicates a stressed word or syllable with normal speech volume
BOLD	Upper case in bold indicates loud speech volume
<u>bold</u>	Lower case in bold with an underline indicates a falling pitch with a strongly stressed word or syllable
<u>BOLD</u>	Upper case in bold with an underline indicates a falling pitch with a strongly stressed word or syllable in loud volume
=	Latching
:::	Lengthening of the particular word or syllable
//	Overlap
(.)	Short pause
(...)	Pause more than 3 seconds

Appendix C

Transcript of Oral Presentations 1 and 2

Oral Presentation 1: My overseas life experience

- 1 S13 But don't drive that fast in Taiwan. You will get yourself to the coffin. You know
[laugh] Any questions for me or to Jeff?
- 2 S26 How how about your relationship between you and Jeff?
- 3 SS [Laughter coming from all corners]
- 4 S13 He is my brother.
- 5 T [to Ray] What do you mean by your question?
- 6 S26 Because I think they are good brothers because I always saw 2 of them.
- 7 S13 Well, actually we are couple.
- 8 SS All: Laughters.
- 9 S26 Oh no.
- 10 ?? Gay?[337]
- 11 S26 Are you living in the same house?
- 12 S13 Actually yes. [laughters] Just joking. [PAUSE] Any question to ask us?
- 13 T I thought he was going to ask you if you had any experience of intercultural relationship, or fell in love with someone when you are in America?
- 14 S13 That's a good question. Yeah. There are many Japanese girls in Oregon State but actually west coast especially Washington, but what I am going to talk about is Oregon State, so let's skip the Washington. Um oh ya some of my classmates from my high school went to Oregon and stay in the same college. They got a lot of girl friends. Maybe they changed the girlfriend once one month or two months. And I didn't I didn't have any girl friend () and the reason is not uh I forget.
- 15 T How many classmates of yours were there? Five?
- 16 S13 No just 2 (pause).My high school is in Taichung County in Taiwan.
- 17 T So you went to Canada when you were in high school.
- 18 S13 Yeah. That's a school tour.
- 19 T Study tour?
- 20 S13 Yeah study tour. Any questions?
- 21 T S05? Do you any questions?
- 22 S05 No.
- 23 T Okay I have a same question for you. What was the best memory there?
- 24 S13 Well the best memory there is my best drive 115 miles on the highway interstate highway, and and we didn't get caught. We didn't get the ticket. We saw a police vehicle and and we drive in 115 miles. The officer drove faster than us to get a I think there is criminal. (...)
- 25 T So they just let you go because they were on some more important duty.
- 26 S13 And we followed that car. (..) Fortunately we didn't uh hit anything. (...) Anyone? (...) Anyone? S24?
- 27 S24 NO question
- 28 S13 Ya I can see that.//(...) Well? Anyone
- 29 SS //hahaha [laughing]
- 30 T S27, do you have any questions?
- 31 S13 About dogs or 2-face doctor?
- 32 S27 Have you ever fought with your classmate or some?
- 33 S13 Oh you mean had a fight?
- 34 S27 Yes.
- 35 S13 No //but I will like to fight with you=
- 36 S27 // No(?)
- 37 SS Hahaha [Laughing including me]
- 38 S27 Me?
- 39 S13 Yeah someday oh well (?) I am just kidding never mind (...)
- 40 S13 Anyone? (...) [looking at the audience and searching] How about that guy behind there?

41 S31 Do you live in a dorm or homestay?
42 S13 Actually when I um first I lived in a host family then I moved into an apartment with my friend, my Taiwanese friend.
43 S31 I got it. Were there any foreigners live around you?
44 S13 Pardon me?
45 S31 I mean in the same apartment.
46 S13 No just a 2-room apartment with studio and bath room and kitchen and Television and anything.
47 S31 Okay. That's it.
48 T Who do you mean **that guy** just now?
49 S13 Ya. THAT OLD GUY
50 T S16? Ask him questions.
51 S13 hehe [Funny and cunning laughing]
52 S16 S13? How many children do you have?
53 S13 hehe...what?
54 S16 Hehe I said how many children do you have? [In a joking tone]
55 SS hahaha [laughter around the room}
56 S13 Well I have over over 10 billion children but they didn't born yet. You know what I mean
57 SS hahaha [laughter again]
58 S16 No.
59 S13 I think you know. I am sure about that.
60 S16 May I ask you another question?
61 S13 Yes.
62 S16 Did you did you find a part time job during you studied in America?
63 S13 No I didn't do that but my friend do that//if you do that if you want to work eh part-time job well as long as part time job
64 S16 //You didn't do that. You didn't want to work
65 S13 You have to get yourself a social security number
66 S16 So::
67 S13 So you will be allowed to work in the America or you will be 驅逐出境 <deported> by the FBI
68 S16 So that's mean you don't have to work. Right?
69 S13 Yes.
70 S16 Sounds you are living on the easy street. Right?
71 S13 Huh (?) Pardon me (?)
72 S16 I said that sounds you are living on easy street.
73 S13 (...) [Looking confused but no reply]
74 S16 You know what I mean?
75 S13 I don't know.
76 S16 //Well
77 S13 //You see well no
78 S16 Someone lives on easy street that means he lives a better life than the others.
79 S13 Ohhh. What does that mean?
80 SS //hahaha [laughing loud]
81 S13 //hehehe... Your question is too difficult to me I choose to refu- refuse to answer it.
82 S16 So //you got to be more careful next time or you want to ask me question something like that
83 S13 //Or you can ask me after the break
84 S13 Huh [he might look at Jeff or other showing his confusion] (...) No question?
85 S16 No. No more.

86 S13 Yes [spotted S12 raising her hand]

87 S12 As we know you stay there you stay at America several years so could you how do think how different between Taiwan's girls and America's girl.

88 S13 Well there is a point eh ...to see the differences with Taiwanese girls and American girls but in fact you know American like to eat I mean Americans like to eat those high-calorie food like McDonald's fast food cheese hamburgers coke so eh actually they are very fat

89 S15 Eh don't worry. I want to ask S14. Uh how do you feel now uh compared with S13's experience?

90 S14 Pardon?

91 S15 Compared with 13's experience in America, what do you feel now?

92 S14 I feel nothing.

93 SS [laughter]

94 S15 Thank you.

95 S14 Because I don't like to drink beers so what that's a bad bad guy would do that uh something like smoke drive too fast ai. How do we say in Taiwanese Kio-ge <Going nuts>.

96 SS [laughter]

97 S13 Well 你給我記住 <You'd better watch your mouth>. Anyone? Anyone? S23, you are looking at me.

98 SS laughs.

99 S13 [sic] Anyone? Anyone? S23, you are looking at me.

100 S23 NO.

101 S13 No? You sure? (.) See? You are looking at me.

102 SS [laughter]

103 S13 No questions?

104 S13 Okay it's break time 5 minutes.

105 SS [laughter]

106 S13 Okay 5 minutes break

107 T Thank you. Good job.

Presentation 2: Yoga—My favorite exercise

- 1 S27 Can you do that?
[S15 is sitting and facing her peers with a note in her hand. S24 is helping play the PowerPoint file. The screen is showing the first page, in which one posture is a woman upside down with her feet on the top and head and hands on the floor. S27 is pointing at it.]
- 2 S15 Hello, good night, everyone. I'm S15. Uh, tonight I'm going to talk about Yoga in my \ show and tell . Yoga is my favourite exercise uh because I am the kind of lazy person. Uh, Yoga is a slow and calm exercise. It doesn't need a lot of energy to practice. So that's why I like Yoga. Uh...
[The first page of PowerPoint has four different postures]
- 3 S27 Can you do that? [He's pointing at the one with the person upside down]
- 4 SS Hahaha [Laughing]
- 5 S15 It's it's easy.
- 6 SS EASY!
- 7 S27 Show us.
- 8 SS Show us.
- 9 S03 Yes, show us.
- 10 S15 Uh, the practice of yoga offers long-term benefits for the mind, body and spirit. Uh, during a yoga session, you will experience inmid...inmid. You will experience stress will leave your body and you will find yourself in a peaceful and comfortable state. [Instructing S24 to show Page 2 of the file. It is a photo with a woman sitting and meditating] Physically, practicing yoga increase strength by toning muscles in every part of your body. It also increase er endurance and flexibility of the body by stretching out. [Pointing to the pictures on Page 3 showing 20 yoga postures.]
- 11 S27 Can you do that?
- 12 S15 Yeah. There are all kinds of postures we can practice.
- 13 S27 Can you do that?
- 14 S15 We can practice.
- 15 S15 Be-LIEVE ME. It's very EASY to practice it.
- 16 S22 NO::
- 17 S15 It's very easy. The later I will show you.
- 18 SS WOW:: [In chorus showing excitement]
- 19 S15 In the picture! Okay.
- 20 SS Hahaha [Laughing]
- 21 S03 Come on!
- 22 S15 Mentally concentration will be heightened. You will become emotionally stable and you will obtain peace and freedom. And I also bring a book which has a great basic knowledge uh about yoga. Uh the author is a famous actress, 堂娜 <Tang Na>. And there is a basic knowledge in it and some po...some pictures. So [flipping some pages of the pictures, and passing the book to the classmate sitting closest to her]
- 23 S27 Can you do that? [Pointing to the photo: A woman is in a standing position with her head bending to the knee and her hands holding together behind the back of the shin]
- 24 S15 //Ya
- 25 SS //HAHAHA:: [laughing from the whole class, including the speaker]
- 26 S15 Okay, you can you can okay [Waving her hand to ask S27 to come on the stage]
- 27 S03 Go on. [Encouraging S27 to go onto the podium. She even pulled his arms and pushed him to step forward]
- 28 S15 It's very easily just bend over bend over. Ya. Bend over as possible as you can. That's Okay. Ya (?) [He is bending himself and making a shape like upside-down L]
- 29 S27 DIFFERENT [He pointed at the part of the photo that he couldn't do]
- 30 SS HAHAHA:: [Laughing from the whole class, including the speaker]
- 31 S15 So you must practice very often and your body will get more flexibility.

- 43 S15 And now uh:: So this posture is... I choose is very easily to practice. You can practice at home or by yourself. Ya. I think it's very easy, right? [Showing page 5 of the PowerPoint file with a man is standing only on his left leg and two palms overhead and touching each other.]
- 44 SS **NO::**
- 45 S15 Ah(?)
- 46 S22 It's **easy** to say not easy to do:
- 47 S15 Just just uh::
- 48 SS Come on. [Encouraging the speaker to do the action as shown on page 6: standing on the right leg with the knee bent, and two hands holding up over the head, and the left leg is stretching backward.]
- 49 S03 **Yes. Come on. Come on. Try**
- 50 S15 Okay, I will practice this one, Okay(?)
- 51 S27 Okay.
- 52 S15 This posture is training the back the muscles of the back and your arms and the and the your leg to support your body. Ya
- 53 S30 How long did you usually=
- 54 T =S30 please use the microphone, all right?
- 55 S30 How long did you held the left leg?
- 56 S15 Just for seconds. Maybe 10 seconds. Ya. Uh we usually take a serious posture by foll- by following the teacher. [She is moving to the answer of the podium and in the posture very roughly. She is facing the audience but most of the time she is looking at S27, it seems he is the main audience she is trying to convince with her skills and knowledge on yoga]
- 57 S27 **Ten minutes.**
- 58 S15 No. **Ten seconds.**
- 59 S22 **Very easy** [Imitating the speaker]
- 60 SS Hahaha [Laughing]
- 61 S15 It just train your muscles and then like:: [Talking and modeling the pose at the same time, modeling the posture briefly and moved back to standing position very quickly]
- 62 S27 1, 2.. [Counting when she is modeling the posture in the front.]
- 63 S15 I just... very easy. Ya.
- 64 SS **Oh::**
- 65 S15 It can train the muscle here and to reduce the fat. Ya. You can make a beautiful shape of your body. Pointing the side of the thigh
[page: the continuing action of the previous photo]
- 66 S15 After you practice the leg the leg posture, you can bend over your waist to to um train the the flexibility or your waist. Your waist She's putting her hand on the waist
- 67 S27 What is waist? Asking S30, who is sitting next to him
- 68 S30: 腰
- 69 S15 Yeah. [Responding to Anitya's answer to Timothy] This posture is a litt little difficult. Uh uh if you do practice this posture, you must uh warm your body first and you will feel more easy to practice it. [next page: A group of people with their stomach facing the floor and keeping their chest away from the floor with the help of their hands and arms]]And this posture is uh very helpful if you um your stomach is feel.uh if you have some problem with your stomach it can reduce the pain of your stomach. [next page: a woman is kneeling on the floor and leaning her head backward with two hands holding the heels of the feet] Responding to S30's answer
- 70 S15 J: And this posture can train muscles or your waist and your shoulder... and that's last one um I think exercise is very important in our daily life. Exercise helps us to stay the healthy status to face all kind of stress in life. So when uh no matter how how you are busy you must find time to exercise. No matter 10 minutes or 20 minutes a day or a week. You just uh keep it as a habit. I think you will um stay in the more um more in a healthy life. And uh ...so I want to uh teach you uh uh posture is very helpful to release the pain of shoulder and the sore of shoulder.
- 71 S15 Okay. Everyone you can stand up, ok
- 72 SS Hahaha:: [Some are laughing and the whole class are standing up and following her instruction and movement. She is putting her hands on the back of his shoulders and massaging them]

- 73 S15 And sometimes we will with the wrong posture. If you can all do that you can have normal flexibility. Now change your hand, and put your this hand to middle of the back. Just like this.
- 74 S26 It's not easy
- 75 S15 So, Okay. Everyone
- 76 S15 You should practice more. It can reduce the stress of your arm. Next picture is like this [She putting her two arms at her back and held them together then bending]. But you have to straighten your body
- 77 SS [laughing]
- 78 S15 Okay Maybe... [When she is talking she waving her hand and asking S26 to be the model on the podium] okay (?) [S26 followed her instruction, and she helped to move his arms back and straight a bit.]
- 79 S26 Oh::好痛 <It hurt so much.>
- 80 SS HAHAHA:: [laughing]
- 81 S15 I don't I don't think you have good flexibility and and after practice this and bend over [She's doing the action at the same time] And you can feel your back is tight. [S26 was moving back to normal standing position] This is very easy posture and you can reduce the pain of shoulder.
- 82 S23 Can we sit?
- 83 S15 Yes.
- 84 SS [laughing]
- 85 S15 Sorry.
- Q and A**
- 86 S08 S15, I would like to ask you some questions of you. Uh do you uh do you do yoga with music? And what do what are thinking when you do yoga? Uh if it's if is the music good for yoga.
- 87 S15 Ya. We usually we listen the light music and to relax. Our teacher said if you practice, you feel just relax you feel your toe is relaxing and your finger is relaxing and your body is relaxing. And (..) any questions? Ok
- 88 S25 How often do you do the yoga?
- 89 S15 Usually I...uh a half hour a week.
- 90 S27 A week
- 91 S15 J: Ya. Because I don't I have day-time job and I have to go to school, so I just have free time on weekend.
- 92 S25 So that's make you look so beautiful. Always.
- 93 S15 Really.
- 94 S25 You know I mean because you do the yogas, so you always the let everybody feel you are wonderful or you're so beautiful, on face or on your body.
- 95 S27 //Flatter=
- 96 S15 //I am flattered
- 96 S03 //Ya. [She turning back to face S25]
- 97 S25 //='t's just... [She gave a look at S27]
- 99 S25 It's it's just...
- 100 S15 Thank you.
- 101 S01 How to choose a good yoga teacher?
- 102 S15 I go to a club called 佳麗 <Chia-Li> studio 佳麗 <Chia-Li> studio because uh my.. com...my company offers the benefit to made the employee to join a club in company So we have the 50% discount ya so It's very...the price are is very reasonable that if you go to Yoga studio.
- 103 S17 Can you do Can you do that at home without teacher
- 104 S15 Just keep uhm... just to remind yourself don't...不要 太勉强.自己 <Don't force yourself too much>.
- 105 SS Hahaha [whole class laughing]
- 106 S15 J: That's okay. Because you just want to relax and train the endurance of muscle 你要訓練你的肌耐力而已不要作到很極度
- 107 S20 When you do it, you should change your clothes?
- 108 S15 Ya . Any question?
- 109 S26 Do you have experience about too com- too comfortable to fall asleep.
- 110 S15 yeah. It's le.
- 111 S26 So, yoga is good exercise, right?

112 S15 Ya
113 SS Hahaha [laughing at the comment]
114 S? You are devil
115 S26 Hahaha giggling for his own comment
116 S15 J: Okay, thank you.

Appendix D

Transcript of the Small Group Discussion

Group 1

- 1 S10: ...this paper sent to teacher
2 S27: Not this one?
3 S10: Everybody have to write
4 S27: But we just got one tape
5 S10: True but we have uh another topic will be talked about uh next next week
right?
6 S27: have to complete? Yes?
7 S10: Ya=
8 S30: =No:: no:: next week we are having listening test
9 S27: Oh next week we have listening test for this class?
10 S30: Yeah.
11 S27: Okay so so I write it give me I write it type it but I like to type it.
12 S10: Okay So you have to sign your name and my name, right?=
13 S27: =No:: no:: when teacher ask us to write down this tape is is recorded=
14 S10: =But he will uh give the she say she say everybody have to give her give her
one report about our conversation.
15 S27: Ohh
16 S10: So that's a problem. //A big problem, so...
17 S27: //okay uhuh uhuh okay
18 S10: Okay
19 S27: Let's get started.
20 S10: Okay
21 S27: So S30, welcome to S30 because// there is absence so
22 S10: // huhuh please don't speak too much because you
have to write down
23 S30: Yeah
24 S27: Oh oh you are so smart=
25 S10 : huhuh
26 S27: So Anitya why you take the English why do you take English for your major? Why
you study English?
27 S30: Um because it's for me easier for me to study other major.
28 S27: Ohhh
29 S10: Why?
30 S30: One part is uh one part is we have learned English from junior high school after all.
And another problem isI think we we if we have a great English abili ability, maybe we
are easier to communicate with foreigners.
31 S27: uh huh so you make some foreigner friends?
32 S30: I was....but now I no no contact with them.
33 S27: Uh huh huh so
34 S30: in my kungfu school
35 S27: uh huh
36 S10: Ya
37 S30: in Taipei. There are always many foreigners.
38 S27: Ohhh
39 S30: They come to my teachers and want to learn Chinese Kungfu. So I always have some
chance to talk to them during break time.
40 S10 : //Hmhmhm
41 S27: //Ohhh
42 S27: is that one of reasons you you learning English?
43 S30: Yeah yeah yeah that that's that's an important reason. Uh huh I want to be a kungfu
coach
44 S27 uh huh huh
45 S10 umhm

46 S30: so I think that means I have to I have ...I have to become able to communicate with
foreigner as my teacher.

47 S27: //uh huh

48 S10 : //umhm

49 S27: so you want to be a kungfu coach?

50 S30: Yeah but unfortunately maybe it's not not likely to realize now.

51 S27: Ohhh.

52 S30. So that's the reason

53 S27: Umhmhm

54 S30: I absent this semester for ...

55 S27: Oh huhuhuh

56 S30: It's another story.

57 S10: Don't you want to be an English Teacher? Huhuhuh

58 S30: NO

59 S10: NO?

60 S30: I can not speak too too long.

61 S10 why?

62 S30: When I speak over thirty minutes, my throat is getting getting what?

63 S27: uh hu-hurt?

64 S30: Yeah yeah hurt. Very hurt.

65 S10: Oh oh

66 S30: So so I never have a dream... I never have a hope I want to be English teacher.

67 S27: okay

68 S10: but

69 S27: if if you can be a...

70 S10: kungfu coach

71 S27: kungfu coach maybe you can be a kungfu coach...//which is teaching
foreigners

72 S30://Thanks.

73 S27: Who is teaching foreigners.

74 S10: But I think there there have a problem. If you uh if you are a kungfu coach, you
have to speak out. You have to speak loudly, right?

75 S27: HahaHa, right?

76 S10/S27 : [laughing out]

77 S30: No, I don't think because teach when you teach each one. We are person to person.
We don't have to shout to all.

78 S10 //Ohh, I see.

79 S27: //Ohh person to person you are a good teacher person to person.

80 S30: It's easier. How about you?

81 S10: Um lady first, right?

82 S27: Yes, but you are the second.

83 S10/S27 : uh huh huh [laughing at the same time about you are the second]

84 S10: Uh I my when I was in junior high school and senior high school uh my English is
very terrible

85 S27: Umhm

86 S10: And it's very bad and I hated English class

87 S27: Hmhmhm

88 S10: And I I I can't understand what my teacher say in in class

89 S27: Umhm

90 S10: Uh but after I graduration graduration from school and and=

91 S27: =gra::duate:d.

92 S10: gra::duate:d from school and I find English important

93 S27: Umhm

94 S10: if you want to find a good job

95 S27: Umhm

96 S10: I think it important and why why why um... I start I start interesting in English is is I
am working a in English teaching school so and I think uh I know I knew uh some foreign
some foreign and and I I have chance uh speaking English

97 S27: Umhm

98 S10: and I think English is an interesting language. You can talk with um a person not just
Chinese you can talking with American or Japan and it's a international language, right?

99 S27: Umhm
 100 S10 : So I think I have to learn it.
 101 S27: oh
 102 S10: So that's why I am I am here to study English. That's all.
 103 S27: So talking about your expected job
 104 S10: Expected job?
 105 S27: What what do you want to do in your future?
 106 S10: Oh I am very like child and um...
 107 S27: Children?
 108 S10: Yeah children and I want to.. have a- ...
 109 S30: = have children?
 110 S10: No. No I think very it's it's okay okay okay I want to be a school to teaching to teach children speak English.
 111 S27: Ohhh
 112 S10 D: I think that can make lots money. Hahahah
 113 S27 T: Hahahah that's the point.
 114 S10 D: Ya. Timothy.
 115 S27 T: Uh uh same with Doreen. When I was in ...
 116 S10 D: junior high school
 117 S27 T: junior high school, my English is very bad
 118 S10 D: Hm
 119 S27 T: so ...uh uh but after I go to a senior school.
 120 S10 D: Ya
 121 S27 T: and I attend some cram school and some teacher tell me English is very important. And tell me you have no choice but to study English. And it ...it is English plays an important role in in the world and if we want to find a good job English is very important. But my math and is bad too, so I choose English as my major and so uh thanks to some teacher they spark my interesting in English and because maybe maybe because their their way to teaching to teach is very interesting and they try to instill our some idea about how English how important English is it.
 122 S10: Hm
 123 S27: so I start to love English.
 124 S10: Hm hm
 125 S27: So I also like to read some book about how to study English.
 126 S10: Hm
 127 S27: So I find Oh studying English is not harder than I thought.
 128 S10: Ya.
 129 S27: and by the way the... uh...in a mon mon one day just we just got a computer
 130 S10: um hm
 131 S27: and CD player
 132 S10: Um
 133 S27: and some good are photo ()
 134 S10: Website right?
 135 S27: Some things to help improve my English than before because I I heard my dad say, they don't have computer and no CD player.
 136 S10: Ya
 137 S27: They they they don't have chance to improve their listening ability.
 138 S10: yeah yeah yeah
 139 S27: But now, we do have.
 140 S10: Yeah
 141 S27: You can search the web and to make some foreign friend. So that's easier than before
 142 S10: yeah
 143 S27: to improve your English ability.
 144 S10 That's true.
 145 S27 Yeah true so I choose it as my major and ...that's all.
 146 S30 I think you did it you improve a great deal
 147 S27: thank you thank you thank you that
 148 S30: than last semester
 149 S10: ya I think so
 150 S27: thank you that

- 151 S27: And about my future I um I don't know maybe English teacher maybe do something else
- 152 S10:um
- 153 S27: But I just focus on what what what I am. I am a student so I go to class to improve my English ability and talking about future maybe
- 154 S10 maybe you don't know right?
- 155 S27 Ya NO
- 156 S10: No
- 157 S10 So that's all? Do you want to say something?
- 158 S27 And maybe to be an English teacher or I like money
- 159 S10 hehehe
- 160 S27 so maybe...money is important how much can I make yeah uh that will concern about the job
- 161 S10: Uh I have I have uh work at the gi:raffe
- 162 S30:=Giraffe gi//raffe
- 163 S27: //GiRA::ffe
- 164 S10: 長頸鹿 <Giraffe> gira:ffe langua- language school ya
- 165 S30 At that school, will you be a teacher?
- 166 S10 Uh...not not a
- 167 S30 Or your are assistant?
- 168 S10: Assistant just just assistant and...and I know so I know um... if you have a school if you own a school teaching children speaking language can make lots can make lots money. That's true
- 169 S27: um eh um how many how much money ()?
- 170 S10: Umm
- 171 S30: 我有一個學姊 I think you are talking about owing a
- 172 S10 Can we stop? Can we stop
- 173 S30 Yeah yeah yeah [They stopped the tape]

Group 2

- 1 S15: And today we are going to talk about/t
- 2 S17: //why we join why we study English here
- 3 S15: And our goal in future=
- 4 S17: =So//::
- 5 S15: //a::nd
- 6 S17: Okay. Who wants the first one to talk about it //I think. Okay S24 it's easy
- 7 S24: //Maybe we use the:: okay
S05 the first=
- 8 S17: = S0//5
- 9 S15: //Then we vote
- 10 S05: Sorry?
- 11 S15/25: We vote we vote
- 12 S25: **We vote**
- 13 S24: What is we vote?
- 14 S15: V-o-t-e. Ya.
- 15 S24: **NO**. It is not fair.
- 16 S15: Only //one
- 17 S05: // Uh huh I just sit here no problem
- 18 S15: And S24 you be the first one
- 19 S24: **NO**. S05 S05 I think S05 is the first one.
- 20 S17: Why you want to study English here?
- 21 S05: Uh because the diploma is very important //if you want to employ a job and also I like to learn
- 22 S17: //Uhhuh
- 23 S05 more uh English because I know I am not very good in some ways so I want to improve my ability. Um I know all of you have a day-time job just like me so I think we are not like that young people or teenagers. They just graduated from high school so they

don't have any working experiences. We know the reality in Taiwan and society needs so that's why I think uh if I uh enrolled in this college and I can get a diploma and learn something. Why not? I think it's um it's it has lots of advantage that's why the reason I want to study here.[014]

24 S17: Umhm

25 S05: Umhm and I choose to attend in evening program because I this is the time I'm available because I have to work uhuh

26 S17 At...

27 S05 at days uhuh.

28 S17: How about you Olga?

29 S25: Uh why I study English in Chunghsing University

30 S17; Uhuh?

31 S25: Ya my idea is the same with Annie.

32 S17: Uhuh

33 S25: but I have a special reason to study English and child from child to now I uh interested in English and I want to learn something in university but eh after I plan to uh

34 S05: and meet some handsome guys. Hahaha

35 S25: No no no

36 S17: Are you going to married with foreigner?

37 S25: Why?

38 S17: I don't remember who who said //

39 S05 //One of one of my friend uh her uh her biggest //her biggest her biggest goal is to marry a foreigner.

40 S17://Ya I remember that umm ya just someone's goal is going to marry with foreigner when I join this univeristy

41 S05 //whoever he comes from

42 S17: They say that I don't remember the name. I thought it's you.

43 S25: No uh abroad abroad study so I want to use uh

44 S05: You want to go abroad and study someday.

45 S25: Ya.

46 S17: //Ya, you mentioned that before.

47 S05: Oh, //your are prepare for it, right?

48 S25: I I use 5 years to to make money or and uh

49 S05: I know it's better and cheaper than you go to the cram school, right?

50 S25 Ya ya.

51 S05 You can learn much more here.

52 S17: umhm

53 S25: So 5 years for me is not so long. I can learn and something else. Ya. And learn uh ...and...//and

54 S05: //So you are pretty sure what do you want. It's good for you.

55 S25: I know what I know what I don't know. I know what what is my favourite. Ya.

56 S17: Umhm

57 S25: And the important I like to learn language practice. Yes. And English English is one of them.

58 S05: Umhm

59 S25: Ya. I want to to learn many languages. Yes.

60 S05: So how about you Joanna?

61 S15: As you said uh the diploma is very important especially I graduated from uh

62 S05: 5-year college

63 S15: Ya. In commerce.

64 S05: That's right.

65 S15: And after graduation I found English is very important because as a ...commerce student the job is usually for assistant but English is very important if you want ...have a ...more a better job if you want to have a better job your English ability is and I uh besides uh after I studied in commerce I am interested in business at all so um I like English so I choose to enter this university to major in English.

