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ABSTRACTS

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## **Keynote Address**

### **Assessing Comprehension Ability**

Hanan Khalifa

In attempting to understand what is involved in the process of comprehension, researchers over the years have proposed and developed various theories and models of comprehension. The prevailing orthodoxy has changed from bottom-up theories, to top-down and finally to an interactive view of comprehension. At the heart of the different theories and models is the interaction of the readers/listeners' conceptual abilities and process strategies, their linguistic knowledge and their content knowledge.

Drawing on the work of researchers in the fields of cognitive psychology and language assessment (e.g. Goodman 1967, Kintsch and van Dijk 1978, Rosenshine 1980, Perfetti 1999, Field, 2004, Grabe 2004, Cohen and Upton 2006), I will start the presentation by providing an overview of how theories of comprehension have evolved since the 1960s and how they have impacted on language teaching and assessment. I will next propose a framework of processing levels that aims to assist test developers in establishing the cognitive validity of their L2 reading tests at the different levels in the Common European Framework of Reference (Council of Europe, 2001). I will then apply the model to Cambridge ESOL Main Suite examinations, i.e., KET, PET, FCE, CAE, and CPE, to show how the reading processes may differ from CEFR levels A2 to C2 within an assessment context. I will conclude by giving practical advice on writing reading and listening test items.

## **Teaching and Learning in large classes with specific reference to the Syrian University context**

Mais Ajjan

Large classes are the reality for many English language teachers throughout the world and especially in developing countries. For many teachers, large class size is one of the biggest, if not the biggest, challenge facing them in their work. Yet, the literature has paid little attention to the issue of large classes. Aside from one research project in the nineteen eighties and occasional scattered articles, teaching and learning in large classes has not received the attention it deserves.

This presentation will describe and report on the preliminary findings of the first phase of my research on Teaching and Learning in Large Classes and the gaps this study tries to fill in previous research and literature. By focusing in depth on one situation, a university in Syria, this qualitative study attempts to find out what teachers and students think about large classes and what actually happens in large classes through employing semi-structured interviews and classroom observations as primary means for data collection.

# **Foreign Language Learning Motivation in Higher Education: A Longitudinal Study on Motivational Changes and their Causes**

Vera Busse

The presentation will describe the background, rationale and method of data collection for my doctoral research project, which examines the motivational processes of students studying for a foreign language degree. It will also outline preliminary results gathered through quantitative and qualitative data analysis.

Motivational theory has increasingly been focusing on the dynamic character of motivation in institutionalised learning contexts, yet despite theoretical advances, few studies have been conducted to establish empirical support for this direction in the literature. This doctoral research project responds to the paucity of longitudinal data through an examination of the motivational development of students studying German at Oxford University and Warwick University. The study is explorative in character and qualitative in methodological focus, although both qualitative and quantitative methods are employed.

## **Psychological factors affecting the use of English as a second language: A qualitative study of motivation and identity among Japanese in the British context.**

Mikio Iguchi

Mainstream theory of L2 motivation suggests that the recipe for a successful L2 learning is to have integrativeness, which is the openness to a tangible target language community. However, do the native Japanese speakers (NJS) wish to integrate with the local English community in a multicultural British context?

My research questions are qualitative, exploratory and explanatory, which can be categorised into five main questions:

1. How do the NJS weigh integrativeness as they use English in the UK? Who do they wish to integrate with? How does it change?
2. What kinds of acculturation attitudes do the NJS have towards the native speakers, their own ethnic group and foreigners in the UK they interact with? Which is the most valued one? How do they change?
3. What is the NJS' perceived identity in the UK? Do they think of themselves as Japanese, British, or global citizens? How does it change?
4. In the NJS' perception, who owns the English language? How does it change?
5. How do integrativeness, acculturation attitudes and identity relate to willingness to communicate (WTC)? What determines WTC? How do they change along with time?

I am using semi-structured interviews, repeated interviews and observation for the sake of triangulation. For data analysis, I plan to use a narrative approach to construct life histories and a respondent validation to ensure unbiased analysis. This is an ongoing research so the most updated findings will be presented on site.