66 S24 S24: Uh I am S24. Uh before before I study in senior [he meant junior] high school I never learn English and but so my English is very poor [50] until after uh...uh...a break until a spring break no no

67 S05 A: Umhm

68 S24 S24: Until I find it to I spend 2 months to study English but but I think it
is not a good way because I think just to ...I um what I learn is just to deal with the test

69 SS: Uhhuh

70 S24: but I don't think this is really English so I I want to study English is for the really
communication with foreigner so that's why I choose this way

71 S05: Uhhuh

72 S24: And but I still think is very //important

73 S05: //now you are leaving us hehehe

74 S24: This is why because I want to save my time.

75 S17: But your college is focused on the practicing English not the literature. [61]

76 S24 Yes. I when I think it literature is not my interesting so I ...I want I think um I
think ...literature is the ...major major source for the English but I think um business is
uh um more more applied for my future. [67] So I think I want to change to the senior
college.

77 S05: I think you make the right decision. Umhm.

78 S15: Ya.

79 S05: If I were you I would choose to go to Taipei Commerce University.

80 SS15/17 Umhm

81 S24 Yeah. How about you, Joanna? [070]

82 SSI: S17.

83 S24: S17 I am sorry.

84 S05: Why do you want to attend the evening school?

85 S17: Why? I think um most of the reason I have so many reasons that I want to join this
school. The first reason could be uh you know I have 2 girls and they both have growing
a lot and they don't they used to go to cram school at night so I will be home alone
myself so I think if I am alone at home I will just watch TV and do nothing. Or maybe
just work and except work except watch TV and work, so I don't want to be very tired. I I
think that waste my time and people say "You always work." I say "I have nothing to
do." And the second reason, every time since every time go to the USA and when I come
back I have very very um very deep feeling about "Wow if I can speak very very good
English then I can communicate with people very well." So that's why I try I think uh I
am not just only want to speak English and I also want to speak very very fluently and
correctly // English.

86 S05: // Um

87 S17: I think um like just my feeling about it I think when you talk to someone and people
speak not really fluently in your language and listener will be that will be difficult for
listeners so I think we need to speak fluently make it smoothly and people can listen
people would like to listen to you

88 SSG: umhm [girs]

89 S17 but if you sometimes people I don't like to hear people say very slow or something
not clear especially we do business with foreigner and when you talk to foreigner I don't
think they some most of people they don't have patience with you and just listen to you.

90 SSG: Umhm

91 S17: You must be very clear and uh very clear and very fluently to speak and I have a
goal to speak my English as a foreigner so that's my goal to in the near future.

92 S05 Umhm

93 S17: So I think in the school I can study uh more correct uh I can study correctly English
grammar and also include writing and also practice all the time with classmates I think
this is very good choice for me to study especially I need I need uh I need to use English
all the time and I think uh sometimes the word is very difficult to translate from Chinese
to English sometimes we because from my experience our co-workers

94 S05 : uhhuh

95 S17: they always make mistakes translate from Chinese to English but when foreigners
look at their email they will wondering why you say that

96 SS05/15: Umhm

97 S17: and they are very shock some word they they just told me that is not maybe not
their meaning but they use wrong word to to write on email so when I think that part is
important to uh to learn English because I I would prefer I always ask my co-worker say
'Hey, teach me to be like a foreigner's way and I want to be always polite to people and
people will not misunderstood my meaning" so that's my goal [106.5]

98 S05: So be sure

99 S17: Uhm
100 S05: uh be sure you have to choose business English class. The course, right? You need to take it.
101 S17: //Actually...
102 S05 //It's important for you.
103 S17: No actually I think we don't have so much business English class. I think it's very kind of boring. I have that kind of book, but it's very different from what we are currently use. I think uh it's really helpful in English is my work because for communication with my co-worker and you can learn I learn a lot of things from them because they would write a lot of I just read their email and what kind of the way they say and the way they speak in English really different what we taught and sometimes we have if you remember we have oral te- oral test class
104 S05 A: Umhm
105 S17: I remember one time I practice my () foreigner staff listen to what I said "I never we never say that."
106 S05: and something else like for example what do you happen to have, they never say: "What do you happen to have?"
107 S15: Of course in the university it will help your English// in speaking and listening
108 S05: //Well, Actually it is "would you happen to have" not "what .."
109 S17: //Yeah. Would you happen to have
110 S05: //Maybe maybe you speak the wrong way.
111 S17: **No:: no::** I asked "Would you happen to have." I asked him, "Hey why why is very long sentence why you say why not just say 'do you have', and why you say 'would you happen to have' and //they say "S17"
112 S05: //I think Teacher P just the different way. Don't need to uh you don't need to follow the only one way to speak the same to to to uh perform the same meaning. She just provide us a various kind of way.
113 S17: I know.
114 S05: And of course this is a very longer sentence and maybe it's not the very //common way. Yes.
115 S17: // Um I am uh
116 S17: I mean um the word they don't use very often
117 S05: Umhm
118 S17: they when they say when they listen to that, they will wonder why you say that. Nobody ...I mean //I think it's maybe different from
119 S05: //Well it's different from high class. If you are from high class, you are really from high class, you will speak that way.
120 S17: I don't know.
121 S05: Excuse me. Would you happen to have? If I am the rich lady, or I am from high class, or I am the daughter of the president, I would say that.
122 S17: Oh
123 S05: Don't forget. We are not from high class. Understand(?)
124 S17: I don't //know.
125 S05: //If you marry to a rich man, or very //successful, a very power powerful man
126 S17: //But but
127 S05: you //will change your speech
128 S17: //you know my feeling is some some subjects we study in school is really very different to the the life/// they talk to uh like our company president he is a //lawyer
129 S15: //ya
130 S05: //I think we are out of our topic. Uh can we:: [laugh with certain embarrassment]=
131 S17: =Okay.
132 S05: Can we go back to our topic?
133 S17: Ya I mean like the way he speaks is very different to the people and he is really uh he is a general manager in the USA and he is also a lawyer so I think every time I look at his email is very different to other people.
134 S05: Umhmm [137] 文
135 S15: More difficult or ...?
136 S17 Just very very polite like we we study in Chinese "文言文" <Classic Chinese>

- 137 SSG: Ohhh...
 138 S05: Umm so
 139 S17: Anyway my goal is just speak English as a foreigner. Okay? [141]

Group 3

- 1 S08: Today is June 9
 2 S06: So we talk about
 3 S02: why we:
 4 S06: Which first?=
 5 S11: =Fin//al...
 6 S02: //Why we major English=
 7 S11: =Final goal
 8 S02: But I think uh:: at first I think at first I major English because um...when
 when when I I have job before I I English is important if I want if I want my
 jo:b=
 9 S06:=have more salary
 10 S02: Ya have have more salary and and I find my English is better and I can uh talk to
 the foreigners mm so that's that's and that's why I major English but now I think
 English is interesting. [13]
 11 S08 Cl: Umhm well for me I think there are so many reasons why I choose the English
 major to ...to improve my English.
 12 S02 Am: Umhm
 13 S08 Cl: First because I love children. I think if I can communicate English very well
 and ...feel comfortable to any place when I travel and first secondly because I work at a
 export factory so I need the English ability to uh to communicate with my customers and ...
 工廠 factory factory people in foreigner countries and the third one I think it's very
 important because I love literature
 14 S? ?: Um
 15 S08 Cl: so by () this opportunity to to come back to university to um achieve my goal
 16 S? ?: Umm
 17 S08 Cl: Because uh I want to kindergarten teacher in the future
 18 S? ?: Ohhh
 19 S08 Cl: if I have this if I have this dream come true I hopes it will
 20 S06 Ca: Umm
 21 S08 Cl: Ya. That's all.
 22 S06 Ca: As to me, I think uh first I like to listen how the foreigner how they speak and I
 think to speak English is um ...uh I like the tone they they the way they speak I want to learn
 more um more skill how to how to how to learn more well and uh maybe everyone has
 maybe someday they will go abroad to travel abroad or study and it's the necessary to have
 English ability um and also the job. [036]
 23 S08 Cl: Ohhh
 24 S11 Em: First first because I I want to entry the grad- the grad- graduation school
 graduate school of special education so I think maybe good English can let me easy to into
 into graduate school and if I want to get further information um I can I can search for many
 foreigner website um I know in the society many many business their interview maybe need
 need mm uh need many people he can speaking speaking English very fluently so... so I
 think if I want to a good job I have to learn English more and more um. And by the way I
 feel my pronunciation and the tone is is necessary to correct correct uh um correct words of
 pronunciation. Um So I think I have to repeat the type and to inmate imate (imiate) their
 pronunciation that's all.
 25 S06: So you want to be a special education teacher // in the future.
 26 S11: // Yeah yeah. It's um..
 27 S02: You have you need to have patience.
 28 S11: Yeah. I think I have.
 29 S08: If you if you be a you be a special teacher do you teach them English.
 30 S11: I think I can teach A.B.C. D. but we we must focus on special education. Um
 31 S08: Do you have any way to improve your English?

- 32 S02: Any way? Actually we had a meeting with the teacher on Tuesday, and the teacher told me for example Timothy
- 33 S08: Practice?
- 34 S02: Yeah practice. She told she told us he uh he talks to one clamate classmate uh Monday to Friday and before their conversation they should prepare some hom- like homework to do to read the magazine first and then discuss and the teacher said said he has the 決心 deter- determination to improve his English and finally I think there there is many way to improve your English ability, but it just depend on your determination and your ...your uh you should work hard.
- 35 S08 But I think sometimes for us we rarely work hard but I don't think wer (our) conversation
- 36 S11: Maybe we need a bit challenge. I mean language test.
- 37 S08l: Ya. During this semester to you think you make a great make a great progress in listening and speaking ability?
- 38 S11: Umm...
- 39 S08: I think uh speaking is more the speaking ability is less so because I am too lazy you know?
- 40 S11: So so we must depend on
- 41 S08l: So how to work to improve? Just practice?
- 42 S06: Do you practice or talk to yourself everyday?
- 43 S08: Not every day but if I I feel boring I sometimes I actually I listen to the tape or the Studio Classroom just like Timothy they told the ...I think my listening is good but I want to express myself I feel uncomfortable yeah. I can't find some good word to express my feeling.
- 44 S06: Maybe I I think to improve our speaking and listening, the best uh request (條件) is how to say (...)
- 45 S08: How to say what?
- 46 S06: How to say 毅力
- 47 S11: Uh 就是 patience
- 48 S06: Because I also uh ...read some magazine in during the winter vacation but I just read several day then I stop because I didn't have patience to do that every day.
- 49 S11: I think probably personality is is important so...
- 50 S08: Ya. I agree.
- 51 S02: The teacher suggest us when when you listen listening some magazine and maybe you can take note take note and or uh after listening you transcribe the listening and practice it and she say you should practice and practice and practice, not just one time or two time because some sentence you will forget
- 52 S08: Umhm
- 53 S02: That's uh that's her suggestion to us.
- 54 S08: Good.
- 55 S02: Because because we told her our problem. Ya.
- 56 S02: And the teacher mentioned about our goal. Final final goal.
- 57 S08: Um
- 58 S06: Final goal.
- 59 S02: After after the graduation.
- 60 S06: You mean the ability
- 61 S08: Your job your future job when you graduate // from the university.
- 62 S06: // I want I want be a ...口譯 how to say?
- 63 S11: Translator
- 64 S06: I am not... translator
- 65 S02: Another word
- 66 S08: Interpr-...// I forget.
- 67 S06: //Uhhhh interpr- it's it's I know it's a tough word.
- 68 SS: Yeah. Yeah.
- 69 S06: In fact you can make much money from it.
- 70 SS: **Yeah**
- 71 S06: And also I like to speak English so maybe I will try to attain my goal.
- 72 S08: You will success if you work hard.
- 73 SS06/02: Yeah.
- 74 S06: I hope so.
- 75 S02: So your final goal is to be uh ...
- 76 S08: special teacher.

- 77 S11 Um in my lifetime.
 78 S06: What about you?
 79 S02: Actually I am not sure what I want to do [134] in the future because because at first I want to be a teacher but I but when I listen some experience about the friends and seniors and I know it's not it's not easy to be a teacher and I am afraid my ability is not ...support to be a teacher. //So...
 80 S06: // You are too humble.
 81 S02: [laugh] Because because I think to be a teacher you have a per- person-
 82 S08: Personality?
 83 S02: Professional
 84 S08: Professional
 85 S02: professional //...skills yeah.
 86 S08: //skills
 87 S02: It's not so just easy after graduate and but I think [145] it also take time to to be a teacher.
 88 S08: I think you have a good personality to be a teacher.
 89 S02:
 90 S08: Ya because you are patient
 91 S11: and so kind.
 92 S08: Ya.
 93 S06: and smart.
 94 S02: And smart?
 95 SS: Yeah.
 96 S06: But I have a question. What kind of teacher?
 97 S02: I think maybe to teach kids but I think to teach to teach kids is not only your person- uh professional skills it also depend on other skills like the way how to teach
 98 S08: ya
 99 S02: kids and to make them have pay attention to you.
 100 S08: Ya
 101 S02: It's also important.
 102 S08: Umhm
 103 S02: So I am not really sure what I want to but after after graduate the university I hope my English ability will be better.
 104 S08: I think you can.
 105 S02: I hope so. You want to be a teacher.
 106 S11: //Yes
 107 S08: // I want to be a lot.
 108 S02: A lot? //For example.
 109 S08: //Yeah. Because I can //Okay that's all.
 110 My announcing: //almost time
 111 S11: //Lucky
 112 S08: //Bye bye. [161]

Group 4

- 1 S22: Oh what's wrong? [Testing the recorder]
 2 S07: What's this?
 3 S22: Oh sorry
 4 S31: 可以聽一下嗎? <May I listen to it?>
 5 S22: You ask me again.
 6 S31: Oh 真的嗎? <Really?>
 7 S09: S **Seventeen** 嗎? <S Seventeen?>
 8 S22: I am S17 not you are S17, okay (?)
 9 S22: Okay I am S17
 10 S09: S09
 11 S07: S07
 12 S32: S32

13 S31: S31
14 SS: ...ha [pause first and laugh]
15 S22: Question
16 S07: Why do you choose English to your major? (...) S **Seven-tee:n** [She sounded like a teacher giving an order]
17 S22/09: [Laugh]
18 S22: Terrible [she burst into laugh too]
19 S22: Because I I like to improve my English uh uh skill and ...and...I forgot something what I said something 5 minu- 5 minutes ago sorry [Laugh]
20 S32: Not only for the job?
21 S22: Yeah I like to learn English and improve my English skill and I learn Eng- I come here not only not only uh how to say that...uh I I forgot you asked me what kind of question could you please say again?
22 S31: Not for hobby not for work?
23 S22: **Um: Um:**
24 S31: Right
25 S22: Umm
26 S31: Let's talk about hobby
27 S22: Habit, um....
28 S32: **No fir:st why//::**
29 S22: //Oh Oh I remember I forgot all of things
30 S31: I I I said uhm according to your age=
31 S22: =(Laugh) Terrible
32 S07/09: (Laugh)
33 S32 I mean in the past there were not so many foreigners in Taiwan why do you want to learn English
34 S09: **Oh:: oh::**
35 S32: You remember
36 S09: umm... I said in Taiwan you just uh... meet uh...some people just Taiwanese so everyday we just speak Taiwanese or Chinese (.) so why do you want to study English?
37 S22: Because English is very important for our daily life uh ...and some- sometime someday you will go to a foreign country and you also need English to communicate with foreigners
38 S09: Uhm uhm
39 S22: Because they could not speak Mandarin, or... you also could not speak Japanese or or French or German Germany or German
40 S07: Ger//many
41 S22: Just //not but [laugh]// I couldn't
42 07/09: //Germany
43 S22: Okay
44 S31: When you are in Japan or in Europe //not every European speak English
45 S22: // [laughin]
46 S22: Ya
47 S31: They are unwilling to do that=
48 S22: =but for example uhh this experience just happen few days ago because we plan to go to Japan on the early of July? We have schedule and I try to contact with my son's friend (.) Her mother okay we try I should say my son like to visit his friend in Japan. The girl's name is Sola. Sola uh we I try to call Sola's mother to let them know our schedule because we need to make a dete [det] with them make a **da::te [det]** with them and I try to speak Mandarin because I know her parents have uh have uh Mandarin lesson in Taiwan
49 S31: Umm
50 S22: I try to speak Mandarin with her uh with Sola's mother but I find her mother cannot speak Mandarin ver- very well because they had went back to Japan (.) for 2 month already so I changed the language I use English to communicate with her and I find and I **fi::nd** uh to speak English is much easier for both of us
51 S07: How's her// English umm...
52 S09: //How old is [...]
53 S22: Uh Maybe-umm...40 years old I think
54 S07: 40 and where does//she live
55 S22: Ummhm?

56 S31: Where do she live?
57 S22: You mean now?=
58 S31: =I mean when you communicated with English
59 S07: Japan
60 S22: **Yes** they had went//
61 S31: // which
62 S07: //in Japan?
63 S22: //Which oh:: Tokyo
64 S31: **Yeah** I think it's a- local problem=
65 S22: =No no no they are in Tokyo **now** but they their hometown is in 北海道 but I don't know I don't know how to say 北海道 in English I don't think that people live there eh (.) are with high education. I don't think so
66 S09: Well [??]
67 S22: Well education people are well- well-educated there I don't think so
68 S31: I don't know because um um one of my friend he is a foreigner=
69 S22: =Mhm (?)
70 S31: He is now in Japan now he ever told me that (.) he tried to talk with the Japanese girl but um she just laugh and went away=
71 S22: =But I think that's the only way you and girl on communication, right?
72 S22: Because you could not speak you **can't** speak French and he could not speak Mandarin or Taiwanese I think the common language should be English
73 S31: **Yeah**
74 S22: Ya?
75 S31: My friend is an American
76 S22: Oh yea- but but you said your friend is a French right?
77 S31: He is uh (..) //American and the girl is=
78 S22: =Yeah I got it oh the girl is Japanese and the girl could not speak English//well
79 S31: //so she is very afraid and just [laugh]
80 S22: But I think that's the only way (.) for all of them (.) to communicate with each other. Do you think so, Cookie? [Laugh]
81 S09: Sure?
82 S22: You look very sleepy [laugh]
83 S09: Yeah I am very sleepy
84 S22: Ok, and how do you think about [?] the question? Why do you=
85 S07: Why or ?
86 S22: I mean why do you?=
87 S09: =Why do you learn English?
88 S22: =Yes, why do you major in English foreign department?
89 S07: Ummm Because when I went to study tour I ma- many= [She spoke very slowly]
90 S09: =foreigner
91 S07: **No** no make make [laugh] make many (...) umm... how to say **lau:gh-ing sto:ck**
92 S22: What's for laughing stock?
93 S07: Eh some-thing some-thing funny = //ya
94 S22: =Funny // Ok I got it
95 S07: //Ya
96 S22: And?
97 S07: And I want to improve my English
98 S22: Uh huh (?)
99 S07: Ya
100 S31: What's the funny for you?
101 S07: One time I [laugh] I bought an ice cream at the airport
102 S22: Uh huh
103 S07: in Los An- Los Angeles and and
104 S22: And then?
105 S07: And I I (..) the words I know uh I know are strawberry and chocolate
106 S22: Uh huh (?)
107 S07: but I want to try some different flavour [laugh]
108 S22: Uh huh
109 S07: So [laugh]
110 S22: Uh huh

111 S07: But I I don't know how to pronounce that word
 112 S22: //Uh huh
 113 S31: //You just point
 114 S07: 然後 Then I I saw the board and the name there were vanilla you know vani-
 vanilla=
 115 S22: =Vanilla
 116 S31: [...]
 117 S22: 香草
 118 S31: Oh
 119 S07: Ya But I don't know how to pronounce that (.) at that time
 120 S22: But you could see the word on the board=
 121 S07: =Ya so I say haha [laugh] I say [laugh] I want to V-A-N-//I-L-L-A
 122 Others: // hahaha[laugh]
 123 S22: Okay that's //fun
 124 S09: //That's terrible.
 125 S07: And then everybody laughing [laugh]
 126 All: [laughing]
 127 S07: And then the (.) this guy ask me (.) do you uh you want the core [cone] or the:: the::
 128 S22: **Cup**
 129 S07: Cup and cone and then [laugh] I don't know how (.) how (.) how to say
 130 All: [laugh]
 131 S07: I (.) I just //point
 132 S31: //point
 133 S22: Huh huh
 134 S07: I want the cone
 135 S22: Huh huh. So. So::
 136 S09: So that is very:: important reason you want to learn//English
 137 S22: //I think you must be very shy in
 that time and it make you deci-//de
 138 S09: //Because she she she um didn't know how to:: say how
 to speak in English //so
 139 S22: //Ya so I say she feel very shy in that time, ya so she decided
 140 // to: study eh
 English
 141 S09: // sure
 142 S09: //English
 143 S22: She spend much time on learning English
 144 S07: Umhm
 145 S22: How about you, Mo-ni-ca?
 146 S09: **Mo-ni-ca. Mo-ni-ca. Ca:**
 147 SS07/31: [Laughter]
 148 S22: Sorry.
 149 S32: In my senior high my English is very bad I want to change it and in my third year in
 jun- uh in senior high school I studied English um hard so:: um I want to chan- change it
 well in the [?] so:: I decide to study in English department
 150 S09: That's all
 151 S32: Ya
 152 S31: **Goo::d**
 153 S31: For my reason is to communicate with my foreigner friends
 154 S22: Uh huh
 155 S31: You know I dislike literature a lot
 156 S22: Ya
 157 S31: And (.) I don't know
 158 S22: But I think that's very:: different exchange to:: to to:: to literature I mean you
 couldn't speak English but you catch different kind of experience on learning uhh the
 different field of (.) English langua- how to say that
 159 S??: [silence]
 160 S22: I mean uh:: since we study here (?)
 161 S31: Um
 162 S22: so we we receive so many different kind of information I mean different kind of
 useful information um improving our English (.) for example for uh:: how to say that

163 S31: Oral (?)
164 S22: Oral and listening lesson
165 S31: Uh huh
166 S22: and literature I also learn so many new words (?) and very useful:: uh::
167 S09: useful words for daily life?
168 S22: for [??] so I think if you use different kind of=
169 S31: =I think literature just for writing//and::
170 S22: // Oh **no** I don't **think** so I don't **think** so because
171 [T: announcement from T]
172 S22: Because I I think some English you still can use in daily life//and::
173 S32: //Ya
174 S31: I mean {?}
175 S22: Because um
176 S31: In literature you have to:: memorize lots of um **hard** words and that are not so useful
for your daily life so;;
177 S22: I am try to put some literature sense in your mind
178 S31: Oh. **Come on**
179 S??: [laugh]
180 S22: You know some words, may I use some words (?) we should keep in our mind but
except that I think some article is really good for =
181 S31: =I **know** but:: umm
182 S22: okay okay=
183 S09: =I //know// her **main** goal
184 S31: // I am **NOT** (.) **NOT** so ro-**man**-tic, okay (?) I am not romantic
185 S22: Hahaha [laugh]
186 S09: I know why you:: want to major in English
187 S09: your **main** goal uhh her **main** goal is want to:: just practice for speaking// Right (?)
188 S31: //Ya
189 S09: //and just for:: speaking
190 S22: oh
191 S31: //I mean in fact not only for skills I am most interested in language um::
including um interaction through language that is also **fun** for me
192 S32: Do you think do you ever think uh in some day your friend want to discuss with you
(.) just a movie like [?] and if you don't know some::thing about it how do you discuss
with him or her
193 S09: Maybe you can [??]
194 SS: [laugh]
195 S22: S31, both girls is sleepy so she [??]
196 SS: [laugh]
197 S22: Okay we got the conclusion everybody comes here because we want to improve our
English and we hope we have much progress
198 S07: and make life colourful
199 SS: Hahaha [laugh]
200 S31: Ok
201 S09: Bye bye
202 S31: See you next time

Appendix E

Students' Self-accounts

Self-accounts are coded as A. The purpose of them were for understanding students personal English education background and their perceptions of English learning and their own English abilities.

S01

My name is Allan. My high school is Miaoli senior high school. I want to learn more English background My English ability is bad I want to improve in the 4 matters. My experience in school is step by step to follow my teachers

S03

You know umm my Chinese name is -----and my high school is in Yuanlin. I studied in Yuanlin Senior High School I think maybe I'm I am I dare to I dare speak to foreigners I don't know. I don't know him. And maybe it is my... it is very good for me and to do that. It's very good for me to do that to do that and why I choose I choose English as my major because I love English so much I don't know since I am in in elementary school I studied I'm I'm interested in English very much I don't I don't have English I never think about that because I really love it and my expectation expectation umm I think it is I think it's umm I didn't know too much words and it can help me to write to read some books some magazines some English English uh or listen in an English elem en environment my listening will be better than now and speak ...and it is a big question you know it is a big problem to me is that I can speak I dare speak but because I know too little words too little vocabulary so ...so when I speak I can't use some some words to describe my feeling because even even I learn before but I will forgot I will forget it I won't I don't think to use it I don't know it's very strange but ...I also I always do that. it is my problem you know I told you my friend my foreigner friends and they told sometimes and someone tell me "Oh speak English just easy talk you don't you you don't think too much you don't think you don't consider the grammars or words or what else we just easy talk we just got the point and because with gestures and your your your pronunciation and they will know it they will know what you want to say. Or maybe you speak the keywords and they will get it get your idea get you what get what you think about they told me they taught me but I know but learning English is a long-time English needs long times because I am Chinese right, so my English ability I think maybe reading or writing is more better than listening speaking. I think it's my ...I have to get better in they two. Learning English experience in school and in school...maybe teachers always force me force us force us to speak a lot speak long speak what you want to to tell others just speak speak in long time don't be afraid of something [55] don't be shy I know but maybe... have having this experience experience I will ...I will get better than now than before . In fact in my senior high school my ...my teachers she studies English so she always she always taught me a lot and she always gave us too too many activities in English uh something like performance and to to the whole school you know and speak English word songs, or play English dramas or something like [68] to go out and find a foreigner to talk to him and we record it and this is my homework. I think it's very good because English English needs a lot of time to to translated right? And to practice and I think my English is not good [74] it has a lot of space to get better and I think maybe umm...from my senior high school experience I like English more so much and I think I think and now I think I study in English and it's my major, right? Its' my department and between the between 5 years and I will I want to make my English more more fluently or and more more... and learn many many English details in English about English grammar or writing or listening, reading or speaking yeah the four activities I think it it has must be proved it must be proved it, right [89.5] because I like it so...so I really want in these 5 years I will get get much I will get too much than what I learned before and that's all.

S05

My name is S05. I graduated from Hsingwu college of 5 years and my major is tourism. I choose English as my major because of some factors. First my job requires good English ability to teach children second, English has become a worldwide language it's getting important third it's easier

to apply job or travel in other countries if you can speak English well. I am interested in English that's why I attend the evening school. English abilities: well I can speak conversational English and listening is good too. My reading and writing are so-so. They are my weakness of studying English. But all of them are important to me Learning experience: Since my major is tourism I have taken many English courses and train myself at English cram school such as YMCA. I develop my listening and speaking skills from those conversation class a lot. The foreign teacher encourage me to speak loud and use complete sentences. I also learn some knowledge of English in college I joined some English activities and perform a drama with my classmates. These experience have helped me to develop my listening and speaking skills. That's all. Thank you.

S11

My name S11 my high school is ...senior high school in Yuanlin. I choose English as my major because I know no matter what no matter good job you need to communicate foreigner and strangers moreover in fact I can use English to enter the graduate school of special education I feel my English is like many Taiwanese people who have poor listening and speaking but I feel I should have a good ability to listening and speak English because English is my major subject. My English learning is not successful in my junior high school even if my junior high school has a small test concerning speaking and listening. However, listening and speaking had no effect (effect) to most exams so I didn't improve my listening and speaking skills as usual.

S12

In the first part, Esther talked about her life story and the experience of learning English ..In there (her junior high, tien-liao in Kaohsiung), I had the first experience to touch English, in there I got a bad experience, especially to learn English because my teacher always taught me read just read and word, our read our word always prepare for tests. I think I dislike that I dislike that situation always read always remember to some word just for test no any chance for listening and speaking and most importantly I just think because I didn't understand what the English mean, but teacher didn't say anything about this situation so I have to say at that time I almost hated to learn English because I dislike my teacher teaching style...because in Kaohsiung Hsien it is not convenient, only one high school only one English teacher so I can't touch more information about leaning English ...in High-ching 海青工商 she majored in Advertisement. I hadn't learned English in 3 years. I like painting, but I don't want painting to be my permanent occupation I also have other nterests...In that time I just want to change my life...I desire to experience new things. I am interested in learning English very much in that time although I dislike my teacher teaching style in junior high school, but still like to learn to learn English ...went to Taipei and studied in Christian college, 崇德基督學院, for 3 years because I was major in Foreign Languages, especially English I learned many practical skills, but I have to say it was quite different from what I expected. ...their course about reading listening but I have to say after class I always feel depression because I always didn't understand what teachers mean because I like English but my English is not very well, especially speaking listening and writing, I can read no problem but I don't know how to speaking how to speak and how to learn I just feel puzzled why so difficult and I almost want to give up. In there, I learned listening speaking grammar and writing. If I want to improve my English I want to learn more I want advance ...and leave there... I really appreciated my teachers in Tsung-te College, they taught me how to read how to write especially how to overcome my difficult leaning English. I know my English is not very well so far at least they taught me if I give up too easily, I can't achieve anything. I think maybe because [...] university is national maybe it will give my about leaning English.

S14

My name is Jeff And I graduated from Taichung CitySenior High School. Because I had lived in Canada for 1 and half years so my English speaking and listening is better than classmates so that's why I choose English my major As for my English ability, about reading I think it's so-so I only can read some books like Harry Potter or some ...some stories for child children and my writing ability, I think I am very poor about this because my grammar is very poor because we don't very notice our grammar when I am when I was in Canada so my writing is not good at all. And now my listening and speaking, I think my listening is better than my speaking because I very rare talking to foreigners in that year so I only can have my listening ability and my speaking is just like the children in Canada, not very well. I think English learning and teaching in Taiwan is very important but we usually go the opposite way because the most important thing is you have to know what they say and then you can understand and we can try to answer them but in Taiwan we always train our writing first I think it is a very very bad way for learning and teaching English

because we don't know anything about English then we start writing soeven on grammar even the grammar are better than foreigners or some students in other countries but we have to learn listening and speaking but we can't do it very well because we don't have many chance to speak, listen and I think I thin if students in Taiwan want to learn English very well they have to train their listening first [5''51] And I think listen to some English magazines or something like TOEIC English is very great so I do it I do this every day every morning. And for myself I sish to improve my speaking a bit because my speaking ability is still very poor. That's all about my introduction.

S15

My name is S15. I graduated from national Taichung technology college 4 years ago. My major was banking and insurance. Actually I majored in business, I think I don't like this stuff, because I must be good at accounting but I am not interested so but I am interested in English so I entering chunghsing university to major English. Actually after I graduated I always think to study again but uh I prepared for for entering exam for about a years a year because my my actually I entered Nanshan Insurance Company I had to learn many jobs in my field. I have to learn many things in my job so I don't have time to study again. All I need to know about insurance knowledge. So I don't have chance to speak English in my company. My English ability, well I think I good at reading but my speaking and listening and writing are not good because when I studied my college, teachers always teach us to read articles and they never teach us how to speak and how to listen well so I don't so I think my speaking and listening are not good. In my college, some teachers will encourage us to study in my in my own way maybe to have some activity when some festivals just like Christmas, she will held some activity to know the meaning of this holiday so we have we can I think we we were willing to know this holiday and we have a lot of teachers who know another topic, but some teacher just push us push us to read and she never encourages us she always gave a lot of test we have a lot of pressure in learning English. nd there are 4 teachers, so we met different teachers in this 4 years. And every teacher has her teaching style. Some of them gave us a lot of pressure to prepare for the exam but some of them uh enough just gave us chance to know another another knowledge of English.

S18

I graduated from Chung-chou college, before 5 years ago, actually my mother ask me to study English. After I read English, I found it is interesting and very useful. So I decided to continue study English. And in my future, my expect is to make my English more professional and even I can...use English in my job like...be a teacher or ...uh use in my business. And my English ability um I am good in listen and reading, I am poor in writing and speaking because because you can you can listen the radio like ICRT everyday so listen is easy to learn but writing need a good teacher to train me. I think Taiwan don't have environment to speak ifif want to be a native speaker, I think go abroad will be a good choice. In Taiwan, teachers train us in writing and reading but speaking is ...very difficult. So Taiwan students always stronger in writing but poor in speaking. Umm [20 seconds] So I think talk to myself is a best choice

S21

Hello I am S21. I graduated from Taichung Second Senior High School. Well I think my...my hobby is the most important factor because I like to listen to ...American songs and my expectation after graduating from university I should have some professional license just in order to get some jobs. My English ability, reading, writing, listening and speaking I think is writing because I can write 500 words in an hour because I like to write um and I write without any focus on grammar or spelling just some simple words so it's a very relax myself to write. My learning experience in school, what makes my learning successful or not in terms of listening and speaking skills. I think...myself listen to the radio or English songs can help me to make my English learning successful and listen to the English songs and sing the English songs still can help me develop my listening and speaking skills.

S25

My name is Olga, I am graduated from Ming-Dao High School. Um I am very appreciate that my my teacher who suppose [supported] me to select this this school. I am interesting in English. She is very very great because suppose [supported] me to do this. I am very lucky to me meet her... the college of technology she suppose me to do this choose for English, so I choose I major in English and literature system. Hm. Yes, [I am interested in English], and I want to use English to to ...to

show my ideals [ideas]. My ideals [ideas] is to help many people uh to do their lovely things. Because English is very important for for for bridge [?] ..to [?] your ideas not only to Taiwanese but all of the world people. Maybe [I am better at] reading and writing. In fact, I am like to write something, sometimes in English. You know sometimes I prefer to use English to [?] my ideas because English is very simple. [3:40] Maybe a pome.Maybe very often [write in English]. Sometimes I use English to write something to memorize my emotions, my feelings. Sometimes I talk with my boyfriend because he doesn't know what I mean? Because some words for me is very shy. I can't [?] everything I will use English ...Sometimes when I write down my spirit I will use English. You know it's very simple. Anytime when I want to do [I write in English]. The first time [was] senior high school. I write down, and maybe it will become better. And in the college I will I I write down umm the times I write down the times very often. Ya ya ya. And from and graduated from uh uh technology of college I ...I am often to write to do this action. Maybe the professor her is suppose me because it will achieve my ability of writing. She is an important person in my life in my English level so my my change my some my opinion in English. I think [learning English is] a wonderful travel. And sometimes I will write down some poems in English. Very nice time I am enjoying. Yeah. Uh when I ...I am not happy, unhappy, in the midnight everybody sleep and I awake. I feel much motion up, I will write something. Listening and speaking are not well because I not well environment you know. Maybe listening much much better than speaking because I like to listen English songs and I will see a English movie and I can. Speaking must have a floor {?} you must talk to somebody but this is very difficult. Talk ...I will improve speaking ability. In my junior high school, I am very curiosity for English because I want to learn this language but I have not have not this uh...maybe say money. I am not rich money to do this so to learn by myself, but it's very heart, hard. And when I in senior high school I met met many people and who is teacher of English and my classmate. Because my classmate they all good way. Some some some people learning English in USA, and some people they they they are interested in English. So maybe they we will talk about each other we use English, but well our grammar is not well. Just talk sometimes. Yes, Yes. Maybe the first time, first time. So from my Junior high school and to to now for English I am very very love it. (I have very strong interest in learning English} I hope I hope I can I can achieve my English more and more, in fact I want to be a translator. And I can for example one person who speak in in uh maybe in French and I can listen and then I can translate his or her language. I can translate some language at the same time. I want to be this role. I am very it's my dream.

S27

My name is S27 I am graduated from Chiayi senior high school. I choose as my major because I think I think English nowadays is very useful language and it's a good[stopped tape] and I also use English to to uh know more foreigner culture and if I major in English I think I I can I think I can find job easily. And my my English is ability uh I think listen listening and speaking sn my priority priority and is I want to improve most is the most most I want to improve. In my in my junior high school and senior high school my English ability is very bad in a JCEE I just got 8 point so that's so that's so bad my English my English is very bad before. So I attend the JCEE again I spend all of my time studying English. I I study with a patience to improve to I study English with a patience because it's easier studying English is easier than math and Chinese and others. Nowadays I can use a lot of machine to improve my English speaking ability. I think learning English the most I think it's important to find an efficient way to study English to study English and I also need to work hard as possible as I can. I really don't know how to say it anymore so I I I ...I ...my English ability is bad now so I I still a long way to go and so I uh um

S29

I am S29 I graduated from Taichung Shang Chuan because I was major in International International Trade in my high school. So English is very important to me. I will will try my best to learn English well. Actually speaking is my false part in English because sometimes I become nervous I can't express myself very well so I want to make progress in this aspect if I have good condition. I study abroad and not in Taiwan.

Appendix F

Interviews

Part 1: Interview 1 (IV1)

Here the data include examples of the two interviews. For Interview 1, the questions are:

1. Please tell something about your "Show and Tell"
2. How did you present it?
3. How did you prepare and organize your ideas?
4. What were you satisfied or dissatisfied with?
5. In terms of learning English what do you think show and tell can offer you?
6. In terms of using English for communication what were difficult for you?
7. What do you suggest to make the activity to show and tell to work best for learning and using English?

S03

1. Please tell me something about your show and tell

My poem. I just used my poem and to tell myself. I know I just want to some I just want somebody uh...uh to understand me more, and another side of me. Maybe they just they just see my outside they don't know inside I think many person has many many sides. There are wrong characters right? Everyone.

2. How did you present it? [110]

On computer and [papers].

3. How did you prepare and organize your ideas?

In fact I think I didn't prepare well the things I told I always think in my mind but when I want to talk but I just think and write down my feelings. No [never told anyone about her poems] Maybe I did it but not at all not the whole I think just a little little little.

[So that's why you didn't prepare. A: Ya. Did you have a piccc of note? A: Note, I write it's very mess so. Did you talk by following what you put on the note? A: NO. Did you bring the note? Ya. Did you read the note? A: No, I'm not I don't read I didn't read it, but I just talked about what I want to say and at at the time. Me: So you organized your ideas? A: Ya on the stage. Did you talk about something you didn't put in the note? A: Ya, just the feeling I had.

4. What were you satisfied or dissatisfied with your show and tell? [142]

Dissatisfied I think. Because I didn't talk too much about me I think. Ya I originally want to talk to want to talk more but because this is Chinese poem and if I use Chinese words maybe I will make you understand me but this is in English so it's very difficult for me to do that.

So I have to practice my English well but yeah, [I did] if I stand on stage I feel nervous and that will interrupt you.

#what were you satisfied? [156]

#Do you think your classmates know more about you because of this show and tell?

Ya, I think I think I got a friend like Olga and another? [unknown name?] she told me she write down homework too much about me. Do you remember her? I know she talks a story and that made me happy. [164]

5. In terms of learning English, what do you think show and tell can offer you?

Did you learn English through the show and tell?

A: No.

From your own show and tell?

A: maybe a little, maybe some words I can learn from it.

Did you learn something about presentation skills? [169]

A: Maybe I uh when I see somebody shows and I can learn from them, right? And can encourage me to speak out and I think um maybe...

#Did someone ask you question? [177]

A: Ya, like Atinya. Anitya [I answered] in English, but in Chinese a little.

#Why did you use Chinese? Do you still remember the question?

A: I used the words deeply but at the time I I I speak in Chinese.

So what kind of question he asked you?

A: I think it's about Ray he think Olga and me and I...think too much.

#Okay that's what Ray's comment was, an what about Anitya?

He didn't ask me he just talk his feeling ya, but another girl as I said ya she she asked me right?

"Why? Why do you think about that? Why you why you think you will be die?" those things. And teacher you asked me "why you think the girl not" But I am not I can't [190] the situation correctly.

#So do you think the show and tell offer you something offer you some opportunity to learn English?

A: Uh ya.

Did you learn something more about your topic?

A: Ya.

Did you look up some words in the dictionary?

A: Ya.

What else?

A: Someone will ask me questions so I need to pay attention.

So do you understand their questions right away?

A: Ya.

Did you have any trouble answering the question? Why? [200]

A: Ya, a little. My vocabulary is too ...

Do you think vocabulary is very important?

A: You maybe use the uh different words to explain that right but um I major in English I think I have to learn some new words right I am a student and major in English so my it's it's my ...job now.

#Pronunciation: [213]

A: Do you think my pronunciation is correct?

Me: Yeah.

Me: Did you learn something about pronunciation? In your show and tell did you notice that you mispronounced the word and correct yourself?

A: Ya. Ya.

What do you like or dislike the activity of show and tell? [228]

A: I'd like because I um I can learn something from them and learn some more from my classmates more and ...maybe uh ...um if it can more eh how do I say colour colour 精彩 ya I don't know because um sometimes will be boring sometimes will be ya very happy.

#What made you feel boring? [240]

Um their context [content] their speaking, maybe I I really don't know what they talk about but maybe he or she talks too much but I don't know the really thing I will get misunderstanding

#So is it because of language, for example their English is not clear or because you didn't know anything about that topic?

A: Ya, maybe I don't content I will guess guess what what what he or she will say right I will get some idea I can guess.

#What was the one you think you didn't quite understand?

I think I forgot some ...I forgot. Neil talked about computer game right like Jeff, but but in the end someone told me and I oh ya I got it because he don't explain his topic or his content very...very very clearly so I don't know what he say maybe his gestures or maybe if he use use something some machine I will get it. [270] I think he have to do it.

What do you like?

I like and I can know something of the world or something I don't know just like computer games or some somewhere

6. In terms of using English for communication what are difficult for what? The most difficult.

A: Don't know what the right word to use.

Me: Is it because of the vocabulary?

A: ya

Me: But you just said you can use some simple words or easy words.

A: I know but I am afraid someone don't understand what I said if I use the word just explain I think it's very um it's more better. Ya.

Me: The most difficult for you is looking for the right word to use.

A: Hm sometimes I I at the first time I don't really got I don't really get the idea he asked me the question about the question it's it's difficult for me sometimes.

Me: But if you said if you didn't understand the question if could be because his English or her English or because of wrong word, or wrong pronunciation.

A: Maybe it's about...it's a problem of my listening part I don't know ya ya ya I have to practice it more.

7 What do you suggest to make the show and tell to work best?

Me: you know it's not just an opportunity for you to speak but you can learn something from your speaking um make a good structure I mean what I most disappointed was about the time control. I allowed too much freedom to everyone

A: Ya

So sometimes it was out of control, that's what I feel.

A: ya.

So can you think of some other things? If we want to use this activity to learn English, not just see something you can learn something in English what do you suggest? [316]

A: suggest? Maybe they can ask with us you know the speaker can ...can ask you know 互動 with us.

Ya: interact

A; yeah interact.

Me: Yeah but you know once when you stand there it seems not easy to do that. The whole atmosphere just makes you feel nervous

A: ya I know

Me: maybe only an experience speaker can do that.

A; Like Annie, Neil, Anitya.

Me: So there should be more interaction between the listener and the speaker.

S05

1. My topic is my collection. Actually it took me a week to think about which topic I should choose [35] and finally I decide to choose the one which I interested in and I specialize that is my collection of toys.

2. How did it present it:

Uh first I write a script and I spend the whole afternoon about couple of hours to memorize the script then uh for introducing my collection I pick some toys and special things like you might the audience might feel interested uh and also I type my script with computer. And how did I use them? [41] Well I put them into a big box to get everyone to create a kind of expectation let everyone wondering what's inside. Then I uh also produce also write some flashcards to introduce each item of the name and my topic is so I bring my collection of toys, flashcards and memorize the whole script and came up the stage to present my show and tell.

3. How did you prepare and organize your ideas: uh I guess this is the most difficult part if you want to uh uh speak introduce some kind of topic uh ideas is quite important to me so I uh um I I spend about 5 days to think about uh what collect what collection I am going to show and what am I going to tell. And second, I organize my ideas actually I will prepare a kind of notebook and wrote down all of my [55] ideas then pretend I am one of the class and what will I be feel interested about and surprise other people then I decide to introduce 4 to 5 uh different teaching materials to show my classmates. What were I okay

4. What were you satisfied or dissatisfied with?

Well I was satisfied with my performance because I did prepare [61] uh each very hard and I also spent a lot of time to finish my script and try to make my speech interesting and also a sense of humour but I also dissatisfied with a part of them includes maybe I didn't answer the question very well. [65]

Me: Okay which one.

A: which one. The question okay one of the questions is my classmate ask me: Do you do you like kids? And maybe I didn't express very well. I oh uh I only say: Yes, I do love children, but I didn't explain very well about why. Why is the specific reason? And also I guess uh ...uh I didn't ask someone to uh uh to count the time for me so maybe I am not pretty sure about my time time control is good enough or not.

You just said time control. Did you ask somebody to do it?

A: ahuh Actually when I came up when I act when I finish my show and tell Timothy told me about my time is exactly 5 minutes, but another one said I am over 5 minutes. [laughing] so I am quite confused with that. [76]

You memorized the script and did it naturally.

A: Yeah I tried to do it very naturally I don't want anyone say I am just like a kind of you know reading machine reading something I download from computer. So actually I just wrote I just wrote the whole script of speech of the script that I want to tell and correct in the right grammar then memorize them.

Did you talk about something out of the script?

Out of the script, actually not because I memorize all of them.

#Did you practice before the show and tell?

I practice when I was alone in my home and I I just uh aloud speak alone in my apartment uh talking to the wall to the window yes pretend I am just present my topic.

#5 In terms of learning English what do you think show and tell can offer you?

Did you learn something from your own show and tell? [92]

Okay I learn I guess show and tell offering me a very good opportunity to uh try to express something like your subject your topic or our hobby very well um for example if you want to introduce your uh your collection you might have to check the dictionary find the relative words organize your idea in a completely a paragraph the sentences then it it will help you to improve your ability of speaking and also your can share your opinions with other people because you can speak English only that's why show and tell can offering you a chance that you can uh express give you 5 or 6 minutes to express your whole central ideas in English and I guess most of the people they seldom have this kind of opportunity to present to present something alone on the stage so it's not easy.

And did you learn something from your own show and tell? Yes I learn a lot from my own show and tell [106] uh actually I am quite enjoy the whole process not the result although we all want we are doing a very successful presentation but I feel if you if you really prepare and you you study you try to do some um your uh you try to do some your uh do some plan before you uh uh before your presentation then you might also learn something from the process so each procedure including you have to decide the topic, you have to uh write maybe you have to write say a script and you have to find you have to probably you have to produce uh uh find the VCD you have to prepare some pictures and you might learn uh some words that you never touch before [115.5] yes you can uh you can also uh answer the question [laugh] answer the question from other people who ask you and I think that's quite interesting uh huh.

#So you have learn some vocabulary? Giving a talk?

Uhhuh vocabulary yes give the talk that's right.

what else do you think of?

What else um well I would say it's a good chance to know ...my classmates yes to communicate with them and I can hear different pronunciation from other people that's quite helpful. [123]

#What do you dislike?

Well actually I like um um the whole activity because I always pay attention and listen to what what are they going to say and sometimes maybe they asking for help and I am very glad and proud that if they say 'how to say this word in English' and if you can just give them a hand it

really makes you feel “Um I know something that other people doesn’t know.” That’s right, and also dislike well actually not except one or two topics that I am not really have involved in I mean I mean like uh computer games [131][laughing here] oh maybe they just uh maybe the presenter want to show his collection or some files uh some files he download from the website but sometimes I feel I like to hear their voice I want to hear them talking not just uh play play the film not only play the film or show us the picture I like to hear how they explain and introduce their ideas.