## **Writing Together, Learning Together**

Young Ok JONG

In recent years, teaching English to young learners has become a global phenomenon with the widespread belief, 'younger is better'. Along with much attention to the development of communication skills of L2 learners, language output has taken place as a result of participating in language learning activities and producing the target language. However, relatively little empirical research on the written output of EFL children has been undertaken as compared with the number of studies on the oral output of ESL adult learners in the field of task-based language teaching. In addition, writing has been regarded as a silent, private and solitary activity. From the social constructivist perspective, it is therefore significant to study the processes and products of EFL children's collaborative writing.

The aim of the present study is to discuss the pedagogical benefits of collaborative writing when a group of Korean EFL children repeated three different types of writing tasks three times. 10 Grade 6 primary school children (aged 11/12) worked with a self-selected partner over three weeks. After the three-week writing programme, the children were invited to follow up interviews in pairs to reflect on their first experience of collaborative writing. On the basis of the results of quantitative data analysis (i.e., written texts and pair dialogues) and quantitative data analysis (i.e., paired interviews and classroom observation), I will argue that collaborative writing is of considerable value to L2 learners as a way of enhancing peer interaction and learning the target language in the social context of the classroom.

# **An Analysis of Secondary School English Textbooks in Kenya: The Interpretation of Integration**

Alice Kiai

My study analyses textbooks that are currently in use for teaching and learning English at secondary school level in Kenya.

Based on the introduction to the 2002 syllabus which informed the content of the target textbooks, I have isolated three concepts for investigation. These are communicative competence, British Standard English and integration.

I will analyse the textbooks in the light of these concepts and discuss the findings in view of the broader language learning goals, and national goals of education. Finally, I will comment on my findings in relation to ELT theory and practice, especially as it relates to an ESL environment such as ours.

In this paper, I begin to examine more fully the meaning of integration as conceptualized in the 2002 English syllabus. Integration involves not only teaching the four skills in a complementary manner, but also the merging of literature in English and English language in order to strengthen and enrich both. The analysis is limited to one textbook series – *Head Start Secondary English* (Form 3 to 4), published by Oxford University Press.

## **Chinese students reading to learn: what do their protocols reveal?**

Jie Liu

One of the objectives of my PhD research is to establish how Chinese students' reading develops while they are studying for their MSc in the UK. My main interest is in the students' use of reading strategies, and in the change of their employment of such strategies over a year's time. I hypothesise that their reading will be more text-bound in the weeks after arrival due to their experience of undergraduate education in China, and that their use of strategies after six months of study will suggest a transition has occurred as they become more immersed in the UK educational context, and more task-focused in their reading. I collected data twice from the same participants in the form of think-aloud protocols in the periods November/December 2008 and April/May 2009, to measure the Chinese students' on-line reading processes. The data consists of 30 audio-recordings of 15 participants verbalising their comprehension processes while reading an academic article. The transcribed protocols are analysed to explore readers' processing with regard to comprehension and decision-making during reading. In this presentation I will discuss the development of my coding book, which is to be used for further analyses, and illustrate the evidence the students' protocols provide.



## **The Treatment of Lexis in Skills-Based Classrooms at a Turkish Private University**

Sukru Nural

To date, the role of lexis in language learning and teaching has been well documented in ELT literature due to corpus linguistics research (McCarthy and O'Keefe, 2005) and a substantial number of studies in lexis acquisition (Schmitt, 2007) which seems to overshadow those conducted in lexis instruction. The latter has been traditionally viewed as teaching word meaning by providing students with a set of synonyms and antonyms which is considered to lead to vocabulary development. Although lexis became a learning objective in its own right due to the recognition of the meaning-making potential of words (Thornbury, 2002), the concept of 'knowing a word' which is mainly based on a continuum cannot be easily defined. It has been divided into different categories by different researchers (Richards, 1976; Nation, 2001; 2005).

The implications of the dimensions of lexis for classroom practice have not yet thoroughly emerged. Language instruction involves explicit and implicit teaching, both of which have their respective characteristics (Clark and Ishida, 2005). As far as lexis instruction is concerned, there is unanimous agreement on the advantage of adopting the combination of not only explicit but also implicit instruction. The major focus of the study is on instances of explicit teaching in an effort to find out possible factors which potentially affect the way teachers teach lexis in skills-based classroom

A case study as a research design will be employed to explore the issue in depth by observing four teachers teaching the same course at a School of Language of a Turkish private university. The purpose of this collective case study is to explore how EFL teachers treat lexis in intermediate skills-based classes. To this effect, I will employ research instruments such as classroom observation, interviews, audio-stimulated recall and supplementary artefacts in the form of handouts and language teaching materials. Those will reveal the challenges and needs of English teachers concerning lexis teaching as well as implications for teacher education so that teacher voice can be heard which seems to be kept quite in the midst of the lexis acquisition studies.