#Do you remember which one you enjoyed most?

Uh wow several several uh for example Olga Olga’s topic photography yes her photography and I I think she has very wonderful uh she is a in-talent girl she can write the poem and she can take beautiful pictures and also I think uh uh uh who else uh Vidi. Vidi introduced the her father’s occupation ohh that is so nice because I have the same experience but I feel some some special occupations would disappear after this generation so that’s quite important to save their knowledge. [146]

Did you ask Vidi any questions?

Oh no I didn’t but uh uh that because she is my partner. She asked me not to ask her any questions. Okay no problem.

6. In terms of using English for communication what were difficult for you? [152.5]

A: It depends on what’s your what’s your definition of difficult. Everybody has different definition of difficult. If you mean this difficult most probably some people will say the most difficult part is to overcome the fear to overcome the fear to speak not afraid of making mistakes or some of some people would staring laughing at you but I think it doesn’t matter uh huh.

7. What do you suggest to make the activity to show and tell to work best for learning and using English?

Um my suggestion okay uh uh since I was the college student I would say maybe there are some suggestions I can offer. First is uh every we have to make a list a very uh we can make a list of ...the date and the presenters they can follow the schedule exactly yes that’s right. And also they have to prepare prepare uh their music their computer documents or anything they want to bring they can prepare it before they come up the stage yes. Don’t waste too much time. Don’t waste too much time to find the document or to uh to uh how to use the remote control sometimes it take 10 or 5 minutes to find the power or it waste some time and also also they would be better really I think that would be better if ...uh teacher doesn’t allow ...the whole class to bring anything you have to speak not read read something you wrote down because I notice some of our classmates of course they study very hard they probably spend couple of hours to write many things yes his her or his ideas on the notebook paper and try to read all of them that’s very sweet but I guess that is a reading class but we are not a reading class, aren’t we? [181] So um maybe we can just say uh ...yes maybe you can write small words on your hand just like Chinese say ‘write a Me: Just some keywords.

A: Ya just some keywords some keywords for you some long vocabulary you might forget but it’s not allowed no allow no more using it. It could be better.

S21

1. Tell me something about you r “Show and Tell”.

My topic is [34] the most my most treasure thing. [why?] Because I almost use it everyday and it can help me to relax.

2. How did you present it?

I brought it to share with my classmates.

3. How did you prepare and organize your ideas?

I just write down my feelings and I do not think it’s a serious thing I just ...for fun and share with them.

#Did you write anything when you prepared for it? [46]

I brought a letter paper and write down some keywords, not in whole sentences.

#When you talked, did you memorize something from your note?

Both because I just relax not very serious.

#Do you still remember anyone's question?

Several questions, the price...the price and other CD walkman's functions.

#Did you look for some new words for the show and tell? Surf the internet? What did you do when you didn't have the vocabulary?

I change change other word.

#How about some technical terms? For example 防震

In fact I checked from the dictionary. I just remember the short name the G-protection.

#You write an outline? What did you first talk about?

Why I bought it.

4. Were you satisfied or dissatisfied with your own show and tell?

I I think it's almost perfect if I can speak fluently.

#What do you think show and tell can offer you in terms of learning English? [73]

I think it's a very different experience for me. It let me to stand in front of my classmate and I have to to let myself relax not in a nervous situation so I learn a lot from it.

#Did you enjoy it? Did you feel nervous?

At the show and tell I enjoyed but before I suffer from it. [But] I think it's very good for me.

5. In terms of learning English do you think you use more English?

Yeah. [84]

#Was it the first time you have spoken English in front of the class?

I can share my most treasure thing in English.

Was it a positive or negative experience?

Very good.

#Did you learn something from your own show and tell?

The show and tell give me more chances to do different things, and I treasure it. I start to talk with myself from this show and tell and talk it in front of the mirror. Practice is perfect. Total 3 hours because I use the CD walkman everyday.

#Did you learn something about he pronunciation? [102]

Um I use the dictionary very often. Both [the traditional and the electronic]

#What do you like or dislike about the show and tell generally?

I like but the control of time [was not good].

6. In terms of using English for communication in the show and tell, what may seem difficult for you? The most difficult? [115]

[Communication includes] speaking and listening and understanding. Eye contact, body language.

I have no idea.

Could you understand the questions right away?

Ya.

Any difficulty in explaining or giving the answer?

On explaining for the ...unusual use words and so I change some easy words. [Using the big words is] the most difficult [] means he followed my question and answered.

7 What do you suggest?

Perhaps I feel if I were teacher I would make double check before student's show and tell and I will hear and give suggestions to teach the student how to do it well. So I were teacher, I will ask the teacher who will show and tell next time ya so it might easy to control [the time].

S27

1. Tell me something about your show and tell.

T: My topic of course my topic is dog talking about dog because I love dog and I I had 3 dogs before and dog enrich my life and make me happy so I choose dog I also have read a lot of books about dog so I think in Chinese I can speak more so so in English I can do that.

How did you present?

And how do I present my show and tell I use computer yes and show everybody pictures about my favourite dogs with good temperament and this kind of dog is Labrador

Why did you use the computer?

Why because it's it's useful yeah easy to use and you can let everybody look look the picture clearly then you just say the name the small picture.

You talked about how to train a dog?

Yes. Yes I think it 's important to if you want to bring a dog you should train your dog let your dog listen to you oh let him become a good assistant [he said system] yes.

#3 How did you prepare and organize your ideas?

I prepare is I because I have this idea in Chinese I just translate the idea into English and I also uh get the information from internet and the information about how to training a dog uh uh speak in uh speak in English how to express my idea in English and pictures from internet that's that's use computer to get this information is convenient

#4 What were you satisfied or dissatisfied with your show and tell?

Originally I am not satisfied but a lot of my classmates told me you have done a good job so so I satisfied.

If we look at the content, the way you presented, and also the language do you think what you did best ?

uh I did best I think I I I do that use use my body language also my my language and nonverbal language to show my idea to everybody so I I am most satisfied with that everybody can what am I talk what am I talking and what I am talking and say what I want to say they can catch me

5: In terms of learning English what do you think show and tell can offer you?

I think if you prepare it that will help you improve your English ability but if you don't prepare if enough that will un unuseful

#Do you learn something more about dogs from this show and tell? I mean you have experience of keeping a dog but for this show and tell did you get something new that you didn't know before?

OH yes I did because I got the information from internet I can know so I can know the difference between between the difference between America's way and Japanese way to train the dog they are they train their dog in different way so uh I look the Chinese book is translate from Japanese so but when I got the information from Internet that they train the dog's way is America's way America they they don't like to beat the dog but Japanese they did that

#Do you learn something about language like lavador?

Yes I learn you mean proper nouns [names] some words golden retriever so I think you learn English you have you have difficult knowing lot lot term Lot term in English and in Chinese they are different.

#How about listening and speaking skills? Did you learn something to improve your listening and speaking skills?

Yes I learn some the dogs names. Listening and speaking. Listening and speaking I think I think I improve my listening skills more in Studio Classroom.

#How about speaking?

Speaking I find I find it hopefully [helpful] you have told us to speak with myself that 's useful at beginning I just talked English and and no purpose no purpose I don't know just speaking and I even don't know what I am talking about

From your show and tell did you learn something for improving your speaking and listening skills? Do you still remember who asked you questions?

Yes. Martha asked me what what we should make point in training a dog. I remember that.

5. In that moment, you could understand the question easily and as soon as possible or you need to think about what they mean.

yeah I think when we use when we ask question in English way we should we not only we should if we if we our question is just for example is just just he want he want o ask me A A but if I can't understand he can use another way to express his question so I can I think I think in my group with Andy and Cookie our principle is not just don't just into English don't just speaking Chinese even you speak broken English so so you can you ask their question or you speak a word and we can

understand so we just express in other way or body language or for example make a sentence to express the word to tell other the word but we don't speak Chinese that's learn English uh in English way.

#Did you learn something about how to prepare a talk in English?

Yes. I learned that but I in my future I want to talk in public and this skill is very important for me but we want to improve the skill we should practice every day noy once.

#Pronunciation?

Ya I learned some pronunciation.

#Did you check the word for pronunciation? [133]

Yeah because I want everybody know what am I said RETRIEVER I will I will talk everybody retriever is a kind of dog they they bring animals back for their owner. I think somebody their show and tell is very good but they don't they use special word they don't don't tell everybo tell others the word's meaning so it's hard to understand.

Do you think it's important to use easy words when you talk to your classmates?

You can use you can use big word but you can use you can you must easy word to express big word.

Did you write golden retriever on the board for everyone? [142]

On the board? Oh yeah I write the word.

Do you think it would help others to understand you better when you put the word on the boar? [146]

Yes that's English is a I don't know to say that or not English is a tool to express so the most important thing is you want to express your mind and your feeling when you speak English you hope others understand you that's important so I I use the word but I can communicate with Andy because we speak we we get together speaking English every day and we learn the word together so I use the word he can understand but if I speak with others I should explain so I think that's good for me.

What do you like or dislike the activity of show and tell? [156]

Uh I like uh I like it because I can knew other things but more I don't I don't like because I hardly understand even though I pay attention the word to big or it's another field.

#Okay just like you said if they could use easy words toe explain the big word [161]

Yeah I will like it more.

#What I mean is the speaker might not know what the listener needs for example how to make himself easily understood.

So I think the English-English dictionary is important when we learn English When I checked retriever word from English-English dictionary and I bought English-English dictionary it is explain the word in sentence not with word [169]

#The part you don't like show and tell is you can't understand the speaker.

Yeah I prefer to read studio classroom.

#Did you learn something about your classmates' personality or what their life experience is for example did you see Olga's show and tell?

No. Yuga.

6. In terms of using English for communication what were difficult to you? [182]

In the show and tell uh I think I do my best to to let it easily to understand so I use easy word and I think the English he want to improve important is you your your partner his level won't [want?] come close to you if you are too

#So in terms of using English for communication do you think show and tell really help to achieve this goal—using English for communication? [195]

It's a kind of but it's it's for me I think it it do it do that it do but for somebody he don't prepare enough it don't.

If there was no questions asked at all, it's quite a pity because there would be less or little communication in English at all [201]

Yes they don't understand so they hard to but some some people they are shy even speak in Chinese Speak Chinese they won't ask questions let alone in English.

For your own experience what made you feel like asking question? [205]

T: Uh I don't know because even in Chinese I seldom ask question but if I will ask question with a view to improving my English ability so maybe I next semester I will ask some stupid questions.

I remember you ask Joanna "Can you do that?"

yeah.

so the difficult part for you to I just want to know if you have any difficult listening to your classmates' questions for you? [218] Can you understand them right away?

Um maybe uh maybe because English there are so many facets there are so many in you learn you can speak car or speak dog or speak about exercise so why why I the reason why I invite Andy to speak with is get together speak English use Studio Classroom because we talk about the same topic so we use the same word the same topic so we we can easily understand each other so that will build up our confidence.

So if the topic is out of your comprehension, out of your personal experience might be little bit difficult

Yes

How about the language if the speaker use a confusing word you feel a little bit hard? [231]

Yes If he if other people use the big word and I can't [can] I can't I an't understand I will "Pardon?" And if HE he in my group but Andy might say some error word but I can't understand I will pardon and he he can explain that in easy way for example I can understand and after that I will ask how to spell it and I learn a new word.

#Do you learn something about Anitya's show and tell?

T: Anitya yes he showed Chinese Kungfu Actually I don't pay attention. [Weren't you interested in his topic? T; I don't know}

7. What do you suggest to make our show and tell work better or best? [249]

I think it's difficult especially for SHY people shy classmate because I think if you want learn English you can't be shy you want to express if you don't express it's hard to improve your speaking ability you just can improve your reading or listening.

#So how can we use the activity to help them [262]

I think maybe compel them compel them to do that.

Part 2: Interview 2

For interview 2, the questions covered the small group discussion and the group presentations.

A. Questions on the small group discussion

1. Tell me about your group discussions?
2. How do you like the activities?
3. What is the benefit of this kind of discussion in terms of learning English, speaking and listening?
4. What do you suggest?

B. Question on the group oral presentation:

1. Tell me about your Group presentations? Anything you like to talk about in the whole process, before, during and after the presentation?
3. Did you like your presentation? What do you think you learn from your presentation?
4. Did your audience like your presentation? What do you think your classmates learn from your presentation?
5. Do you have any ideas to make your presentation better?

6. Please compare the two presentations
7. What do you think of the presentation of "Taiwanese snacks"?

Part A: Group Discussions

S27

Q1. Tell me about your group discussions

I tell them why I major in English because uh ...uh because uh...it's a long story. When I was in senior high school my English is very poor and so I ...I uh I go I JCET, yeah attend the exam and I go to the cram school (When you were in senior high?) Yeah. No, junior high and senior high school Uh I ...I uh come into the teacher and they... tell me a lot about English tell me English is important so I I start to study and they also the teacher also inspire my interest in English and and I always like to read so I try to read some books about how to study English and I find that study English is not difficult as I thought, and by the way nowadays we got a lot of equipment that can help us improve English ability for example computer or mp3 and CD player so we can listen to the English.

Q2. How do you like this kind of activity.?

That's good. That's good because uh we we can practice speaking more than just listen to listen to uh what teacher taught us. Yes. If if we just sit there and listen to what teacher said we can improve our listening but if we with my classmate we also can practice our speaking ability.

* Were there any differences between the 2 discussions?

Not not too special just topic is change.

** did you enjoy it?

Yeah enjoy it. Enjoy it a lot, and it's important we also have to show our respect to listen what other say. Pay attention and uh be patient regardless his English is clear or not fluently, just pay attention and try and do your best to listen to it.

Q3. What is the benefit of this kind of discussion in terms of learning English, speaking and listening?

I just it's it improve uh inter- interaction yes so not only you need to speak and you have to respond what other say and share your opinion.

Q4. What do you suggest?

Suggest is for this discussion? Uh maybe maybe uh we can give the topic uh at first before before we decide so we can prepare it more and I think it's good because we have we got the topic so we can understand what other say we we just because English have a lot part about science, history, or or uh politics, so many if you focus on one and prepare it must understand the term or what other say.

S19 & S18

Q1: Tell me about your group discussion? How do you feel about the small group discussion?

S19: Uh I feel good and I can speak English with others. It's a free talk so I feel comfortable and I try to use my words let others know what I am talking about. I very like this way to speak. Yes.

#What was the difficulty you had?

S19: Sometimes I feel I feel feel confused and I don't I don't I don't... have a word in my mind to and to express my real feeling exactly so it's the problem I like I will...(fix through). Yeah.

S18: I think it's also a very good way to ...uh practicing about English and... it is you order the topic and we can...eh we can think the topic to...uh express our idea and ...um in this way I think that I can speak my English very fluently umm...

#What was the difficult you might have in the discussion?

S18: Um I don't know how to...express the word I want to say something. I think I need to practice [laughing] ya I seldom speak English.

Me: Maybe you can join Timothy's group.

J: Ya. He speak very well. Ya. I know that.

#Did you feel anything uncomfortable in the discussion?

J: Uncomfortable.

[Interrupted by the machine malfunction]

#Which topic one did you do better? Which you can talk more?

S19: media because I like (...) movie ya.

J: Culture because I seldom see a movie so I can't talk a lot.

Q3;How about in terms of learning or using English in the discussion?

S19: I got a lot of chance I got a lot of (?) from them like ...how to...edit the content

#Which one you think you did better, the first one or second one?

J: The second one. Do you mean you talked more? J: Yeah.

#Was it because you were familiar with the topic?

J: Um maybe.

Part B: Group presentations

1. Interviewees: S07, S09, S22 and S21 (Questionnaire Group)

Q1. Tell me something about your presentation. #How did you feel about this topic?

S22: yeah I don't know

S09: I think it's useful but more professional.

How did you think about the topic, cookie?

S09: Um...I need to say sorry I don't like. Yes this more professional before your assign us this topic we choose the one and uh last time we just discuss our topic and so that let us feel how come um but I think we need to do because you assign us need to do this maybe in the future we can...useful so but um uh I don't like but I think form this topic we learned uh some difficult vocabulary from this topic and some professional

S31: no comment.

How did you feel the topic?

S31: The topic not bad.

Really? What's your original topic?

S31: Michelle want to talk about uh...

S09: Band

S07: music. Umm I don't like the topic it's boring and classmates eh...umm they don't understand ...uh why what we are talking about.

Me: maybe put too much in the presentation. You tried your best to put so many things in it. It can be a one-semester course. That's why it's not that easy to understand.

S22: yeah.

Q2. What do you like or dislike about your presentation?

S31: A half dislike, a half like. [like]Because I can learn new things and learn more survey.

[Dislike] I really want to choose my topic and I think um the listener response is very important for me.

S22: I think our performance is not so good because we could not uh perform it in a more direct way. I think that's very important. That's all.

#Do you like anything about it?

S22 Yeah. Because it's a new field for me so I think I could uh touch so many different information.

S31: I don't like it because I think the representation is um an activity between the presenter and audience. I think the interaction is very important.

#You don't like the way or the topic?

S31: I don't like the way to show it because we just had a little time.

#Anything you like?

S31r: Like the topic. A little.

S07: I don't like the presentation because it's not a good show. It's just like no audience. [e: Talking to the air? Ch: Talking to the air]. Nothing [I like about it]

You don't like the topic or the way you presented?

S07: Both because this semester I do the survey 3 times, I fed up with them.

#What did you with the previous survey?

S07: Uh teacher set up one topic and you should write the questionnaire and ask someone to fill up. One is what is your favourite colour.

Q3: What do you think you learn from your presentation?

S09: Yes I learn many many difficult vocabulary.

* Many difficult new words. Vocabulary is not countable.

S09: and some...pronunciation. [what about the contents. Do you still remember?] I don't know how to say but those information when I one day I need to use I can find them and to...

S22: Um now we know survey is hard job.

S09: tough job.

S22: Because we need to use so much knowledge on...on it. I know we did not do it very well.

S31: I don't think survey is so difficult. That is just because um the professional words and you can't follow the meaning. As long as you understand what it is you can easily to get the point.

#Do you think it's easier if you read the Chinese versions?

S31: I think so. [502]

S07: I learned the teamwork ya we should put yourself to one's shoes.

Q4 Do you think your audience liked your topic? What do you think they learn from your topic?

S07: Uh I think half of them because maybe uh some classmates they want to learn more new things.

#/Did anyone ask you any question?

S09: Oh Amy asked me why introduce this topic. And I said teacher assigned us.

S22: I think they don't like our presentation ya because they frown and they didn't ask any questions so I just say they have no interest on that. [469]

S31: Definitely uh no. But but but it doesn't mean they don't like this topic. That is because um when we put too too um much information together. That's true.

S07: I think they don't like our presentation because they all kept quiet and ask no question.

Maybe I feel frustrated.

Q5: What do you like to improve?

C07: Maybe change the way we presented it? Maybe make more funny interesting and make more attractive[do you know how?] You mean survey. It's too it's hard to think out of the way to do it.

C31: I think I need to use easier words. You mean the same topic.

Will you use the computer?

S31: No. Just use yourself to...oh I will never use PowerPoint because it's a boring way to the audience.

S07: So what is your interesting way? [They laughed together]

S31: I don't know except PowerPoint.

S22: Um While I collect information from Internet I find we should know what's our purpose to design the questionnaire then we just could focus on the interview who like to take and the the reliability will be much higher.

*Yeah usually we need to know what kind of subjects we are going to interview who are those persons.

S09: I think maybe I can follow the Annie's way. Yes. I like her presentation very much. And...uh every time she did presentation can catch everyone's eyes and can let us umm impress so that is the way I need to follow.

S22: I like to get understanding information I collect and try to design interactive program I think that will be much better than this time. Maybe we could define some questionnaire and ask our classmate to fill it and try to ask our classmate what kind of ...um information they are interesting something like that. [anything more]Maybe we except the except designing the questionnaire we ask ask our classmate, maybe we also have some ...I don't knowsomething S27 did last night.

Q6: Please compare your presentations.

S09: I think it's the different way. Last semester I just presentation by myself and this semester I presentation with them. Different way. I think presentation by myself speak everything I need to speak by myself uh no matter collect some information write some script and practice. But with the team the most advantage I think I can learn teamwork yes. So I think that is different way but I like teamwork.

S22: Um I like the teamwork because uh we could learn something something we might uh not pay attention pay attention that's very important so I think the teamwork is very good...working way.

How do you feel about the individual one?

S22 I think that's quite different for me. That's quite different from teamwork because we could decide everything by ourselves. We don't need to care about others' opinion, attitude or other. But now in the other hand we will we might ignore so many things. [695] That's all.

S31: I prefer teamwork because uh you can have lots of fun during the process prepare for the presentation.

* Did you have anything fun?

S31: This time? No, because of the topic.

How about your last one?

S31: Chop? It's um it is very interesting just for myself.

#Some topics might be only suitable for doing as an individual. ...But this semester the topic is very different so you can cooperate. It could be dependent on the topic ---This is the end.

Q7: What do you think of the presentations on Taiwanese snacks?

S07: Um...um I think some information they translate by themselves so maybe it's not correct so it's disadvantage.

Do you think it's good to stop them and ask them to clarify something before they continue?

S07: I think it's good because you can eh...get the answer you want you want immediately. Ya

#Do you think it's good for the audience? Or the speaker?

S07: yes [she means both]

Do you think it's good to stop the speaker anytime?

S31: Yeah because um I think that is American way [laughing] Ya. Good. Good especially when um you are forget something maybe the audience can help you to get the point more clearly.

Because I think in Taiwan it is impossible to ask every... um... presentater to stop their speaking because they will think it's impolite. [360]

S22: I think that's a good way to...I mean ...in the past we need if we have question we need to ask them when they end. But now it's quite different if we are interested in which part we ask them immediately uh we will be satisfied immediately. If they for example nobody ask them question okay and if they feel that classmates feel confused they could use this kind of interaction to try to catch them to catch classmates' eyes again. Then classmates could pay much attention on the presentation. I think that is a good way.

#Do you think the speaker like that?

S22: Yeah. If I am the speaker I like this kind of way because as I mentioned I could do some some uh ...uh treatment in some ...situation that make our classmates confused. So I think that is a good way.

S09: I think uh that's good way to listener because if in the end ..uh you you want ask them some questions but if you um review [or knew] all the presentation but if you stop him immediately you can quickly and clearly to know what you want to know but I don't I think um for the speaker I don't think they really like it.

If you are the speaker do you like it?

S09: I don't know because uh I just think if one people on the stage you stop him or her speak maybe they feel why you can't let me speak uh finish. Yes. Why you want to stop me?

Do you think it's not polite to stop the speaker?

S09 I don't know.

If you look at the issue in terms of learning or using English, what do you think?

S09 I think that is good way to stop because you can quickly and clearly to know what you want to know.

2. Interviewees: S27, S18 and S19 (English Learning Group)

Q1. Tell me something about your presentation. #How did you feel about this topic?

#Can you just describe how you presented it?

S27: Just present it.

how did you say, what did u use?

S27 Use newspapers. [Why?]

S19: To hit someone? [Who?]

S27: S211. [why?]

S18: Because it's funny.

you use the story and made the situation, right. How did you start?

T: Start "Hello, everybody and introduce everybody."

How did you introduce your word? First, you put it on the board and then..

T: How do I introduce the word? In my part? Spontaneous. Uh...our situation S21 uh is worried about something, and S19 come come into us. And say what are we worried about? We say: We worried about S21 because he like a girl but he don't know what to do, what to say, how to express his feeling so and and and S18 tell us 'Don't worry. Just be spontaneous.' We don't know what spontaneous.

okay so you put the word on the board and gave a situation and brought the word into the conversation, and then and then?

S27: And then we played the CD for you to help you to understand it and after that we discuss it again.

Okay that's the format of your part. How about yours, S18?

S18: I I just the first one is explain the English explanation and after the CD I just support a situation what kind a situation to Maggie and Michael.

S19 I did the same thing. Appalled.

#Audience questions, what questions did you answer?

S27: Uh ...Michelle ask ask us uh about "appalled" and he confused and teacher answered it well. [who else? I think there were many, what was the best question you answered?]

S27: And forgot it. Some question you answered very well.

I think you answered all the questions. Did you answer the questions well?

S27: Uh. So-so.

Most of the time you answered the questions, right?

S27: Yes. I think I can can I can not do that. I can not. That's too selfish and I think I think I should give them the chance to speak. Yes. I reflect it on myself. [Maybe they count on you.] Yes. They tell tell me answer the question. I think about that I cannot do that because no matter you can answer it well or not it's a good way to to improve your English ability. It's hardly to get the chance just once a semester. Yes

#Okay, why did you let him answer all the questions?

S19: Yeah. I answered one question.

Q2. What do you like or dislike about your presentation?

S27: I think we do very well and ...I huh ... and ...at the first place we do have confidence we we we say we can make the performance presentation very good so we don't think too much anything is...is bad we don't think about that we just do our best and the result come out is very satisfied.

S18: yeah I agree. I think we use the easy way to let everyone know what we talk about.

S19: I learn some words you know and I can I can I can conquer my nervous and stop my laugh and stop my laugh. It's it's that I learn from this presentation. So, yeah.

*: did you laugh a lot when you did the rehearsals?

Ma: What?

*; Rehearsals. <adding Chinese>

S19: Yeah I laugh a lot and long.

* Did you think you speak more fluently?

S19: Yes. So...why because I think ...I must improve my English ability because [hehehe, everybody was laughing at her]

S22: Are you nervous now?

S19: Ya. Umhm.

*What do you like or dislike your presentation?

S19: I like I very like it. Because we think we do very well and try my best.

3. What do you think you learn from your presentation?

S27: Yes that's that's different from last semester because it's teamwork and I learn to...uh ...respect to show my respect to others' opinions and to ...and listen to the director and ...and what. [] I think uh (...) and make it more fluently its' not just depend on attention it depend on your practice and day daily but we do learn a lot because we memorize the conversation and the that sentence patterns and we can use sentence and put in different words or phrase like that.

S18: I think um I have to make and interesting conversation and ask them to the job being a director I have to to to do some uh to ask something to action like (...) I think they are very embarrassing.

S27: It's true.

4. Do you think your classmates like your topic and what do you think they learned from your presentation?

S27 Um ...I think they they like by their compliment but...and ...it doesn't matter they like it or not but I think all of us do our best but time is limited.

#Why did you say "it doesn't matter if they like it or not?"

S27: As long as we do our best and we take is seriously and...in the topic and we do learn a lot so we we try to make make let them like it but after we do our best they like it or not they it doesn't matter. [169]

S18: Yeah I think they like because I heard they like it.

S19: I think umm... they like it because some of them tell me they really it.

*Who told you?

S19: S04 and S01

#Me: Do you know why they enjoyed it?

S27: It's it's not too difficult to understand it and ...and we... try and the ...and it's funny. Yes.

S18: Our ex- expression is very funny.

S22: I should say impressive not funny.

Do you think your classmates learn something from you?

S27: I hope they can learn a lot from our presentation and because a lot of my classmate tell me you speak fast so I feel regret and next time I need to improve I better if the word is very important or difficult word I should slow down they can listen to it.

S18: Yea. At least they learn the 3 words. Ya, and we thought so we speak too fast when I...when we are talking on the stage we forgot that. Maybe they learn some.

S19: I I agree with them. Yes. [This again invited a lot of laugh]

S19 S12r asked me: Why why why why do I control my laugh?

#Why could you control your laughing?

S19: because I think I m last night I I feel comfortable and I feel I don't feel nervous so I I I laughing.

You mean when you feel nervous you laugh.

S19: yeah yeah.

#: Did you answer any question?

S18: I say something (...) He want to let me say something...I forgot.

]

5. Do you have any ideas to make your presentation better?

S27: uh... when we try to explain what the word's meaning we had better slow down and try to explain it clear I think our presentation we should give them our script and about the same word because of lots of meaning and what kind of situation usage write on the uh script.

S18: Almost ()

S19: I think I will improve my answer questions you know. [218]

S19: Yes. I think I should answer more questions.

#: Why didn't you?

S19: Because because I say something I will improve my English so I love to answer question.

#: But you didn't answer ...

S19: Yeah because... who is answer I have no chance you know [laughing]

S27: First first you ask me to answer you know. Don't tell me you want to answer, I will give you the chance.

S19: No no no in my mind I want to answer.

S27: oh... oh...I am sorry.

S19 Next time you can you can send microphone to me, I will answer all the questions.

S27: I will pass it for you.

S19 Okay okay.

S27: Hehehe...

How about you? Don't you want to speak more English?

S18: if he want to say it's okay but next time to do by myself.

What do you think you need to be careful with in your future presentation?

S27: I will try to let our team teammate to ask the question. and I will also try to ask the audience back [but you didn't ask questions} yes because we are nervous I think the way is good good for interaction yeah and ...yeah so and I I am too focused on our presentation I I didn't think about what I should expect to them it if I think about it at first I can answer them.

S18: Avoid using Chinese. I think in my presentation I need to practice my English more fluently and (...) design my script then at that time I can speak out more fluently.

S19: I think I think ... I I I just speak it. Just speak and talk and talk. And I will control my laughing you know.

6. Please compare the two presentations.

S19: It's Much better this time. [okay what makes the difference? Why didn't you like the last time] he didn't like this time? [laughter]

S18: And last time we just read the article because we didn't prepare very well and didn't recite.

S19: But last time practice before the time ya.

#What about you S19?

S19: It's better. You know. [laughing] Last time I always laugh so I I feel very bad.

#Were you really nervous last time?

S19: **Yeah.** Really nervous. So I can't stop

So what makes her the difference?

S18: Ya. Ask her. Because she laugh I can't continue the ...topic, and Powerpoint too//...

S19: //Ya It's terrible.

How about yours?

S27: Last time, compare. This one teamwork and last one and I talk by myself so you () to spend your time because your because() specify yourself to to get the task ya

#What is the benefit of individual and group presentation? [236]

S27: I learn uh I learn how to... uh last ()is by myself and I assign them the part

S19: the job

S27: Yeah the job Yes I assigned them the job so I have ... before Last time I write the conversation by myself this time assign them the job. That's good.

Which do you prefer? Individual or group?

S27: I think ..so if you you work together. Work alone is easy I think Yes. Work alone is easy but something you cannot you cannot learn just work alone so I don't know which I like. Because I also I can learn different things about work alone or work as a group. I like both but personal is easier.

S18: Ya. I think group presentation is uh...will let me less nervous but I think ...you have to the group partner they can ...cover with you.

S19: Both of them I like it. I like it. [why?] Because I can learn learn something in the different way. Yeah.

Q7. What do you think of the Presentation on Taiwanese snacks? You remember I asked the class to stop them any time they had questions. How do you feel about this kind of interaction?

S27: They are talking about food, right. I feel it's good good especially for the first one first group to to to especially to the first group to ask them questions interrupt them because it will give other present- other performer lot of pressure, [not much] because some some classmate they have their job so they cannot prepare it part first give them pressure.

Do you think it would give them pressure if they were stopped for answering questions.

S27: I think it depend on their topic or their and if they have job or not. If they don't have a lot of time and you give them a (...) for challenge and they cannot prepare it very well and you you and you give them a lot of pressure, it's not good.

S18:I think interrupt them lot of time will let them forgot...let them feel nervous.

S19: Yeah. I think it's not good because I because they will forgot what they are talking about. I can't I can't understand them you know.

S27: I think sometimes the audience if you don't the first step you did not understand.

In a formal lecture, we usually wait until the speaker finishes.

T: I think that's because there are too many audience but in our class it's okay

Extra question:

What do you think about your listening and speaking ability now/

S27: I think I ...still have a long way to go I still need to improve listening and speaking ability especially speaking ability and ...and...the the ability of uh interaction yahe if someone ask you a question how can you answer them not just say "I don't know." Something like that. Eh...because standing on the stage we will still nervous (...) we to overcome so n your your speaking ability is is good but when you maybe when you go go on stage you still nervous you know how to say so you must make speaking ability better so when you go on the stage that will be good. [

S18: My speaking ability more poor than listening ya. I can't expand the word uh ...I need to expand a long sentence while I want to express just say some words and stop.

Appendix G:

Commentaries (R)

A. Commentary 1 (C1): On the Presentation of “Yoga: My favorite exercise”

S08

Today is S15's show and tell. She introduces yoga exercise with the power point. She gives a speech with smiling. I think she feels confidence. In addition, she speaks very clear so that I can understand what she is talking about. After speech, I ask some questions of her: Do you do yoga with music? What are you thinking when you do yoga? And is music good for doing yoga? S15 only answer my last question. We all have this problem to remember what people ask when someone ask as a lot of questions together.

S11

Today, S15 shows and tells yoga. I feel she speak English well and clearly. She told us that yoga is an easy exercise. We can't do with difficult movement, just realizing to do yoga. While we are watching TV, we are doing yoga. Yoga can train your muscle and shape your beautiful body. Moreover, yoga can improve our body, mind and spirit. It is easy to do the yoga. S15 said that she usually spends 10 seconds doing yoga, I order to have a healthy life. More important, she teaches us some easy movements I like to the atmosphere of our show and tell. We an relax to learn further information.

S13

Tonight show and tell is a little bit healthy I thin. S15 let us know how Yoga is good for body and mind. It also help to relax after work.

S17

I liked today's show & tell. I know some other students may not have. In our society, ti seems everybody is always very busy and do not have time to work out. His is a good opportunity for us to learn how to do some simple Yoga at home. Even if were are busy, we can still do it in the office ofr at home very easily.

I have tried to memorize some of the photos she showed to us. I have already tried to do yoga at home and I think it really helps me. I always have a sore back problem so I tried the one I remembered and it really does help. I think S15 looks very happy and very healthy. The reason is probably because she does Yoga. I think I will try to learn more about Yoga. I am sure it will make me healthier.

S21

In the S15's show and tell, she really did a good job. On that time, she shared yoga with us by the way of video tape. She play the video and then explain the gestures that can train our muscles. Combined with the practice and breathe can help us to learn yoga well. And then she really showed us some -+basically gestures. For example, she cross her hands in the back. For me, I actually, I can not do the same as hers. She also encourages us, do not give up easily. You might think that I can dot it easily, but you don not see what I have practices. In the end, she invited us to learn yoga. Without any advertisement, she is a really one advertiser because her appearance and muscles are excellent. Combining with sports and Indian beautiful gestures, yoga mix it into a good exercise. The action of breathing and the way that muscles work are two important elements on yoga.

S26

My classmate introduced the exercise, yoga, to us. We're all interested in it very much. It not only can keep our sharp, but also subside our minds. Fortunately, I 'm a model of yoga. When I did this comfortable exercise, I fele my back extending as possible as I can. After the action, I realize why it becomes so popular. I think I'm lovin' it. Now, I do it three times a week.

S27

1. How did I feel when Joanna asked me out to the stage doing something?

I felt like an idiot doing some stupid thing and after that I didn't learn something I haven't learned before. This is one of the reasons which make me bored. And I also feel kind of regretting that I should have said something like "You asked me out just want me to do this? Or something interesting things.

2. Compare to e asked out solo, how I feel when S15 asked all of us to do something?

I feel that I am not the only one stupid at least. But I do not learn more! I think S15 did it spontaneously, perhaps it resulted from me who kept ask her questions.

3. Why did I keep S15 those questions, "Can you do that...etc?"

Cause I want to make the class more interesting and fascinating. And if S15 did osme different pose, with a doubt, that would be more interesting.

B. Commentary 2 (C2): On the Presentation of "Taiwan's snacks" (GP10)

S07

I think they are good at presentation. Because they use easy words to let everyone understand. And everyone asks question eagerly. They are not just talking about things by theirselves, they thinking about audiences as well. Moreover, they let me know many snacks in Taiwan.

But the only disadvantage was those names are translated by themselves. We don't' know they are true or false. And the way classmates ask questions is good. Everyone asked questions after they finish one snack, they can answer the questions clearly and directly.

S08

From their speech I learned some useful words and recipes to cook. Just looking at the pictures makes me mouth water. I think they did a great job. And also I recognize that they spend a lot of time to prepare their presentation. They answer questions very clearly and patiently. This topic is very interesting to me. I hope I can taste all of food they introduced.

S15

S02, S06, S04 introduce many local food. I believe they collect information with detail. However, If they introduce foods which are more famous and more common to see, we will be more interested in the topic. In the whole, I think they did a good job. The process of presentation goes smoothly, they talk fluently when answering questions.

S27

1. Be more straightforward

2. Don't shy, afraid.

3. ask question back to audience that make interacted! Tell me why speaker can't ask question back!

4. Because question is power and question stir your imagination make you think

5. be more assertive and don't' be afraid of mistakes! But it is inevitable. Only through practice, will we overcome them.

S29

Actually, today I 'm so glad that I can learn so many delicious foods from our classmates, and I think that their report is very interesting. Besides, the report also let us know where to find these tasty snacks, and it's very nice. And I also love to eat hare egg, but it's pity, its' hared to find this food here.

S31

Snacks in Taiwan—I think they could use more media to help their topic, such as internet or interviews of forginers. It might be pretty interesting to know how they think of Taiwan snacks. Well, I think it is not easy to introduce the snacks in English and they did do a good job. They collected lots of information of the food. The problem was by their introduction I didn't think the food was so delicious...I mean they seemed not snack-goers so they didn't show us the most attractive part of the snacks. What a sham, you know! The snacks stand for Taiwan a lot and it's also an important part of Taiwan culture.

C. Commentary 3 (C3): On the Presentation of “English learning” (GP11)

S01

I think they have good performance in a class. I like the style they performance. They advanced a lot than last semester. I think the activity can make each other learn how to correct our shortcoming. I am also not afraid of speaking.

S02

I think their presentation makes me interested because they use body language and give examples and also play the tape to show us some conversation how those words are used. However, when they discuss the word, backfire, I think their speaking speed is too fast and the should use simple or key words to explain them first and then give us sentences or conversation. Nevertheless, their presentation is till great.

S04

The presentation is really interesting because four of them perform well; therefore, we can learn same words from the conversation. Besides, they're cheerful and the content is so rich and interesting. But their props are rotten because they are old newspapers. However, on the whole, they aren't afraid of performing in front of us. In addition, they spend several hours rehearsing as well. Tell the truth, S19 is able to overcome the problem, which laughing in front of classmates. So I'd like to give her a big hand.

S05

1. Very intelligent, interesting presentation.
2. They bring us another way of report. Using conversation and introducing new words.
3. Their speech is quite fluently and smoothly.
4. They distribute their responsibilities well.
5. I like their oral report, good job!

S06

I think their presentation is good. It clearly to see that they prepared very hard, and practiced many times. The conversation they present is interesting and vivid. So, Today. I learned three words that is -backfire, appalled, spontaneous.

S07

I like their presentation very much. They show it very interesting and amusing. It catches everyone's eye, everybody pay attention to their show & tell. At first, they act one play, and then let us listen to the CD. They teach us three words—"backfire," "appalled" and "spontaneous." Through their action, these three words become easy to remember. I think this is a good way to let students remember some words. Moreover, it can practice our listening. Through the CD, we can understand how to use those words.

S08

The group of four performed very interesting and wonderful. I learned some words from their "spontaneous" acting. And also their pronunciation is clear to understand. I think I never forget here words, backfire, appalled, spontaneous. It's a good way to remember words from their performance. When classmates asked some questions. S27 often answered directly the questions. S19 and S18 make a great progress in this semester. I know they prepared this presentation 4 hours. I appreciat their information about how to improve English ability.

S09

Although they just introduced three words, using easy way to let me undertood, such as they create some situation and performance vividly could let us easy to remember words in brain. Those my thinking.

By the way, in my memory S19 in last semester ishe did presentation with her laugh that's' let us not easy to undertood what she said, but in this time I strongly feel that she improve her

disadvantage. Control herself. It's good for her. In addition to S27, he's really good leader in their team. The last but not least, they did good job.

S17

I think four of them had done a good job. Here are some my personal opinions:

1. They may need speak words more clear.
2. If you are going to teach someone new words, maybe make sentences will be very helpful.
3. Usually when people do their presentation they are not laughing all the time, you want listener pay attention what you said.

Anyway, I still think they did a good job. Hope all of us can always learn from each other. Not only English, but also humn's life.

S18

I think this presentation is very successful. Through conversation we interact very well with the audience. They also agree with our show. We don't have enough time to prepare the topic for it is postponed all the time. But our partner still cooperate with each other. Sometimes we have to listen to the director even it is very emberassing or someone had another idea. But we all just accept the editor's guide. During the practice time, we forgot the content from the script from time to time. Fortunately, we didn't do the big mistake or forgo the content again while on the stage. Every ting seems smoothly, in that we practice for several days. I rally want to say thank you to S21 because he sacrisfied a lot about his image about this play. At last, I think I still need to improve my English speaking ability in the future.

S22

It's a very impressive "Show and Tell" today. All actors play so well. We not only their performance but also learn some useful words, backfire appal, and spontaneous.

I try to check my electronic dictionary to catch the meaning of appal but I could not get it main idea. S27 and T give me some example for clarifying tis meaning separately. This kind of interaction is more meaning and effective. I like it.

S25

I am firmly believe that they show those three words—backfire, appalled, spontaneous—very good. They use conversation to explain those words as a result were can understand that much morel. One of three words (backfire, appalled, spontaneous): "appalled", which let me get some confused. Appalled by definition which is meant fear, yet it is not completed to equal to that, because it also similared shock. After all, its meaning is between fear and shock. Some opinions of mine are as follows:

Firstly, the place of standing: when they show their conversation, some of them back to audiences. Pointed to this peried, maybe they can improve. Secondly, the feeling of face: when they describe their plot, their faces are not vivin enough.

In summary, their presentation are perfect. No matter their play or similiary, they all do it good. Their serious mind are learned by me.

S31

Their representation is great and let me learn three new words. Besides, S21's speaking is rally improved a lot and more confident of himself. As to S27, his tone is pretty vivid as that in studio-classroom. Well, the sound of the studio-classroom really makes me uncomfortable and I can't focus on the conversation. It would be great if they have noticed this little problem. S27 says "process is more important that performance," and I agreed with him a lot.

Appendix H

JOURNALS (J)

In this appendix, there are two main types of journals. Part One was students' journals on Presentation I. Part Two was examples of students journals, most of them are related to either their own presentations, or on the focussed presentations analysed or discussed in the study.

In this category of appendix, there are several types of written reports. I divide them into

Part I. On Group Presentation 1 (coded GP01)

S02

On today's oral presentation, at first S14 gave a description about his life in Canada. For two years, he stayed and went to school in Canada when he was a child. I think the children in Canada are more luck than children in Taiwan. In Canada children have a lot of time to play and do not have homework to do; however, in Taiwan children have a lot of homework to do every day even on the weekends. Besides homework, they need to go to cram schools. They are too busy to have lot of fun. The most interesting to S14 in Canada is Halloween because children wear scared dress or marks to ask candy. However, maybe because of language, culture, and racialism, Jeff had a fight with other children. Also, in order to improve his poor English he had an ESL class in Canada.

S13 had been to Canada about several months, but he had gone to a college in American for two years. Different from S14, in Halloween S13 doesn't wear scared dress to ask candy but he drank a lot of beer. He is adult at that time and also he can drive a car in American. He said he really enjoyed driving a car in American because he loved driving very fast and isn't afraid to get a ticket. Some classmates asked about food and girls in American. He thinks the food is terrible like shit and girls are too fat.

I think S13 and S14 have a good English speaking because they had a great experience to train their speaking. I really hope that if I have an opportunity to live in the both countries, besides learning English I want to experience what the feeling that driving a car like a wind, wearing scared dress to scare others and experience different cultures and people. But I really do not want to eat fast food all the time, I love Chinese food and also the weather is a very important thing to me. During the class, I did not ask any questions to them, but in my mind I was thinking a question that what's the most different between Canada and American they think.

S04

With the coming of new semester, teacher asks us to do a "group presentation" and we can choose one topic from four topics to be our presentation.

S14 and S13 tell us America's culture because both of them have been to America and live there during a period of time. When S14 was a primary school student, he studied in ESL. However, he is Chinese and he can't speak English. Due to this, it is so difficult to get along with his classmates. How did he overcome the problem? His teacher told them a good way to solve the problem. And teacher thought that speaking English with your classmates is a good way and material.

Because S13 went to America after graduating from senior high school, he could drink beer and ride motorcycle. Besides, he could see the sea bus and ate local food. He also told us he and his friends drank a lot of beer. Wow! How amazing they are!

Both of S13 and S14 can experience the life of other country but they think Taiwan is still a good place to live. However, hearing their presentation, I learn one thing, which is about racism. I think this problem is very serious because we may have ever made mistakes. We should learn how to respect others.

S05:

We always hear people say living in a natural environment is the best way to learn English. Such as Jeff and Harry, they faced native English speakers when they were abroad, their circumstances forced them must speak English. One went to Canada when he was a child, the other one went to America when he was a teenager.

They had completely different memories because their ages and schools. I find their pronunciation are pretty good, and their intonation are also standard. When we speak English, some of us may have the noise like “嗯” <Uh> “唉” <Ai> [sighs] if they are thinking. But S14 and S13 don't have this kind of problem I noticed that they didn't say Chinese words when they had a pause. And also when

they can't find the correct word to describe the meaning, they will try to find the replaced word. I think I learned a good lesson from their presentation: try to organize the sentences in English in my head and speak right away. Don't translate mandarin in English, try to think and express feelings like a native speaker.

In conclusion, it's a precious opportunity to live in other countries. It gives us different point of view and world. I wish one day I could have the chance to stay abroad for a period of time.

Not only for learning English, but also learning their culture and attitude of life.

S13

I should have brought some of my pictures I took in the United States tonight. During my presentation, I felt satisfied. But there's one thing I forgot to tell. That's the culture. I was too nervous in the front. I didn't even look the notes I printed. Well, in Jeff's presentation, I discovered that this presentation is quite boring, because not everyone really enjoy in it. I nearly could see from everyone's face. That's why I made my presentation much more relax. Actually, I think my presentation is such a story telling. That might help to get more attentions from the audience. I didn't mention anything about culture, but Jeff did. I just talked about some of my special experiences in America. In fact, that's a part of culture. People obey the laws in America is quite normal. But in Taiwan, people are not really wanted to do it. That's the first feeling I had when I got to Oregon. However, I believe there are much more questions are about to ask, but they just shy. And so am I, I am shy to ask questions, because I am afraid if he/she can understand me. People afraid of question asking, but I like to be asked. After all, the ways of people's talking is different. So I can use that time to improve my listening skill and quick think in a short time and come up the answer.

S28:

After I listened to what S13 said about his experiences in Canada and S14 did as well in America, I thought their stories are a little bit interesting. It seems that the difference of the age of their going abroad caused what each of them had experienced then.

S14 went to Canada when he was an elementary school student, so it is the first thing for him to learn English well that can help him adapt for a new school life more easily. S14's life of Canada mainly focused on school classmates and activities and his family. However, S13 left Taiwan for America after he graduated from senior high school, so he was more mature in physical and mental development than S14. For being limited less, S13 could go anywhere by a car and do anything exciting according to his free will, such as drinking lots of beer and driving very fast.

S14 and S13 were impressed with guisers in Halloween as well as most of the Taiwanese students who went abroad I knew. Well, no matter what kind of life they had lived and experienced, I considered that the memories had become an unforgettable part of their growing process and that also made me learn something more about their foreign lives.

S29

I think not so many people in the class can really know the life in overseas. For me, I didn't travel to anywhere except Taiwan. I can't understand or know the feeling of living overseas. I heard S13 said that live in America is great and wonderful. That's because he lived without family. And he went there when he was graduated from high school in Taiwan. At that time, he's full grown. But in Jeff's presentation, we knew that he went to Canada when was 10. I think people study or live in overseas have the different feeling is depending on the level of age. Well, S13 gave us a fun presentation; especially he used Jeff's presentation to compare with his. That's really interesting. I hope my presentation with S23 can be better than them. S13 told me that he didn't memorize anything from the paper he typed. That's a shock to me. I can't imagine that he could talk so easily in front of the class. As S14, I saw he was always looking at the paper and trying to find out where

he just talked. Anyway, they're the first group, the first funny group, their "show" gave us a lot of fun.

II. Individual journals

S02

Journal on Oct.29

In today's show and tell, I thought it was special that the classmate, Michelle, introduced smokers. She showed us her buying smokers and also with pictures. The presentation was well-structured, because she explained how smokers came from, their history, and also she showed us how to use it. Every smokers are made by wood and are also handmade. There are two different kinds of smokers; one is round face and the other is long face. Every smokers have different careers, such as doctors, jesters, kings, and the like. The people of East Germany with their hands to cut wood, make up smokers ,and color wood. From Michelle's brochure, I found that there were many kinds of sizes in smokers. The most small one is 14 cm; the most large one is 43cm. Their varied postures make them lifelike. Michelle told us an interesting thing that most smokers are men, but not women. The most smokers carry a pipe, because, traditionally, smoking is the privilege to men, but not to women. However, I think it is not unusual to see a woman smoking in 21st century. Then, Michelle showed us how to use the smoker. After she lit the cone, I slowly smelled incense. Also, I saw the smoke came out from the open mouth of the German Smoker. After seeing the smoker, I was so appreciated that East German have so delicate craft and good ideas to make smokers so beautiful and interesting.

The strong part of the presentation was that she brought the smoker to the class and showed us; the weak part was that she wanted to show us some pictures but pictures were not clear. Maybe she needed to show us more clear pictures. Her show and tell let me know in the world, there are something interesting that I do not know and never see before. I did not ask any question, but one of the classmates asked a question about a box that can make some bird sound. If there is something I know or feel very interesting, I will ask questions. For example, one of the classmates introduced the book of Anne of the Green Gable, and I had watched series of films on TV. Therefore, I asked a question. However, I am afraid of asking question because if I ask I just ask simple question, such as prices. I think the question is unnecessary, so I rarely ask question. Another reason is I am still afraid of speaking English. I do not often practice my speaking skills; therefore, I am afraid of using wrong words or grammar and some questions I do not know how to speak in English .

Today's content was invitation and direction. I thought I had learned how to invite someone but about the direction I thought there was not enough practice about expressions for describing locations. Actually, the content was not new to me, but because I had learned it long time ago. I almost forgot how to use it. I think the content would be useful, so I should practice it more often.