The present study aims to address the following research questions:

What are the factors influencing the way the teachers treat lexis in language classroom?

To what extent do those factors relate to challenges teachers encounter during lexis instruction?

Is there any evidence which shows teachers' attempts to overcome the challenges they have encountered whilst teaching lexis?

At present, as a part of my pilot study I have the observation and interview data available, which has been already coded into the dimensions of word outlined by Nation. I will be presenting some issues emerged from the classroom observation and the interview with a teacher of English.

## **Professional Development: Experiences of English Teachers at Primary Level in Thailand**

Oranuch Puangsuk

This research study aims at exploring professional development of English teachers at primary level in Thailand. The participants of this research study will be twelve English teachers working with pupils in Grade 6 at primary schools in Ubon Ratchathani. The main objective of this research study is to assist the English teachers to improve their professional development in their own contexts.

This research study is an action research design, consisting of three main stages: Initial Stage, Action Stage, and Reflection Stage. The aim of the Initial stage is to explore the issues or concerns that the English teachers have to face and their opinions on possible solutions towards their own practices. During the Action Stage, action research is mainly integrated as a part of the professional development program. The objective is to involve the teachers to reflect and improve their own practices through self-reflection and collaboration with others. The aim of the last stage, the Reflection Stage, is to explore the perceptions of the teachers after having participating in this research study. The research instruments of this research study are semi-structured interviews, focus group interviews, field notes, and reflective teaching journals.

It is expected that findings from this research study will be fruitful in providing guidelines to improve professional development programs for English teachers, and more importantly, it will be valuable for the development of English language teaching and learning in Thailand.

## **Tutor views about the relationship between academic and professional writing: The case of two departments at the University of Botswana.**

Boitumelo Tiny Ramoroka

The EAP programme at the University of Botswana was set up to consolidate the teaching of study skills, academic skills as well as professional skills. Tutors are involved in designing and delivering academic writing courses for students from various disciplines. The design of these courses is to enable undergraduate students to become better writers in their disciplines.

The general view that has dominated the ESL classroom is that students can be given generic skills that they need to reproduce texts in their different disciplines. Hyland (2000) however argues that academic writing practices are the core of each discipline and can not be seen as general skills that can be taught in the EAP classroom. This could be partly due to the different professional communication goals of the disciplines.

In this paper I will draw from interviews with Media Studies tutors and EAP tutors. Using the Nvivo programme I will analyse the interviews to explore the writing tasks that students do in the EAP writing course as distinct from the writing tasks in the Department of Media Studies. I will address what tutors perceive to be good writing.

Through the discussion, I will address the broader issue of to what extent the EAP writing socialises students into the discourse of their faculties.

## **Investigating student-student scaffolding interaction during collaborative tasks**

Warithorn Samana

According to Vygotsky (Vygotsky, 1978), students can learn from other people through ‘scaffolding’ interaction. This interaction will push students to go beyond their ‘actual developmental level’. This classroom research focuses on the scaffolding interaction of repeater students while they are doing collaborative tasks. It aims to find the evidence of scaffolded assistance the students provide to their peers, and further investigate whether the assistance can lead to language development.

The participants in this study are Thai university students who enrolled in an English language course. The students voluntarily agreed to have their talk recorded during their classroom pair works throughout the course. There are two methods in this study: audio-recording and interview. The students’ talk was transcribed using conventions from conversation analysis (CA), and analysed for Language related episodes (LREs). The analysis of students’ talk, supplemented with the interview about their learning experience during the tasks provided the insight about scaffolding interaction and process of learning.