S13

Semester 2: On the Questionnaire presentation

The presentation from Car, Michelle, Cherry and Cookie tonight was quite confuse me. Though I don't really understand what they wanted to tell us. But I used to make Questionnaire before. When I was in the State, our Eng. WRT professor used to ask us to do the self-evaluations. It's the list to check if you made the goal of your writing. For example, professor asked you to write more, and give some more specific details in your summary or journal. By the time professor give you back your assignment after check, you'll have to have the list, which is self-evaluation, to check if you follow the rules or did you make any mistakes in writing.

I also did the Questionnaire, too. Our International Student Director wants us to talk more and practice the listening. She, the director, always tells the professors to ask us to make a Questionnaire in any topics we like. And ask people in the campus in one hour or two.

I believe the Questionnaire or Evaluation is a good way to get the statistics you want, such as the percentage of the time of using computer a day; or the percentage you do the Shop On-Line. It's quite useful and helpful for some people. But I believe it's such a nightmare for some other people, especially when it's an assignment.

S15

Semester 1: On her own "Show and Tell"

Yoga is my favorite exercise. I am familiar with this subject.

I surfed the Google to find information of Yoga.

The most difficult part are some words of body organs.

Because Timothy asked a lot of questions. and he seemed not agree with me, so I asked him go to the stage to experience Yoga.

For S26, I try to catch his hands to experience a posture,

He seemed to have "stone bones"...So he yelled that he was painful.

I asked S26 to go to the stage because he was slouchy

and he has good personality to cooperate with me.

The whole practicing process was out of my control..

I thought I would explain about pictures after showing them.

But classmates showed doubt on their face.

I think if I have models to imitate the pictures would be better.

This idea flashed in my mind :Asking s27 and S26 on the stage to

be the model and asking classmates stand up to practice.

I think it was fun and interesting.

For my special feeling, when facing S27 I felt little nervous, because he challenged my knowledge of Yoga.

I felt okay about Ray because of his good personality.

Why I ask boys (S27 and S26) on the stage?

Boys don't understand Yoga, and they are unbelievable about Yoga's postures, So I asked them to be models.

I was not sure that classmates would cooperate with me when I asked them to stand up . I was surprised and happy about their reaction.

Sharing the experiences and benefits of Yoga I am not so authoritative.

I was an instructor when teaching Yoga.

I select the pictures which is simple that everyone could practice easily.

When I presented, I made outline.

But something out of my control, the outline didn't work.

So I didn't see the outline, all I do is to react with classmates' response.

I would reorganize the information in my head and spoke out.

That would make my presentation go smoother.

I tried my very best to present the show and tell.

Although not all of every parts is perfect, I still enjoy it .

I believe more practice will help me to improve my speaking and organize ability.

I used to have daily English conversation with my friend.

But now, I have not talked to her for a while.

However, I plan to find time to practice with her, because there's hard to talk in English in my daily life.

S28

Semester 2:: On "English learning"

"Interesting Conversation" presented by S27, S18 and S19.

They introduced three English words : Backfire, Appalled and Spontaneous ; they chose the words

above at will , not for the specific purpose. They made three different conversations to let us

understand the meaning of each word clearly. Through the vivid and fluent performance , we

indeed learned the words quickly and easily. After finishing the presentation — even if some

classmates didn't know the meaning of some word completely and raised their questions , we

could get understanding from the answers offered by Timothy and his partners ; for example , a

question about the difference in meaning between the words " appall " and " horrify " .

"Interesting conversation" is a good way to improve our English ability , listening and speaking.

We can try to make the environment of English learning active and effective.

S32

Reflection on presentation

May 12, 2004

Since my partners and I knew the topic of our team's presentation is "Peanuts", we just tried to recall what we know about snoopy. However, we find that what we know is really poor.

Actually, before talking the topic, I never watch Peanuts' cartoons or movies, and all I know about the famous cartoon is that sometimes I may see the main characters' pictures on the pencil boxes, notebooks, T-shirts, and so on.

In order to collect the materials and pictures which are easy to present on the screen to all the classmates at the same time, my partners and I decide to use computer for the presentation. First of all, we decide to collect materials individually for several days. Then, we chose one day to discuss what we have to present and how to do it. Finally, before the day we have to do our presentation, we are together to run it.

I was a little nervy, so I think I didn't do well on our presentation. But It's an interesting experience. When I tell my friends the topic of our presentation is snoopy, they all feel surprised. Also, the cartoon is so funny that people will smile for it.

Appendix I

Reflection Assignments (R)

Reflection assignments, coded as R, were conducted in the last two weeks in December 2003. The purposes of this assignments were designed to understand students opportunities for both listening and speaking, out of class and in class. This assignment served to replaced the weekly journals in the previous week.

Date: _Dec.21 **Listening and Speaking Journal**

Name: S02 **Reflections on my experience for the past week**

1. Opportunities to listen, to speak or listen and speak. Who or what did you listen/speak to? Give a brief introduction about what happened.)

In class:

On Julie and Maggie's Show and tell

On Dec.17 the show and tell performed by **Maggie and Julie** was interesting. Julie brief introduced how the Christmas derived from Jesus and then Maggie gave some introduction about Santa Clause. She showed some beautiful pictures and I knew that Santa Clause's office is in Finland. In the end of their show and tell, they taught us two Christmas songs although I thought we were very familiar with the two songs, Jingle Bells and We wish you a merry Christmas.

Their show and tell still gave me some warm feelings that Christmas is coming. The other classmate, Anitya first told us how to protect yourself when someone attacked you; you should find the flaw and fight back. Then, he showed the video that his master (he was fifty years old then) showed some Chinese kung fu. It's unbelievable that the master had so great skill at Chinese kung fu and he looked like very health and his body was so soft. It seemed Chinese kung fu was very easy to him. Anitya emphasized that if you want to learn Chinese kung fu, you needed to relax your body; your body should be soft, not like Takewondo. Also, he said that when you use your hands, it meant that you used your whole arms, not just hands.

[You did a good descriptions about the two presentations. In terms of learning English, what did you get from them? Did you have any comments or suggestions for the speakers on: how they performed on stage, their language, and their interactions with the whole class ([including taking questions and responding)?]

About my speaking, apart from the most problem that I am afraid speaking, when I feel nervous, I'll use the wrong grammar or wrong words. And sometimes I do not know what questions I want to ask the speaker. **That the problems I rarely speak in the class. [I think you should try to**

speak more.]

Out of Class

Sometimes I listen ICRT because some suggest that this can improve your listening. For improving my listening, I bought a Live magazine. One of my classmates suggested me that **CNN and Live magazines** are good to learners who want to improve their listening. I chose Live magazine because of its active and really useful about life. And, on the weekend I always watch **the TV show—Friends**. Although I used to seeing the caption, I still try to listen what characters say without watching the caption. Because of loving seeing movies, when I see a foreign movie, I usually try to listen what characters say.

In my oral class, the teacher asks everyone to speak. Every week, she gives us some homework and need to prepare to talk, such as talking about a party, shopping, and restaurants. According to our performance, she gives us our grades. Because of the must, I think this is only one class I speak English very much. However, out of class I rarely speak English.

2 Positive feelings about my own performance:

In class:

When I can understand what the speaker says, I feel glade that my listening is okay to support me. Then, I will have more interesting to listen. [positive cycle] However, sometimes I cannot totally understand what the speaker says, but I seem that I still understand a little bit. That means I can do it; my listening is not too bad to support me to listen.

Out of Class:

When I listen to ICRT, I know that I just understand maybe less or more than 70% what the DJ says. **However, if I approximately understand what the DJ says, not every words, I'll tell**

myself that I can do it, too. I know that it must take time to improve my listening skill; if I keep listening. My listening will be improved. Therefore, when I watch TV or movies or listen some English songs, I'll test my listening how much I understand or listen. [How will you test?]

3. Negative feeling about my performance:

In class

Actually, sometimes I really feel disappointed when I almost do not understand. For example, there was a foreign teacher from Australia and he gave some speech. I really wanted to understand every thing he told, but I couldn't. **I couldn't follow his speed and understand his vocabularies.** [What do you think made it difficult to understand him? Speaking speed and vocabulary? What else can you think of?] I seemed to understand, but not really. **When I watched other classmates could understand what he said and ask him some questions, I really felt disappointed about my listening.**

Out of class

When I listen radio, such as ICRT, I still feel disappointed that I cannot totally understand or just understand less or more 70% what the DJ says or what the songs sing. **Due to my disappointment, I sometimes give up listening or not keep listening.** [negative cycle] **This is also a big problem. However, if I cannot understand, I cannot have interesting in them. I think this is one of the reasons why some learners cannot improve listening because they don't understand then just give up.** [reasons for negative attitudes] And they have been having disappointed in studying English, they cannot study English well. Although I am an English major, I still have problems about studying English.

4. Improving my listening/speaking ability:

There is a will; there is a way. [self-encouragement] Around myself there are many sources about studying English, such as books, radios, the Internet, or movies. But if I just plan to study English, I do not do it. It's still useless, right? I think I am doing something to improve my listening, but about my speaking ability I still have **psychology problem, like fear.** [What are you afraid of? Do you think fear is an obstacle of improving English? How do you plan to overcome your fear before you speak up?] **The first step, I need to conquest my fear. Then just speak up.**

5. My plan for speaking/listening practice in the next week:

In the next week, I plan to listen ICRT more often and long time, not just one or two hours. Then I'll listen my Live magazine and practice my speaking with it. On the weekend, I still watch the TV show—Friends and some movies.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

My comments are that recent classroom activities helped me improve my listening, but I think not very much. Because in the show and tell I would listen what the speaker said, however, I did not understand what the speaker said, I still learned nothing. [From your description of each show and tell, I can say you have good listening abilities. Do you think you haven't learned anything from all the show and tell this semester?] This is my feeling and thinking. However, I learned other things, such as about my classmates.

7. My suggestions and other comments:

In fate, I love the show and tell. However, I just feel that it doesn't help improve my listening or speaking very much. **My suggestions are that maybe we can spend more time on learning textbook and bring tapes to record the speaking. But I don't mean we should learn some boring lessons, I mean something really useful in life and record the speaking.** [Good suggestions. Do you prefer to listen to tapes? Why?] Then, after the school I can listen and listen. This is my suggestion; I do not know whether it is useful or not. [What do you think positive and negative about the show and tell we did this semester? Could you write more about this part?]

Answer:

[You did a good descriptions about the two presentations. In terms of learning English, what did you get from them? Did you have any comments or suggestions for the speakers on: how

they performed on stage, their language, and their interactions with the whole class ([including taking questions and responding]?)

I thought I practiced my listening and learned some words when they presented their show and tell. I thought their interaction with the whole class was good. In the part of Maggie and Julie, they taught us two songs and about Anitya he showed Chinese kung fu with Neil. I thought they had interaction with the whole class. When Anitya preformed his show and tell, I felt he was not afraid speaking English on stage but I did not pay more attention about his language, but when he responded he used simple words but when he used the word we did not understand he wrote it down on the board. However, when Maggie introduced she kept laughing on stage. It seemed a little queer.

[How will you test?]

I did not look at the words and then I tested if I can understand and then I looked at the word to check if I was right or not.

[What do you think made it difficult to understand him? Speaking speed and vocabulary?

What else can you think of?]

The reasons were his speaking speed and vocabulary and stress.

[What are you afraid of? Do you think fear is an obstacle of improving English? How do you plan to overcome your fear before you speak up?]

I am afraid speaking in public and making mistakes. Yes, I agree that fear is an obstacle of improving English, but now I do not have any plans to overcome my fear(I am shy to talk in public). But I will courage myself to speak more English next semester.

[From your description of each show and tell, I can say you have good listening abilities. Do you think you haven't learned anything from all the show and tell this semester?]

Yes, I thing I have learned something from all the show and tell this semester, including practicing my listening, presentation ,and something else, different things and thoughts.

[Good suggestions. Do you prefer to listen to tapes? Why?]

I prefer to listen to tapes because I am not only listening in the class but also I can listen out of class. And I can listen again and again when I do not understand.

[What do you think positive and negative about the show and tell we did this semester?

Could you write more about this part?]

I felt positive when I understood what the speaker said and this positive made me think my listening is not so bad. I had a great interesting in English when I did a good job whatever doing a test or writing a journal. But I felt negative when I could not understand what the speaker said and when I rarely spoke English more and when I felt my presentation was not good. In this semester, I found my speaking is bad (used wrong grammar or words) and felt fear in public.

Date: December 20, 2003 **Listening and Speaking Journal**

Name: S05 **Reflections on my experience for the past week**

1. Opportunities to listen, to speak or listen and speak. (Who or what did you listen/spoke to?

Give a brief introduction about what happened.)

[In class:

I spoke English to classmate during the class, and also asked teacher the questions in English. I took the note while listening speech of "Show and Tell," tried to understand their representations. I always raise a question after the speech and listen to the answers carefully, write down the key word.

When teacher spoke or had an announcement, I paid the attention and listened to what she says.

[Out of Class

Take every opportunity to speak English in other classes and discuss the lessons with the professors. I read the textbook aloud and repeat some vocabulary that I can't pronounce while I previewing. Greet and talk to my colleagues in English every day, especially the foreign teacher Mark.

2. Positive feelings about my own performance:

[In class:

I feel I'm improving my speaking ability time by time, it's a pleasure to speak English in class. Some classmates ask me "What did the teacher say?" I'm glad I can give them a hand and explain to them. It's interesting and helpful to listening other people introduce some different things, I learn a lot from "Show and Tell."

Out of Class:

I try to conquer the fear of speaking English, don't be afraid someone would laugh at you, just say it!

Although I can't express my feelings very well, but this is a good beginning and great chance.

If I hear some useful words and phrases today, I'll try to remember them and increase my glossary.

3. Negative feeling about my performance:**In class**

Sometimes I don't understand the words that teacher says, and I would ask my partner.

When the speaker of "Show and Tell" brings something unique or I never touch before, I have difficulties to translate it or comprehend the introduction.

Out of class

One of the schoolmate refuse to speak English to me but prefer Taiwanese, I still insist my principle.

My partner is too shy to ask teacher the question but ask me. I encourage her to speak by herself.

My chief of the kindergarten asks everyone only speaking English I can't follow her speed sometimes.

4. Improving my listening/speaking ability:

I listen ICRT English radio while driving the car to work and school every day.

I learn to sing Christmas songs and check the vocabulary of the script from the dictionary.

I watch FTV(民視) or CTS(華視) English news at night when I'm available.

I visit some websites that teach students how to learn speaking or listening skills of English.

When I'm alone, I pretend I'm an English native speaker and talk to myself in English.

5. My plan for speaking/listening practice in the next week:

Watch the English news regularly and try to learn some useful words that anchors say.

I'll buy some English CDs and practice my listening from those pop songs and singer's pronunciation.

Seize the opportunities to share my opinions or ask questions in English with my instructors and class.

Watch an movie(DVD) without Chinese subtitle and listen to the oral script only.

Use to greet, apologize or say goodbye to people in English, don't say Chinese.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

Anitya introduced Chinese kung fu in his "Show and Tell," I learned some words of martial art, such as taekwondo, karate, and boxing. I also enjoyed his representation a lot. One important thing I

learned from him is do not be afraid speaking English, even though there're some difficulties while speaking, but he's not nervous about them. He did a good job!

I learned two Christmas songs "Jingle Bells" and "We Wish You A Merry Christmas" from Julie and Maggie's representation. They prepared lots of pictures and information to tell us the story of Christmas. I can practice my listening skills and sing the songs, too!

I try to respond teacher's questions. Maybe I made some mistakes of grammar, but I'm glad I did talk to the teacher. She also answered me fluently. I hope I can gain more knowledge and skills of listening and speaking, and this is a good way to get to reach it – through talking with someone and learn some experience from the conversation.

7. My suggestions and other comments:

"Show and Tell" is a great activity that let everyone has a chance to talk and share one's ideas.

I like this subject very much. So I expect the teacher will arrange another action in next semester.

Because there are many students in this class, the controlling of time is quite important.

If our class follow the schedule and time limit exactly and don't waste too much time of preparing work, then we'll have more time to continue the lessons on textbook.

If the time's enough, I hope the class is not only ask questions, but also stand up and share the opinions and reflections from the speech.

1. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? Give a brief introduction about what happened.)

In class:

During the past week, on last Wednesday's show and tell, I listened to our classmate's presentation, Anitya presented the Chinese Gong Fu, and Julie and Maggie introduced the Santa Clause. The most impressed me was Anitya. He show us on the video, that the performer is his master. Anitya introduced very clear because he spoke not very fast, although there are many proper noun, he still try to express for us.

Out of Class

Sometimes, when I go to school, before class, if I meet Johnny, we will have a short conversation in English, and if I meet Johnny on the Internet, we still chat with each other in English. Restentaly, when I study in my room, I like listen some English Jazz music, a singer named Norah Jones. I really enjoy in her song, and she is a very excellent singer. This Monday, I start to listen the ICRT, little or more.

2 Positive feelings about my own performance:

In class:

Maybe the only positive feelings about my own performance is that I didn't cry at the platform.....

Out of Class:

The positive feeling between Johnny's English conversation and I is that although I always say the wrong word or sentence. Johnny will to correct my mistake and told me the usage. Every time I feel I have many harvest.

3. Negative feeling about my performance:

In class

I think when I did my presentation was not well, I remember once a classmate's show and tell, she just read her paper and didn't look the listener, this act made me can't understood her content. But at that time, I made the same mistake....

Out of class

The negative feeling is when I chat with Johnny on the Internet, I have known idea to say something, and I can't the word or meaning right away.



4. Improving my listening/speaking ability:

Since I start listen the ICRT and I talk with Johnny, I think the most important is practice. Because practice makes perfect

5. My plan for speaking/listening practice in the next week:

In the next week I'll still maintain that what I do out of calss. And try my best listen the ICRT more not just few minutes.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

I think they are helpful, maybe because this semester, we almost do the show and tell, So just learn a little from the textbook.

7. My suggestions and other comments:

Teacher hope we can initiative to ask question, but I think some of us are too shame to ask question or afraid that our sentence is not right. So if this is also a part of our grade, I think my grade is very low. Maybe teacher can ask us question.

Date: 12/17

Listening and Speaking Journal

Name: S07

Reflections on my experience for the past week

2. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? Give a brief introduction about what happened.)

In class: I'd like to talk about karate. He taught us that before you attacking enemy, you should find some flaws first. And you chose one flaw to attack. He also showed us film that was his master to demonstrate. His master is 62 years old. But he looks like 4, 50 years old. Maybe this is karate's effect. He has learned karate for three years. He said when you do karate, you can't fasten. You need to relax. Karate is similar to yoga.

Out of Class:

No.

2 Positive feelings about my own performance:

In class:

I admire for his perseverance about karate. When you learn something, you should insist on it. It is pity to give up halfway.

Out of Class:

Recently I read some magazines that are EZ talk and TIME express. I have a question. If we want to improve our English, which magazine we should read. EZ talk is all conversations in daily life, although it is easy. I think it is more suitable to us to improve our speaking. Because sometimes we can't speak something easy. But we should also learn some difficult words and news. And TIME does it.

3. Negative feeling about my performance:

In class

I'm not interested in karate. So I don't want to know information about it. I don't like some activities that are slow move. It's so strange.

Out of class

No.

4. Improving my listening/speaking ability:

It let me learn the word "karate." And it also trained my listening. I always try to understand what speakers want to express. But sometimes I still can't understand what they talking about. It is also a way to practice myself.

5. My plan for speaking/listening practice in the next week:

I try to listen to ICRT. But I don't know whether it can really improve my listening or not. Does it work? Every time I listen to ICRT, I don't understand at all. I think that is waste my time. So I give up. Maybe when I learn more vocabulary, then I listen to it.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

No.

7. My suggestions and other comments:

Maybe when people speak, they can write some difficult words or proper noun on the board and express it. It can make everyone understand them easier. Or sometimes everybody didn't know what they are talking about.

Date: Dec. 21

Listening and Speaking Journal

Name: S08

Reflections on my experience for the past week

3. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? Give a brief introduction about what happened.)

In class:

I pay particular attention to every speaker. There are a lot of subjects I am really interested to. If speaker's pronunciation and sentence accurate, I can understand what he/she is talking about. If not, sometimes I guess what he/she is talking about from body language. I think Annine's and Jeff's pronunciation is perfect, and Anitya's sentence structure is awesome.

Out of Class

I communicate with my friends and classmates in English. It's very comfortable to talk to them. I don't feel nervous at all.

2. Positive feelings about my own performance:

In class:

I am glad that I learn a lot from show and tell.
I force myself to ask some questions to speaker.

Out of Class:

I create some circumstance to speak up in the group.
Writing journal help me to organize and structure my article well.

3. Negative feeling about my performance:

In class

I was dissatisfied with my own show and tell. I did not attract the audiences to listen to me.
I felt terrible upset and frustrated. I feel nervous when speaking English in front of others.

Out of class

I did not spend much time to practice my English and listen to English programs.
My English vocabulary is limited. I need to work hard. I use Chinese ways of thinking to use English orally and such is my weakness that I cannot always express my ideas correctly in English.

4. Improving my listening/speaking ability:

I am going to listen to the radio English programs like Studio Classroom, Advanced and Landmark English and so on as often as I can. I will go to the church to practice my English with foreigners. In addition, watch the movie without subtitles and imitate the character's pronunciation and intonation. I firmly believe that if I constantly use English in my daily lives, I must be able to master it soon.

5. My plan for speaking/listening practice in the next week:

To improve my speaking skill, I should read intensively and extensively.
I'd better read as much as possible. I can read English books, magazines, newspapers and so forth.
To learn to speak English fluently, I am going to seize any opportunities to talk to native speakers.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

7. My suggestions and other comments:

I hope that teacher can speak more in class because I definitely learn from your teaching. And I think the textbook is very useful if we can listen to audiotape more. That's all. Thank you very much. ☺

Date: 12/23/2003

Listening and Speaking Journal

Name: S14

Reflections on my experience for the past week

1. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? Give a brief introduction about what happened.)

In class:

I listen to Neil's show and tell, and I asked him a question about how to spell "Night Elf", 'Cause I think he spelled the word in wrong way.

Out of Class

I often talk with my brother in English, because he is an Eng. speaker.

2 Positive feelings about my own performance:

In class:

I can understand the entire thing in class.

Out of Class:

I learn many English from my brother.

3. Negative feeling about my performance:

In class

I don't speak very much, cause I am shy.

Out of class

I didn't have many chances to speak English with my brother, because we don't live together.

4. Improving my listening/speaking ability:

To speak a lot.

Listen to the English radio program.

Ask more questions to the teacher.

5. My plan for speaking/listening practice in the next week:

I'll find a foreigner and talk to he/she, and make friends.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

The class can improve my listening skills, because of the show and tell. And I don't think my speaking ability is getting better, because I don't have many chances to speak English.

7. My suggestions and other comments:

More group study or discuss.

Date: 12/16 _____ Listening and Speaking Journal
Name: S15 Reflections on my experience for the past week

4. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? Give a brief introduction about what happened.)

In class:

There were 3 people performed their show and tell. So I listened to their introduction — Chinese Kofu and facts of Christmas. But I was not familiar with Chinese Kofu, I didn't ask Antonia question about his show and tell (1). However, I learned differences between karate and taekwondo. About facts of Christmas, I didn't understand their speaking very much (2). They were likely to "read" the introduction. But through their pictures, I felt the atmosphere of Christmas. Today, Miss Yu you gave us an announcement about journal and final-exam. I think that's a good experience to listen your statement. I like your accent! [Thank you!]

1. Do you mean you only asked questions about something you are familiar with?
2. Why can't you understand their speaking? Do you have any suggestions for the speakers?

Out of Class

I have an oral training class on every Tuesday. I must preview the content and listen to the cassette at first before this class. The teacher gives us chances to practice the dialog of the book with classmates. The conversation we had is limited in the cassette's content. I think I had more improvement of listening. [3] Do you have any other opportunities in addition to the oral training and our class? What do you think the purposes of both classes? [4] Could you tell me more about what you did this week in the oral training class?

2 Positive feelings about my own performance:

In class:

I always concentrate on people's show and tell. I believe that's basic manner for listening [Nice comment] Sometimes, I will ask questions when I am curious and doubtful. I can obtain new idea and thought about everyone's topic.

Out of Class:

Because the presentation is an important factor of our score, we have to prepare perfectly to deal with teacher's calling. I have to listen to the cassette again and again until I memorize the content. By listening to the cassette, I can get used to the speed of the dialog. I think that's important. When I meet a foreigner, I must be accustomed to the regular speed of his speaking.

3. Negative feeling about my performance:

In class

I would afraid of asking questions in class. [Why?] That's the only trouble.

Out of class

Too be shy to speak in public is my trouble to learn English. I am always nervous in class. [Do you know why you are nervous in the oral training class?]

4. Improving my listening/speaking ability:

I think I can listen to radio show in English and oral training tapes to improve my listening ability. [What is the program you are interested in? Tell me what you really listen to in your next journal, Okay?] I will find my friend who is also English majoring student to talk in English when we meet. Listening and speaking ability lean on the practices. I will convince myself to have courage to speak out. That's a key point to improve my speaking ability.

5. My plan for speaking/listening practice in the next week:

I have a day-tome job .I don't have enough time to practice listening and speaking. I decide to speak English when I meet the friend. (The one I mention on question 4) She majors English in

Because we prepare too many details, we can't recite whole of them. We decided to read it and hope audience could understand our show through pictures and our talking, but actually we found they do not really understanding our show's contents.

4. Improving my listening/speaking ability:

I think I've answered the question in number 1.

Improving my listening or speaking ability.

There's no other way besides practice and practice.

"Practice Makes Perfect" is my motto.