## **The manifestations of grammar-related pedagogical knowledge in the language teaching practices of an EFL secondary school teacher**

Hugo Santiago Sanchez

Language Teacher Cognition has been an area of research for more than 30 years, achieving a steady and significant growth in the last 15 years. Such research interest has allowed us to gain insight into teachers' mental lives and to understand the psychological bases of their professional practice. Most studies, however, have been carried out in English-speaking countries, private institutions or universities, and in relation to the cognitions and practices of ESL (English as a Second Language) teachers, as opposed to EFL (English as a Foreign Language) practitioners, who are native speakers of English and who teach small groups of motivated adult learners (Borg 2003). The purpose of my presentation is to introduce some preliminary findings of a research project carried out in a relatively neglected language teaching context, though arguably more representative of English language teaching settings around the globe: EFL monolingual classes at a state secondary school. The focus of the session will be specifically on describing an experienced EFL teacher's grammar-related pedagogical knowledge (GRPK) in relation to her actual grammar teaching practices. In line with Shulman's (1987) definition of pedagogical content knowledge, GRPK is used in the present study to refer to the teacher's knowledge of the instructional strategies (e.g. metaphors, analogies, examples, L1-L2 comparisons, demonstrations, grammar practice, etc.) which she uses to represent and formulate grammar contents in order to make these accessible to the learners. Reference will also be made to three other foci of the study: her apprenticeship of observation, her knowledge about grammar, and the contextual factors which have an impact on her classroom practices. I will conclude with a brief discussion of the implications of this research project.

Borg, S. (2003a). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36, pp. 81-109.

## **Enhancing longer-term sustainability of in-service training initiatives in Korea**

Joan Sim

The paper is a part of an ongoing EdD research project examining decisive factors for longer-term sustainability of INSET initiatives in Korea. This study describes one particular INSET course and focuses on the participating teachers' perspectives of underlying causes for success and failures in implementing new skills and ideas acquired from INSET. Semi-structured interviews were employed at different times after the course delivery to gather information from the three teachers who participated in the three-week short INSET course in 2008.

Many Korean English teachers attend an in-service teacher training course, whether it is voluntary or compulsory. The assumption is that such a course would aid their professional development and enable them to put into practice new skills and techniques introduced as part of the course programme. However, after the course, it is common for teachers to experience severe feelings of inadequacy in terms of their ability to sustain changes in practice over the longer term. In addition, attempts to implement innovations indicated that the initiatives undertaken have sometimes failed to produce actual changes in practice and my research so far suggests that only a few of the ideas presented on the course were taken up in the way anticipated by the teachers. In fact, teachers' interpretation of the training content in their own terms, and the effect of school context on implementation emerged as salient issues for longer-term sustainability

However, on a more encouraging note, the findings so far indicate that the INSET course has contributed to teachers' professional development in a number of more positive ways.

The major hindering factors in implementing the objectives of INSET courses in actual classroom teaching over a longer period of time are found to include a lack of follow up courses, an absence of a mentoring system in the schools, and contextual factors such as multi-level and large classes

I would contend that considering the factors that impact on the long term sustainability of teacher training is a more important focus than the immediate transfer of technical skills; without an understanding of these factors, it is likely that the outcome of short training courses will remain somewhat ephemeral in nature.

## **B-learning and Communities of Inquiry.**

Jane Spinola

There are ongoing attempts to enhance the goals of Higher Education in order for it to adapt to current societal demands. B-learning can be seen as a means to an end and this paper aims to exemplify how b-learning can aid in the restructuring of Higher Education. Grounded in the data obtained through Action Research cycles (ARCs) were elements that led to believe in the strength and importance of Communities of Inquiry (CoI). These are seen to support ‘connection and collaboration among learners and create a learning environment that integrates social, cognitive and teaching elements in a way that will precipitate and sustain critical reflection and discourse’ (Garisson, 2008, p.8).

When a community (in this particular case, a virtual one) has common purposes of learning outcomes, CoI develop. They do however need to be aided by adequate tools and strategies. B-learning enhances a learning environment that fosters the growth of common objectives, learning outcomes and a social community. I hope to illustrate how the process takes place by using examples from course Forums on Moodle, which were written by students whilst carrying out ARCs. These will help exemplify how CoI develop, whilst taking into consideration key elements such as social, teaching and cognitive presences.

This paper hopes to reinforce the potential of b-learning as well as the role of technology in the changes occurring in societies and in the educational systems. It is important to understand and acknowledge the central position CoI are taking in learning environments so as to stimulate the necessary changes in teaching practices. Might this be a glimpse into the future of reshaping higher education?