5. My plan for speaking/listening practice in the next week:

I will still continue listening the studio classroom from Monday to Saturday. I do believe that is the best way improving English listening ability. By the way, I will also some English vocabulary of daily life. Because I think leaning English, speak out is the most impost important thing. Learning daily life words can help us how to use English and have courage to speak out.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

By Show and Tell, I try to listen other ones introduce. Some of them are very interesting; I will have curiosity to understand what they are talking about. But some people do not introduce very clearly. I will feel difficult to understand their content. I think it is difficult to improve my English at this situation. I remembered one time teacher asked us having four groups and practicing speak and listening. At that time, I was an audience. But I found some people's voice is hard to hear. Even though, I think this is a good way to practice English.

7. My suggestions and other comments:

I think this semester that we waste too much time on Show and Tell.

The textbook is seldom used, but I do not object doing Show and Tell.

I just hope teacher can spend more time on the book and practice more in listening English.

I understand teacher's motive that want us listen to classmates' show.

Sometimes, I don't really understanding what they are talking about even know their topic.

Even I will doubt the English grammar is right or wrong.

I am not really sure that afraid absorb incorrect English usage

But I still very support that teacher gives this good chance to let us using English to show our topic.

In order to search for this information that I want to report, I also spend lots of time on it and also reminds me how to do PowerPoint. This is unexpected thing I never thought.

My suggestion is four people in one group can become two people (one by one). We can practice English like chat and write down what we are talking.

Date: 12/17 **Listening and Speaking Journal**
Name: S24 **Reflections on my experience for the past week**

1. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? Give a brief introduction about what happened.)

In class:

Anitya was the speaker, and he spoke something about Chinese Kong-Fu.

Out of Class

I don't know too much about Chinese Kong-Fu, but I thing it is a good exercise to strong our body.

2 Positive feelings about my own performance:

In class:

I paid much attention in his talking.

Out of Class:

I sometime watch some video about Chinese Kong-Fu. I think it is very interesting.

3. Negative feeling about my performance:

In class

I didn't ask any question in his speech.

Out of class

I never did any exercise about Chinese Kong-Fu.

4. Improving my listening/speaking ability:

I listen to an English tape every day, like the way in the book "learn but not study". I think my English listening ability is improving little by little. But I must prepare examination of 2-year of college, I didn't have time to exercise my speaking ability. I will do some exercise of speaking after my examination. I think I will take some club or activity that need to speak English. Additionally, I will take the examination of GEPT, a clear target for me.

5. My plan for speaking/listening practice in the next week:

I think a week is too short for my plan. I think it is a good thing to plan for a week, but a good plan may need time to test it. Maybe, one or two year would be a better plan for one's life.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

Any activities in this week help me a lot. For listening and speaking skills, oral and listening classes help me most. Actually, every week's classes are almost same things without change, not meaning I want to change.

7. My suggestions and other comments:

Sometimes, someone in show and tell will use very strange thing to introduce his topic, for example, video or PS2. I think this will slow down the speed in his speech. Maybe, teacher can order we must use PowerPoint. Teacher always ask us many questions in the class, but I sometimes think many questions are the same question. I don't know how to answer a question with many words, hoping teacher's forgiving.

Date:12/23 _____ Listening and Speaking Journal

Name: S26 _____ Reflections on my experience for the past week

1. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? Give a brief introduction about what happened.)

In class:

Oral speaking and listening classes give me an excellent opportunity to make sure my English ability. Show and tell is a different experience in learning English.

Out of Class

I often watch movies to improve my listening. And I can increase my words I didn't meet before. Besides, I also try my best to speak fluently.

2 Positive feelings about my own performance:

In class:

Cause this is my first time speaking English on the stage. In senior high school, I am a super shy "boy." So.....It's hard for me to speak out and loudly.

Out of Class:

The TV show "FRIENDS" always makes me laugh. But it also helps me a lot in improving my knowledge.

3. Negative feeling about my performance:

In class

My words are too less to use. It makes me use the same words. In this way, my English'll never get better. So I have to quit this habit.

Out of class

I did have a terrible problem in speaking English. I'm always stammered.

4. Improving my listening/speaking ability:

Unless.....speaking two hours a day. And make notes in order to memorize new words.

5. My plan for speaking/listening practice in the next week:

Keep touching English constantly.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

In my opinion, that's really a little boring.

But I really wanna learn something in this class.

So I'll be patient in learning it.

7. My suggestions and other comments:

Maybe teacher can bring us a reet "Show and Tell."

It'll be our example.

Date: 12/23 Listening and Speaking Journal

Name: S30 Reflections on my experience for the past week

1. Opportunities to listen, to speak or listen and speak. Who or what did you listen/spoke to? (Give a brief introduction about what happened.)

In class:

Last week I did my show-and-tell about Kong Fu. I hope all my classmates could enjoy it.

Out of Class

I helped my girlfriend to do some things of travelling abroad.

2 Positive feelings about my own performance:

In class:

I did a pretty good job on time-controlling of my show-and-tell last week. Quite a accomplishment of me.

I conveyed all my content in a limited time and didn't make it too tedious.

Out of Class:

Without many opportunities though, I think I have the gut to speak english to people.

3. Negative feeling about my performance:

In class

I 'm afraid my classmates didn't catch some words very clear.

Out of class

When I talk to my friends majored in other department, used some Taiwanese english.

4. Improving my listening/speaking ability:

I have a book named TIME KEY WORDS 1000, contained 1048 the most significant and popular words of TIME.

Fortunately, it include CD tracks. Not only words, but also complete sentences.

5. My plan for speaking/listening practice in the next week:

I try to set up a routine. Listening to one word and its instance sentence each day. Try to memorize them and

recite them after playing.

6. Activities on the lesson: These are my comments on the types of recent classroom activities which helped/didn't help me improve my listening and speaking skills.

To stand in the front, I have to organize a complete and correct sentence before it leap out of my mouth.

7. My suggestions and other comments:

Perhaps we can divide into small groups for some time. And if somebody ask me, I will tell them you are the most responsible teacher I have ever seen. You always ask our feelings of class. Who else do like that? I appreciate your concern and I believe you have institute a well enviroment in class for us!!

Appendix J

QUESTIONNAIRES (Q)

Questionnaires are coded as Q. There are four questionnaires, two in Semester 1 and the other two in Semester 2. Q 1 was for collecting students' background, Q2 was focused on pronunciation, Q 3

on small group discussion, and Q4 on the evaluation. However, especially for Q3, a few students did not follow the questions. Instead, they gave free responses. Thus for Q3, I coded it as Q3/R. For others, certain free responses were also found.

A. QUESTIONNAIRE 1: On Personal Background (Q1)

S02

Personal background

1. What high school did you graduate from?

I graduated from the Overseas Chinese College of commerce.

2. What kind of English learning background do you come from?

About my English learning background, I think I learn English a little in above school. Because of my major being International Trade, I had learned something about business concepts in English, English speaking and the like. Actually, my major is International Trade; I did not have much English courses. Late, after working two years, I went to CAA (I'm sorry, I don't know how to spell it).

It is an institute to help college-students to go to universities. In CAA, I focused on learn English and grammar. However, they did not train my English listening and speaking.

3. Why did you join the English Department?

During my work period, I found that English is very important, because I need to connect my customers in abroad in English. My poor English is sometimes made me confusing. And, I think my degree is not enough to support me; therefore, I decided to go to a university. Which department I want to join? I ask myself this question. Finally, I think I like English and want to learn it.

4. How important English is in your life or work?

In my life, I like to see movies and listen music. If I have a good skill at English, I can enjoy movies and music best. Also, I have a dream to travel the world (however, I think it is impossible to make it com true). English is the more useful tool to travel.

Every time I read the careers in newspaper, I realized that if you are good at English, you can find jobs more easily than other people who are not good at English. Therefore, English is important in my life and work.

5. Have you had any experience living abroad or having a native-speaker friend? Or have you attended native-speaker classes in or out of school? Please describe it?

No, I never have had any experience living abroad or having a native-speaker friend. But, I had attended native-speaker classes out of school. He used simple words to teach and to explain to students, then all of us needed to utter what would you do if you have million dollars. When everyone was uttering what would they do if having million dollars, he just listened to .I did not have any special ideas about him.

6. Do you think you have any difficulty in listening and speaking? What is the most difficult part you have? Do you know why?

Yes, I think I have difficulty in listening and speaking. I think I have not enough vocabulary to support me, and I also cannot keep my speed listening what other people say. In speaking, I think I do not have enough listening training ; therefore, I cannot present what I want to say in English.

7. Do you think which is more important? Listening or speaking? How can you improve your listening or speaking skills?

The both are the same important. I think I can improve my listening by listening radio, movies, music, or watching TV, such as "Friends." And, in improving my speaking, I think I need to practice speaking English more. For example, speak to myself or friends or classmates.

8. How do you define "conversation"? Do you think it is just listening and speaking or not? If not, what kind of conversation skills do you think an English major student should have? How can she acquire that skill or skills?

9.

Conversation, by definition, is two or more than two people are talking to one another. I think it is not just listening and speaking. I think an major student should correctly convey his/her ideas with correct words, pronunciation and grammar. How? I think she can acquire that skills through practicing English again and again.

10. Do you think pronunciation or accent important? Why?

I think pronunciation is important, because if you pronounce wrong words, other people cannot understand what you say.

S10

【 Personal Background 】

1. I graduated from Chung-Hsing senior high school, which in Nantou.
2. I started to learn English when I entered to the junior high school. I had a big problem in studying English. I didn't know how to learn it. It was difficult for me to speak English. I didn't know how to pronounce , so I couldn't keep vocabulary in my mind. Because my Parents had to work in Taipei , I lived with my grandparents . I can't find a person who can help me , so during the time of I attended school , I hated English class and I'm afraid of it , either .
3. I worked in Spontaneous English Center after I graduated senior high school. Then , I found it was interesting to learn English . English is an international language. Therefore, it is necessary for us to learn it . I spent a lot of time on preparing entrance examination of the English Department. I hope that I will be fluent in English one day.
4. At present, it's not important for me to learn English in my life or work. I just interesting it. I want to speak a good English. That's all.
5. I don't have any experience living abroad or having a native-speaker friend.
6. I have a big problem in listening and speaking. In my school time, (junior high school and senior high school) , in my English school , I can't understand what teacher's meaning at all . Do you believe it ? I couldn't even understand the conjugation of verbs. I wasted a lot of time in my English class and I didn't have a correct way in learning English. I study English by myself. It's a hard work.
7. I think listening is as important as speaking. At present, I listen to English teaching tape when I go to bed every day . I use this way improving my listening. Teacher , I spent more than four hours to write the report (my English is very poor) . I don't have time to answer questions of number 8 and 9. Please forgive me! PLEASE !! I am very happy to be your student, because you are a nice teacher !!

S11

Personal Background

1. What high school did you graduate from?
...I graduated from private Youngzi senior high school.
2. What kind of English learning background do you come from?
...I came from normal English education. My English teachers or schools frequently emphasize speaking, reading and writing. Until now, I still make a rule that I do every week is to write English composition. That has really helped my writing ability.
3. Why did you join the English Department?

...I hope I can really learn English well enough to communicate something to native-speakers. And with the development of transportable facilities, English became an important International language.

4. How important English is in your life or work?

...In my life, English is a necessary skill. Because I like to sing English songs, watch English movies, listen to the radio and read English newspapers, I can use English to get further information.

In my work, I can use it to communicate thoughts and feelings with my classmates.

5. Have you had any experience living abroad or having a native-speaker friend? Or have you attended native classes in or out of school? Please describe it?

...I have any experience living abroad. However, I had had ever a native-speaker friend. He was my English tutor during my senior high school. He not only taught me to lift my listening ability, but also taught me how to shoot pictures. Because he is a photographer, he enjoys going anywhere to take beautiful pictures. Of course, he also presented me with some his works, including post cards and genre pictures.

6. Do you think you have any difficulty in listening or speaking? What is the most difficult part you have? Do you know why?

... I have difficulty in listening and speaking. I frequently am hard to understand CNN. What's worse, I can't answer questions in fluent English at once. The reasons are we have not English surrounding and native-speaker to talk about something all day.

7. Do you think which is more important? Listening or speaking? How improve your listening or speaking skills?

...I think listening is more important than speaking. Because if we don't understand the words of others, I will answer anything.

I can make it a rule that first thing I do every day is listening to an English radio. And I can practice to speak English with my mates. Or I should read English newspapers aloud in an open field.

8. How do you define "conversation"? Do you think it is just listening and speaking or not? If not, what kind of conversation skills do you think an English major student should have? How s/he acquires that skill or skills?

...<1> "Conversation" it means two peoples talk about something. <2> No, I don't think it is just listening and speaking. I think an English major student should express my own opinion or vision. <3> I can frequently train myself to do conversation with anyone. Just like an old saying goes, "practice make perfect."

9. Do you think pronunciation or accent important? Why?

...Yes, I think. When we have correct pronunciation or accent. We can easily distinguish similar words. In so doing, we won't be afraid of speaking English in the front of the public.

S17

Personal Background

1. What high school did you graduate from? I graduated from Shin-Min business high school.

2. What kind of English Learning background do you come from? I have worked for an American Company for one year.
3. Why did you join the English Department? I am interested in learning the English language and also interested in other country's culture. I know English is an international language, if I can speak English well then I can use it in many countries.
4. How important English is in your life or work? English is very important in my work and life. First, if I do not speak English, I will lose my job and I will not have money to support my family. Second, if I do not speak English, I cannot communicate with people from other countries, so it is important in my life.
5. Have you had any experience living abroad or having a native-speaker friend? Or have you attended native-speaker classes in our out of school? Please describe it? I have been to the USA many times and I also work with Americans by writing emails or sometimes talking to them on the phone.
6. Do you think you have any difficulty in listening or speaking? Sometimes, especially people from Australia and England.
7. Do you think which is more important? Listening or speaking? How can you improve your listening or speaking skills? I think listening is more important than speaking because we need to understand what people say before we can ask or answer questions. I think practice and giving yourself an environment to learn can improve your English skills.
8. How do you define "conversation"? Do you think it is just listening and speaking or not? If not, acquire that skill or skills?
A conversation is when you listen and respond to the other person talking. Not just listening and not just talking.
9. Do you think Pronunciation or accent important? Why?
Yes, I do. If pronunciation is not correct, people will not understand what you say or mean.

S20

Personal background

1. I graduated from Chia-Yi Girls Senior High School.
2. I come from tradition crammer.
3. I joined the English Department to make my English become better.
4. If my English was good , I will speak English with foreigner and work in a job about English.
5. No. I don't have any experience living abroad or having a native-speaker friend. I have attended native-speaker classes out of school in my childhood. The teacher played interesting games and sang English songs with us. That's terrific experience.
6. Yes. I think I have difficulty in listening and speaking. I can't listening and speaking English right now. I always have to translate English to Chinese in my mind when I hear someone talk to me in English. So if the sentence too long , I can't understand the whole meaning . I think I don't often listening and speaking English.
7. I think listening and speaking English are equal important. I will often listen English tape and practice to speaking English
8. Conversation is two persons or more persons talk to each other .No, I don't think conversation is just listening and speaking .I think an English major student should learn English conversational accent and body language. S/he can acquire these skills from watching English program and listening to English CD.
9. Yes, I think pronunciation and accent are important. Because whatever you learn which foreign language, you should learn its pronunciation and accent to make your foreign language fluent and standard .

S21

Personal Background

I graduated from Taichung Second Senior High School. And about the reason why I join this department? I think I'm interesting in English. No matter it shows in any kind of types, I like it. For example, the English songs, movies, even the newspaper. Because I like make things different. And English is different from Chinese, so I do not feel boring in the English world. And I think I am so lucky to attend this department. It's just the chance comes and I got it. Originally, I did not attend the first group. It means that I did not learn history and geography.

And about the question How important English is in my life? I think it's importance is the same as the air. I can't live without it. When I get up, I turn on the radio to listen to the English songs. When I read news, I like to read English newspaper. Even when I go to bed, without English songs, I can't sleep well.

Q : Do I think I have any difficulty in listening or speaking? Ans: As a freshman, I think I have a lot of things to learn. So, both problems I have. But I think I can practice more. I believe practice makes perfect. And about the question which one I think is more important? I think both are important. Because language can't live without listening and speaking.

S22

Personal Background

1. What kind of school did you graduate from ?

I graduated from Shih Shin College nine years ago and majored in Journalism.

2. What kind of English learning background do you come from ?

We used textbooks in English for few classes but we seldom spoke or used English in the period of studying in college.

3. Why did you join the English Department ?

Six years ago I transferred my job from Money Magazine to a machinery company. It's a beginning for me to use English every working day. It's a commercial writing. In my point of view, most of commercial do not concern the grammar. They might write and speak smoothly but with wrong grammar. I can't bear speaking or writing in a wrong way and pretend to feel easy. This is my problem. So I decided to come back to College or University to study English.

I thought that join English Department will be the correct choice but I found some teachers told us the opposite opinion. They mentioned that English Department is suitable for people who love literature, but it's neither a good nor a right place for learning English. Now I am a little confused.

4. How important English is in your life or work?

English is much important in my life. I need to use it on my job everyday. If I didn't know how to listen, speak, read, and write in English, I would lose my job. Meanwhile I could not open my eyes to the world. Especially, Internet is so popular in the world. We will lose much opportunity to absorb much useful information when surf into foreign web site if we are lack of English ability. What pity it is. My son is 7 years old but he speaks and reads English well at his age. So important is English for our life that my husband, who had got Master degree from Chengchie University nine years ago and is study in Chung Shin University Foreign Dep., and I decide to let him learn English early. My son's English school leaves us a good impression for their teaching. The school chief told us the main purpose of running the English class is to learn something by English. To learn English is not their purpose for the class. So my son learns knowledge about society, art, math...and so on by English. I think we should change our learning attitude in English.

Then we could just get much progress and let English really become one of our languages. Furthermore we could think in English.

5. Have you any experience living abroad or having a native-speaker friend? Or have you attended native-speaker classes in or out of school? Please describe it.

I don't have any experience living in abroad but I have some foreign friends who all live in Europe, especially in German. We communicate with each other in English.

6. Do you think you have any difficulty in listening or speaking? How can you improve your listening or speaking skills?

Yes, I think I have some problems in listening and speaking. For listening, if the speaker speaks too fast, I will lose it. Another problem on listening is that I know too few words, this is also the problem in speaking. In my personal opinion, I think I need to follow the tape and try to reach the same speed as the speaker. Meanwhile I should read as much as I could and force myself to memorize new words.

7. Do you think which is more important? Listening or speaking? How can you improve your listening or speaking skills?

Both them are the same importance for me. The method for how to improve my listening and speaking please refer to no. 6.

8. How do you define "conversation"? Do you think it is just listening and speaking or not? If not, what kind of conversation skills do you think an English major student should have? How can she acquire that skill or skills?

Normally the conversation is just listening and speaking. For a English major student should act much professional including pronunciation, tone, used words, grammar etc as a foreigner. Practice including reading, listening, and speaking, English everyday may be a good method

9. Do you think pronunciation or accent important? Why?

The pronunciation and accent are all important. Correct pronunciation will let others understanding what we said. The accent not only express our emotion but also emphasize what we like to say.

S27

I graduated from Chiayi Senior High School. English was really poor before. I just got 8 points in JCEE two years ago. Therefore, I must join in JCEE again. Last year, I studied hard in English. Nothing else! I just do study in English. So I've got 46 points last year. What's more important is that I begin to like English little by little. Thank to my teacher Mr. Hsu, because he always encourage us to study English. And he also tells us frequently about how important English is.

English is very important because it has become an international language nowadays. That's the reason why I join the English Department.

I think pronunciation and accent is important because you can display your English ability to others more easily by the way.

S29

△ Personal Background

1. I graduated from National Taichung Institute of Technology.
2. Actually, I just learned English from high school.
3. Because, I am interested in English, I want to know what foreigners are talking about.
4. I think English is very important to me, especially in my work. Sometimes I encountered some foreign customers at my work that I can communicate with them.
5. I haven't had any experiences living abroad or having a native-speaking friend.
6. Actually, I have a difficult in speaking English. Sometimes I find that I can't express myself clearly. Perhaps it's because I am not speak in English very often.
7. I think listening and speaking are both important. I can watch foreign films and cover the words on TV to improve these two skills.
8. I think conversations meaning daily communication. Yes, because I think conversations don't need a formal way to express.
9. I don't think so, because people come from different countries. Of course, people have distinct pronunciation and accent. I think the most important part of learning English is to let people know what you want to express, even body language.

B. QUESTIONNAIRE 2: On Presentation (Q2)

Time: December 2003

Questions:

1. How important do you think pronunciation in listening and speaking?
2. Do you think a student whose major is English or Foreign Languages and Literature should have clear and correct pronunciation? Why or why not?
3. What difficulties do you have in pronunciation?
4. Do you know how to improve your pronunciation? Have you ever tried?

S03

1. It is a big point as like water to fish. If my pronunciation is not very correctly, it will have some misunderstanding to others.
2. Yes. Of course!! As a student whose major is English, I think, English has to be more better than others aren't. It's our department. So, it is no excuse to learn English.
3. Maybe. If I don't look up to dictionary, I don't really get the word correctly. And in pronunciation. I am always wrong.
4. Speak out more and let someone help me correct. Yes, and try my best.

S04

1. I think the pronunciation in listening and speaking is important, because when I listen to radio and someone who speaks o me or I speak to somebody. However, I sometimes feel the pronunciation is not right and I can misunderstand the meaning so I think pronunciation is vital.
2. I will ask myself to pronounce rightly because I don't want to make listener misunderstand. But when I talk to my fiend, I don't care the problem because I think it is free but I have to pay attention to the problem in formal occasion.
3. In fact, I have no problem in pronunciation because I am corrected by my teacher. I think it is important for a teacher to correct students' pronunciation. If a student pronounces a wring sound,

he or she can pronounce the wrong sound forever. Frankly speaking, I sometimes don't like because I feel that I'll encounter a lot of frustrations. However, being a foreigner has to have a beautiful sound or doesn't be too bad at least.

4. I think that we can try to hear others how to pronounce, especially American. In addition, I feel that we can record with cassette and correct our pronunciation because this is a good way to improve our pronunciation.

S05

1. In my personal opinions, I think pronunciation is very important in speaking. A good pronunciation helps you not only study instructions but also communicate with people. On another hand, pronunciation is not essential I listening. Because English speakers come from different places in the world and have variety of accents. It's a natural thing to adjust different pronunciation of people.

2. Yes, I do think so. Clear and correct pronunciation is a fundamental element of studying English, especially for those students whose major is English. There are two reason: first, the final target of learning a foreign language is to use it and speak fluently. Second, for a English major student, the related jobs require correct and clear pronunciation. Such as teachers, translators, and secretaries.

3. There are to most difficult factors for me in pronunciation. One is the "stress". When I learn the new vocabulary, sometimes it's hard to place the stress. Which syllable does the stress fall on? The first or the second syllable? Another is the "special words". If there's a word which pronounces in unique way and I don't know. I might make a pronunciation mistake. For example, the word "bourgeois". I need to check the dictionary and find the correct phonics.

4. Yes, I do. To listen and speak English more is the best way improve my pronunciation. Although I'm not a native speaker, but it doesn't mean I can't learn the correct pronunciation. Suppose someone how lives in America, he might has to speak English in daily life and learns it very soon. Creating an English environment for myself is the good way to improve my pronunciation.

Yes, I've tried before. I attended the English cram school when I was in college. And I'm still trying now. To attend university is just a beginning. I expect to learn more knowledge of English and have chances to use it everyday. I agree that pronunciation just a part of studying English. I hope I can not only improve my pronunciation but also other abilities.

S07

1. I think pronunciation is important in listening and speaking. Because sometimes if your pronunciation is wrong, it would make people misunderstand you.

2. Of course. Now that you are a student whose is English, you have to have clear and correct pronunciation.

3. Maybe I think "a" sound is the most difficult for me

4. I think to imitate is a good way. I'm trying it.

S10

1. I hadn't though pronunciation was important in listening and speaking before our interview. All of us hadn't learned how to pronounce when we were childhood, but we could in listening and speaking.

2. After our interview, I rethink the question that pronunciation is important in listening and speaking? And I say "yes". Because my major is foreign language, I should have clear and correct pronunciation in English., I should work hard in practice the skills of listening and speaking.

S12

1. I think pronunciation is important because different pronunciation means different meaning. For this reason, if possible, we have to learn good pronunciation.
2. I agree with this statement that a student whose major in English should have clear and correct pronunciation. Because I will have been training for several years, I must have clear and correct pronunciation. If I don't, why here I am.
3. I think pronunciation isn't difficult; in fact, it's easy. If I practice again, it is ok.!
4. Yes. I do. I have been practicing to listen to a tape for a week, and I have imitated their correct pronunciation and practice again.

S21

1. Pronunciation is like "air." When we speak and listen to something, we can't live without pronunciation.
2. A student whose major is English should have clear and correct pronunciation. Because English is a serious subject, not like foreign language and literature.
3. To listen to very correct is the most difficult for me in pronunciation.
4. 1) Practice makes perfect. 2) Listen and speak more. Yes, I tried before, and it really works.

C. QUESTIONNAIRE 3: On Small Group Discussion (Q3/R)

June 2004

Questions:

1. Could you compare your group performance in the small group discussions?
2. Could you compare your individual performance in the discussions?
3. How do you like or dislike the activity of small group discussions?
4. Any suggestions for the activity? Or others?

S02

1. I know all of us wanted to try to speak. So did I. However, depending on the abilities of everyone, I thought S08's speaking and listening were the best. When I talked, I just used very simple words, but I found she would use some not very simple words and her organization and grammar were better than us.
2. I thought I really talked much if I had the chance to talk and I enjoyed speaking English in the discussions. However, my grammar and pronunciation were not good. When I did the transcription, I know. Nevertheless, just like you said, just to talk no matter about the incorrect.
3. I like the activity of group discussion. In the small group, I really felt relaxed to speak English to them, and also we were familiar to each other. This also made me feel relaxed. I didn't dislike it, but there was one thing to confuse me. When we finished a topic, and then we just halted a few seconds because we were finding something to say. When we halted, it's a little weird, but you suggested that maybe we could ask questions to keep the talking.
4. No! I did not like to do the transcription, but I thought you were right because doing the transcription can help me to find the incorrect problems. I just want to thank you, because I know you try hard to teach us.

S05

1. S15 has the best performance. She can speak English fluently and her pronunciation is good. I think she must study hard. S25 has many unique opinions. However, she didn't express them clearly. The certain words or phrases she didn't know how to say, that affected her speaking. I think it's important to build personal vocabulary log, it helps us to speak our thoughts. S23 didn't speak very much. Perhaps he is the only man in this group or he is not familiar with us. He has an

advantage that he is not nervous when he speaks English. He looks calm and pays attention to the discussion. I like his confidence.

2. I am not totally satisfied with my performance in the discussions. There are two reasons. First, I reiterated my ideas several times. I should avoid repeating the same words when I express my point of view. Second, there are some grammar mistakes I made during my conversation. Next time I would correct those disadvantages and improve my English speaking.

3. Yes, I like the activity of group discussion. It offers us opportunities of practicing listening and speaking. We can observe other people's advantages and learn from each other.

4. The topic is very important. A good topic is a good beginning on discussion. For example, our first topic is media. It provides us a lot of ideas and imaginations. I prefer that teacher gives us a general topic, then we can divide it into the subjects we are interested in. When we have the discussion, we might need some "key words", teacher can tell us some related vocabularies in advance. That should help our conversation smoothly. I also like GEPT exam. I have no ideas about it till this class. Now I realize what's going on with GEPT and I decide to sign up and test my English ability. Thanks to teacher Suzanne, her class is my motive to join the exam.

S07

1. Yes, I found when my group had S22, the discussion would be more interesting and no silence.

2. Yes, I found I can say more sentences gradually. An I am not scare gradually.

3. I like ti very much. We can make brain-storming, and we can share our own experiences to everyone. And we can give our opinion to others.

4. Maybe we have to make use of the time efficiently.

The difficulty I encountered is that I can not talk with others in English fluently. Sometimes I can not express my though clearly. And sometimes I forgot the words I want to sue. The interesting or special thing I faces is that some people shared their experience or fascinating thing to everyone. It can train everyone's listening and speaking.

I felt unsatisfactory with my own performance when I discussed with my partners. Because I didn't know what I going to say. Sometimes we keep quiet for few seconds. At that time, maybe I forgot some words I want to use, and I have to spend few seconds tho think about what I going to talk about.

I like these discussions. Because it is a good chance to let us practice our English. IT is a special experience as well. I think this way can improve our English efficiently.

D08

1. I think we all did a great job. We took turn talking. When someone could not express very well, we help each other. Since our group members are familiar with each other so that we fel very comfortable. And also, I found out that the more we talked, the more we improved. We all began better from one to three discussions.

2. I was interested in the topics we choused. I shaved a lot of my experience to my partners. I think I made a little progress. And also I paid attention to my structure of sentence. I want t everyone could understand me.

3. I love this kind of discussion because it was easy way to find somebody to talk in English. Our group members decid that we will join the English chat of our own in next semester.

S10

The first time I discussed with S26 and S27, the second time I discussed with S30 and S37. All they are interesting, and say some views about foreigner, we were almost non-stop.

Talking with S26 and S27 was interesting, the always asked some interesting questions: "Do you have any foreign friend"?, "What the girls laugh for when they interview with foreigner"? We talked a lot.

The second time, S27, S30 and I are a group. The topic is why do you want to learn English. S30said he w wants to be a kung fu coach. If he is a coach, he have to teach some students who come from foreign,. Many foreigner come to Taiwan want to learn kung fu. If he don'ts have good English abilities, he can't teach them. That's why S30 choose foreign langaue as his major. S27

start interested in English in senior high school.. Hw went to a cram school to study English. Some teachers told him how important English is, and told him how to learn English. He think English in interesting and useful. My English was very very poor in junior high school and senior school, I can't understand what teacher say at all, I hate English class. After I graduated from school for many years, I found a job as assistant in a cram school, which teaching English, then I found leaning English can be fine. I know English is a national language and if you want to find a good job, it's necessary to learn English, so ci decided toe enter university and chooce foreign language as my major. I learn English by myself after work. That's a tough days. No shopping, no watch movies, no play, when I have time, I always study. After two years, luckily, I am here writing the report. All my fiends can't believe I entered the university and choose foreign language as my major.

When I listen to the tape our discussion and transcribe it, I found my performance not enough good, I used too much incorrect grammar. But I think its' ok, we can learn form make mistakes. During my summer vacation, I will read more, listen more.\s I believe that as long as I don't give up learning English, my English abilities will improve, I will be fluent in English one day.

I was dejected about my English abilities when I went to university. Thanks to you. You never give us a stress, and arrange course, like show and tell, interview, discussion, we can learn a lot from these course, I like it.

S12

I am so glad to have the opportunity to attend Listening/Speaking course in this semester, especially during discussing with my partners for the past week. Although we only discussed two time in my group. I really found that my English was improvement, and I already overcame my fear of English. The following were my specific reasons to compare the discussing for the past two weeks when I discussed with my partners.

First of all, I could benefit from their knowledge when I discussed with my partners for the past two weeks. For example, they understood English grammar, but they ignored tense when they spoke English; in fact, I was really reminded by their mistakes because I also ignored the mistakes before. Therefore, I always paid attention to tense when I spoke English. That is why I think that I view to compare with our discussing for the past two weeks as a valuable tool in learning English. And importantly, my English writing and speaking was better after our discussing

Second, my partners encouraged me during I discussed with them. Sometimes, I cam across something I didn't understand when we discussed, and my partners always helped me right away. Also, when I couldn't speak fluently, they still listened to me. These things really encouraged me to practice patiently. In this way, I really saved my time and also expanded my knowledge. Actually, I desired to study English more through our discussing because I realized that my English wasn't very well. If I study hard, my English would have improved quickly. It is my another benefit that I gad gained after I discussed with my partners.

Last but not the least, discussing with my partners made this work more fun for me. I not only completed my homework, but also spent time to get along with my friends. For this reason, I could study longer and with more enthusiasm to learn English. Even though I can't speak English fluently at present, I still enjoy my student life.

In short, I would rather discuss with others than study on my own because it is a more efficient and effective method for me after I discussed with my partners. Furthermore, it can be interesting and fun to hear what others have to say on the same subject. My partner always give me new ideas and new ways of looking at problems. Therefore, discussing with my partners broadens my mind. For all these reasons, I believe that I have learned more than previously. This is my statement that compare our discussing for the past two weeks.

S15

1. Well, I think our performance is not bad. Every one tried to speak out his or her opinions as he or she can. Although sometimes we would get stutter, but we already did our best. Annie did a great job. She always talks in English fluently and accurately.

2. I think discussion is excellent way to let us have chance to speak and listen. We also have a lot of advantages through watching other's performance to reflect ourselves.

3. I still would get stutter, some words I wanted to describe just could not come out.

At first, I would get nervous, soon later, after I realize that's just a chat, I felt much better.

4. I really enjoy the discussions I had.

S19

1. I could't compare our group performance in the discussion.

2. Yes, someone like S12's discussion is good. she can speak English so fluently.
3. I like the activity of group discussion very much. We can talk English in free style without stress.
4. I hope we can talk more in this way to improve our English abilities. I am so glad that teacher can give the chance to learn English. It is a new experience that I really like. Although, at the beginning I cannot accept this way to learn English. Now, I love it very much.

S21

1. We still can't speak very fluently, but at least all of us open the mouth.
2. In the tape, S04's sound was the most clearly and fluently.
3. I like it very much. Because it's a very good chance for us to speak up.
4. Yes. Some of our classmates have good speaking abilities. They can play the role of leader, to lead those who can't speak the same good as them. Then, during the conversation, they can start the conversation and try to help the partner who can not speak fluently. Last semester, I was the leader of the class. I set up a net page in the Yahoo's Group. My group's name is "waf_b". It means we are friends of b class. And you can join us and share your pictures with us, OK.

S22

1. We have a very good interaction between group members. Everybody could keep talking although she/they seldom to talk in the class. This is good chance for use to open our mouth to say something and listen to others in short distance. We also could ask our questions immediately if something is confused or not clear.
2. I was asked to answer their questions because they think I am talkative. I am satisfied with my personal performance. I was always asked questions group members. I am happy that my classmates don't feel I am disagreeable.
3. I like the activity of group discussion because there is very instant interaction between group members. It's really interesting for me.
4. Announcing the topic we will discuss in advance. We have some time to do some research for the topic.

S28

We made group discussion twice, and we had a different topic for discussion each time. From this activity, we could express individual thoughts about the topic. A form of conversation or talking by turns is all right because the discussions are presented in a free way.

The first topic of our group discussion is about Media—Movie Censorship. Just for me, I don't nearly have an experience for movie censorship; I usually go to a video shop to rent the movie copies to see. Therefore, I think Internet or renting copies is so popular and convenient on these days that the censorship cannot really work and has less influence on people. Maybe it's the reason I talked the topic with limited knowledge and experiences. Another topic is about foreigners who teach English and something else about them in Taiwan. However, in my opinion, the topic could give something thoughtful to the students in Taiwan, especially those who major in English. So, I could talk about what I have experienced since I learned English, and I could also discuss some thoughts or suggestions with my partners.

Whenever I have an instant English conversation, I'm always afraid of making mistakes in using words and grammar; thus, I'm still somewhat nervous. Besides, the limited time may cause me fail to express full thoughts and opinions immediately. I think that's what I must improve and overcome at present.

S31

The most difficulties for me is to get used to the accent and the pronunciation from certain people in my group. I think it is a big problem to understand a Chinese's speaking sometimes and I think it's kind of Chinish. During discussion I found something interesting is that some people could just talk, talk, talk ... seemed like there were endless chatting; while some were just sit there and kept silent as I sometimes did ... I had no slight idea or I was not interested in some topics and I would do so... well, I am sorry about this but I just can't let out any word from my mouth in some cases. I was satisfied with my attitude though I didn't talk a lot. I think it is very important for each member of a group to respect other even he/she disagrees their opinions or something else. Well, I

think I join the activities a lot and it was good but it was bad for me to be a listener instead of a speaker. Anyway, discussion is a very nice activity to improve our ability and it also gives us lots of fun. I like it very much!

D. Questionnaire 4: Evaluations (Q4)

Questions:

1. How do you think of your English abilities now? Listening and speaking?
2. What are the major reasons do you think that make your English listening and speaking as they are now?
3. What do you think are the positive and the negative parts of our class and course?
4. What are your comments for his class and the teacher?

S01

1. I think my English abilities is so bad now. Especially in speaking. My pronunciation is so bad that I can't speak very well.
2. It's because that I can express very clearly.
3. I think the positive part is we can express our opinions freely. However, the negative part is we don't know what we say is right or wrong.
4. I express the teacher can give us good answer about what we said. Thus we can learn a lot. I thank the teacher gave us a chance to overcome the fear of speaking.

S02

1. If I compare the abilities of the beginning when I came to the school and now, I think it has improved. Because in the beginning I'm afraid to speak but now the fear becomes a little. And I think my speaking is better than last semester because after speaking I realized that there was something wrong about my speaking. However, I am not sure about my listening whether it has improved or not. When I did the listening of GEPT, I still was difficult to listen and finally I failed it. So, I am not sure about listening.
2. I think my personality. Although I decided to work hard about learning English, I was too lazy to keep on. In fact, I know there are many ways to improve my abilities, but I just keep a short time then become too lazy to work hard. I hope I can do the three things: curiousness, diligence, and perseverance. Therefore, I will try to keep on, just like Timothy. I plan to learn English by seeing movies in 萬年樓 in my summer vacation.
3. When we prepared our presentation, truly we learned something. Also, when we discussed subjects, we indeed spoke something. In addition, when we listened to other classmates' presentations, we practiced our listening. I think those are the positive. However, almost of time we listened the presentations, but besides listening I think I learned very little. Because after listening, I forgot everything and there was nothing about English to keep in my mind, besides knowledge. Knowledge is about culture, media and so on.
4. They are only my suggestions not to defend you. First, the textbook. I do not like it because we do not have tape to help us to practice listening. And, the context is not very interesting to me. Second, I suggest teachers do not change our topics when it is in the middle. However, if the teacher asked us to do one topic in the beginning of the semester, I think it will be ok. In the middle, if you want us to change the topic, the time is limited and maybe we had decided our topic and had did it. Therefore, I suggest you can list some specific topics to let us to choose. Finally, about this class, we need to do much homework, sometimes the homework let us feel burden and lost funny. However, it has the positive to practice our writing and thinking.

S03

1. Maybe I can be familiar with the foreigners' tone more. And I know some better skills to learning English.
2. I understand more English methods to improve it.
3. It's very special than other teachers. It's so freely. And we can know more information by other presentations.

4. I think you are one of my favorite and kind teachers. You take after students as our mothers. We can discuss some daily things to you I think. I like this kind of teacher. I don't have any forbidden ground. And we can learn English with more confidence. In the end, I thanks to you a lot. I really happy to be your student. It's my pleasure. And I wish you could have a happy life. Thank you.

S04

1. I think that my English abilities have improved gradually because I learn how to be a speaker from the two semesters. However, learning English has four steps: listening, speaking, reading and writing. In this way, I have to strengthen poor parts, for example, I don't know how to speak English and can't understand what someone says. But I try to overcome these difficulties and study hard; however, I really improve little by little in speaking and listening.
2. The main reason is that listening and speaking more; however, practicing speaking English with partners is the best way to improve English. And I also listen to English broadcast because I can improve my listening ability. All in all, studying English must be hard but "practice makes perfect." In addition, studying needs perseverance and ambition as well.
3. Positive parts: To share some information with class because we can obtain something such as culture, media, interesting conversation and snacks. However, I can listen to what they say and ask them questions. Negative parts: I think the teacher is supposed to shorten group presentation's time because all of us spend lots of time doing the presentation because we don't often use our textbooks.
4. I think the teacher can change some modes. For example, presentation's time can be shortened because we not only ask questions but also gain knowledge from the textbook. Besides, we can learn more knowledge because we just have two classes a week. Thus, I think that we ought to seize the opportunity. In this way, our student life must be substantial.

S05

1. I think my English abilities are progressing steadily. I feel I've improved my English listening and speaking during this semester.
2. There are two major reasons. First, I keep a habit of listening to English conversation tape from textbook when I drive my car everyday. After few months, I find I can store some words or phrases in my head. And sometimes I can use them in my conversation. Second, I have chance to practice my speaking skills in my presentation and other reports form different English classes. They are helpful because speaking in front of the class is a good challenge to train yourself.
3. The positive parts: We have to speak English only. We are allow to give questions and comments. The book we use provides us many talking materials and topics. The negative parts: Some classmates always keep silence or chat with their partners. It's not very good because they lose the opportunities to grow and learn English. Perhaps we can use oral quiz instead of writing journals. That might help listeners to concentrate during the class.
4. I'm lucky to study with our classmates and share our experiences together. I like those presentations especially, because they are not only intelligent and interesting, but also let me understand our class more. Thanks to teacher, we have completely freedom and time to develop our ideas and attempt different ways. I also like group discussion. We are not just sit and listen, we need to communicate with partners and bring a conclusion. I wish we have more time for it. We had practiced GEPT in our exam. So I decide to attend the test this summer vacation. It would be my next challenge. Hope I can pass GEPT and prove my ability.

S07

1. I think my English is not good enough. Every time when I have to talk to someone in English, I can not speak English well. My English maybe improves a little bit this semesters. But speaking is not reach to my expectation. I have to practice more.
2. As a student who is major in English, I have to use English frequently in class. I think the major reason is that almost every day I should use English. Fluent in English is needed to practice more. Sometimes we face some teachers; we need to speak English because they can not say Chinese. We have no choice; maybe it is one reason as well. The environment is important.
3. The positive part of our class is that we can do our show & tell by ourselves and choose the topic what we like. Everyone have chance to do own presentation on the stage. It is a good way to train our abilities, including speaking, listening and team work. And the negative part of our course is that we have less chance to go on the textbook and lack of tap listened.

4. I hope that this course should have more chance to train our listening. I think the way what Timothy presented maybe is a good way to practice it. It is more fun and interesting. Students would have more desire for learning it.

S08

1. I think my listening ability is better than my speaking ability. It is no doubt because I listen to English program every day. On the contrary, I seldom talk in English.
2. I am not sure my English level of listening and speaking. I am glad that I become loving to talk in English. If I make any progress, I think the major reason is I love to listen to the stories and English program. I really learned a lot from them.
3. There are some positive parts of class and course. First, I learned much information, knowledge from the classmates' presentation. Second, I learned how to use power point, and how to organize the procedures of speech. Third, from the presentations; I know how to improve my speech skills. On the other hand, I think the negative part is that I cannot improve my listening and speaking abilities. Listening to English program by native people is best way to learn pronunciation and intonation of English.
4. I appreciated you teach me in my freshman. I love your teaching from textbook and your courses such as, listening to the tapes, watching some Ads, and group discussion.

S10

1. I think my English abilities of listening and speaking is better than last semester. My listening had great progress this year, but my speaking is not as well as listening.
2. I think the reason that my English listening and speaking had made great progress is I listen to English teaching magazine every day; it's helpful to improve my English abilities.
3. It's good we have show and tell in every semester. We can chose a topic, which we want to sat or want to show, and I like having an interview teacher, I feel we are so close. I don't fear of speaking English in face of you any more, because I know you will not to laugh at me. You always have a sweet smile.
4. No, I like going to the class of listening and speaking.

S11

1. I think my English listening and speaking is better than last semester. I can catch the speaking and listening of Intermediate. And I also can understand the listening English stage. But I still have to improve my speaking, so I will plan to go to cram school (global village) on my summer vacation.
2. Because I don't use English very often, and I usually write down English sentences and composition not to say. However, I change the ways little by little.
3. I think I am interested in the context of our class. I can get much further information in many aspects. I really enjoy it. In the negative parts of class, I think we can't learn many professional thing about speaking and listening, I mean special skills.
4. In my opinion, my classmates are rather lively and full of energy, and teacher is pretty nice. So we can learn the nice situation without any pressure. It is my pleasure to be taught by you.

S15

1. Well, I think that my listening ability is better than speaking ability. The show and tell is to "listen" to the classmates' introductions. Although we have Q&A time, however, we didn't have much time to talk until we had 3 discussions. I believe that oral ability needs to practice again and again.
The time we listened is more than that we spoke.
2. As I said, oral ability needs to practice again and again. In my daily life, I have many chances to listen, CD, radio, and TV; however, I don't have chance or partner to talk to.
3. I like the presentation. But it seems that we still had little interaction with the introducers. I think the problem is that we take the show and tell too serious. Most of us would prepare the information in detail or in particular. It may make the subject too serious, and there was hardly interaction among us. But I think the group discussion is a good way. It is easier and more relax

to chat than speak out on the stage. Actually, I think we have improvement this semester. We still have time to go on the textbook, even the discussion activity.

4. The oral abilities needs to practice as a "habit." You always encourage us to speak out without pressure. I'd like to appreciate you that your kind and tender attitude making me dare to speak. This semester you adjusted several ways to let us practice. I really enjoyed it.

S19

1. I think my english abilities is not good enough to express my feeling exactly for everyone to realize what I am talking about. On the other hand, I have to improve my listening abilities. If someone speak so fast that I cannot understand what they are talking about .

2. In some our english class, we have to speak english with each other and memorize some useful sentanses. Day by day, my english abilities improve a little.

3. We can perform the presentation for everyone to know some information.

Besides,we can practice english abilities and displine our courage. It is important for all of us to learn english. If we don't have any courage, we cannot improve our english abilities. However, I have to spend a lot of time practicing the presentation.

4. If we can choose the topic that I really like. I think it will be better. The only bad thing that is teacher sometimes give us some interrupt. Maybe teacher can give us more space and time to prepare our presentation.

S22

1. After studying in foreign department for one year, I feel my English ability is much better now.

2. We learned the skill on listening and speaking from textbook and teachers. By the way some teachers asked us to do recitation. The recitation is much helpful on improving our English ability including speaking and listening.

3. The positive part:

- Every student was forced to open mouth to say something because of the program of "Show and Tell". I think that is a good time to encourage students who dare to speak English to practice English.
- The content of textbook is practical and guide us how to catch the points on listening.
- The discussion did for last three weeks is a nice program. We have much closer interaction with other classmates. We not only listen to other team members but also share our opinions with them instantly.

The negative part:

- Although we have much improvement on controlling the time of "show and tell", sometimes we still spent too much time on one show and tell. As I could remember furthermore there was an team divided their show and tell into two different topics and performed by different team members. It really caused too much time.

4. First of all, I like to thank for your teaching and guide. Actually I like to the programs we have run during the class within this year. It made me learn so much. "Show and Tell", no matter performed alone or did by team group, made me to try to think about what I/we like to talk to others and then to organize our content to them our listeners understand what we talk about. Recent discussion made us have more interaction on speaking and listening with other classmates. Finally I have a suggestion is that it will be much better to have much more time on textbook or discussion with teacher. By the way, if there is some comments after each "Show and Tell", it will be much better. We would know something the presenter did was wrong, and it could be corrected as the way teacher did. Some key points also could be indicated by teacher as reminders

S28

1. I think I make some progress in listening English; however, in speaking, I often have some difficulties in expressing my thoughts instantly. After listening to what someone said or some questions, I cannot entirely use proper words and correct grammar to show the full English sentences.

2 I think that the major reasons are the practicing experience of oral presentation in class, listening to the English radio programs, and reading more English articles.

3I think the positive parts of our class and course are the easy atmosphere and learning something from the activity of oral presentation in which we can choose whatever topics we like. On the

other hand, I think it may be the negative part that we couldn't gain more listening and understanding about the text book.

I think the learning mode for this class is open and teacher gave us enough free-will to learn English in any way that we choose. Therefore, the learning situation comes to both advantages and disadvantages for the students, which means that the learning outcome is usually decided by the students' learning attitude and intention.

S29

1. I think I still have to improve listening and speaking, although I had major in English department for one year. I think I have made some progress in English listening, but I still have to do it better.

2. Some people suggest that I could listen to English programs, such as ICRT or English radio, and they told me that I can repeat the sentences what they are talking. I think these are good methods for me to practice me speaking and listening.

3. I don't think there are any bad parts during our class, because I enjoy every classmate's presentation, they bring me lots of fresh information. Frankly speaking, I like the way that you teach us.

4. I really enjoy your listening course, because I won't feel nervous during the class, and you are a patient teacher. You are very nice. Besides this, I could observe some new information from our classmates, it's very useful.

S31

1. My speaking ability is not as good as my listening. As an English major it is very essential to express himself (herself) well and say every word clearly. As to me, I think my listening is ok and I could understand at least more than eighty percent when a native speaker talk to me. However, when a group of native speakers hang out together, I can't follow so much cause they use lots of slang.

2. Cause my friends from America understand Chinese, I'm too lazy to speak English most of the time. Another reason is I'm not used to talk but just keep quiet so it's very seldom for me to practice my speaking. Anyway, I will push myself to talk more cause I know my speaking is not good enough so the next step is to talk to my friends in English as often as possible. Besides, I go to global village to have conversation classes during the summer vacation and it helps a lot. It's very interesting to meet many native speakers from different countries and the way they talk and the words they pick are totally different.

3. The negative part is the number of students is too large and it is not possible allowed every body to talk a lot in class. The positive part is it's great to push every on the stage and express themselves in English. It's pretty good for each one not only to experience the feeling on stage but to receive the excellent part and reduce the bad part from others' show and tell.

4. It's very glad to have such nice atmosphere in class and it was very nice to have individual show and tell in the first semester cause this way everyone would get familiar to each other soon. For teacher, I would like to suggest only one thing – teach useful oral English in class. Since what we learn from school is kind of formal but as I know most native speakers never use the word or the phrase. For example, they don't say "I wanna go outside and sunbath." They just say "I wanna go outside and catch some sun." You know, something like that!

S32

1. I think that my English abilities in Reading and Writing are fine, but my English abilities in Listening and Speaking are terrible.

2. I think that my English listening is better than before because everytime when I hear anything about English, I will concentrate and try to understand what's that. However, I don't know how to improve my English speaking. I seldom speak English on my daily life. I don't know anyone whom I can speak English to.

3. I think the purpose of our class and course is to improve our English listening and speaking. The positive parts of our class and course are that the topics we discuss are often interesting and make me hear carefully to improve my English listening. The negative parts are that we don't have much opportunities to speak English as listening, and that may be my personal problem.

4. I think the atmosphere in the class is fine and interesting. The relationship between the students and the teacher is much better than I have known. In fact, I really like this class and the teacher. I like the feeling in the class very much.