## **Spoken English Grammar and Teaching Speaking in EFL context**

Chiung-ying Su (Joy)

Toffler and McLuhan both argue that spoken form would gradually become the dominant form of human communication in information age. Development of real-time techno-communication such as e-mails and text messages appears to have become new discourse genre with clear spoken language features.

This communication demand has been putting pressure on improving effectiveness of ELT in EFL context such as Taiwan in relation to its generally written grammar-based classroom practice. Taiwanese college students are strongly encouraged to take part in global activities. However, reports have shown that most students could not use English communicative, some may even ‘speak like a book’ and textbooks appear to have a missing link to spoken English grammar features.

Regarding teaching speaking, computerized language labs and multimedia teaching materials seem to be highly valued in Taiwan. However, most students tend to be confused with the ‘ungrammaticality’ of spoken English in movies and media products and wonder why they are taught and tested on canonical grammar when native-speakers of English actually use “simpler versions” in everyday communication.

This survey is an attempt to use a self-completion questionnaire to describe, first, college students’ previous English learning experience; second, their understanding of the difference between written grammar and spoken grammar; last but not least, their attitude towards learning native-like spoken English and the need for learning American/British culture.



## **Becoming members of a professional learning community: experience of beginning Hong Kong English teachers in their first year of teaching**

Hau Hing Tang (Elaine)

My study sets out with the aim to investigate how novice Hong Kong English teachers make sense of teaching, particularly in becoming a member of a professional learning community (PLC), in their first year of teaching. This will be done in relation to the government's recent endorsement of an induction system recommended by the Advisory Committee on Teacher Education and Qualification (ACTEQ), who advises the government on teacher education and development policies. This induction system was the first official though voluntary induction plan proposed and a resulting tool kit that includes a package of integrated programmes designed for school-based support was published. While most studies in this area have examined mainly the value of induction in combating attrition, my project seeks to investigate how schools can provide a cohesive model linking preservice education and inservice support through a collaborative system and school-based approaches. Adopting a qualitative inquiry, I am going to study the relationship between PLCs and the development of new teachers, to what extent the tool kit facilitates the kind of support intended in the new induction system and how it shapes professional dialogues between the novices and their colleagues/mentors, as well as other modes of support new teachers experience in their first year. Methods include interviews with officials, mentors and novices, analysis of recordings of meetings between novices and their colleagues, classroom and staff room observations, and content analysis of the induction tool kit and related documents.

## **Bilingual Teaching in Thailand: A Study of Teachers' Working Lives and Professional Experience**

Maneerat Tarnpichprasert

The concept of bilingual education referring to the model of instruction which some content subjects are taught in the second language has been implemented in many parts of the world in order to foster second language learning, particularly English. As with several countries, bilingual education has become a significant model for ELT in Thailand. In the light of the popularity and the dramatic growth of bilingual programmes in the country, there is a great demand for teachers, giving rise to concerns about the shortage of bilingual teachers and the quality of current bilingual teachers. The unique teaching environment of bilingual programmes and special character of bilingual students create a challenging professional environment for the teachers involved, so the paucity of research in this area is surprising.

My research investigated the professional backgrounds, experiences and working conditions of bilingual teachers in Thailand in order to provide an insight into the professional lives of such teachers and to contribute to a better understanding of the current state of bilingual teaching in the country. Based on the use of qualitative research methodology, including an interview study of bilingual teachers and fieldwork at a leading bilingual school; the research results revealed an overall picture of bilingual teaching and teachers in this context which surprisingly falls far short of the ideal bilingual programme presented by the Ministry of Education of the country. In view of this, I would like to share with you in this presentation some main findings emerging from this study.

## **Actual and Possible Selves in the Foreign Language Classroom**

Florentina Taylor

Truancy and drop-out rates are increasing in most countries, and research has identified foreign language classes as the most likely to be avoided by students. At the same time, both foreign language classes and adolescence have been linked to identity complications. However, very little research has addressed school absenteeism from a multiple-identity perspective.

Bringing together several socio-psychological theories (e.g., possible selves, self-discrepancy, self-presentation, impression management), this paper presents a novel theoretical model which postulates the existence of two self dimensions (actual/ possible and internal/ external) resulting in four self categories: private, public, ideal and imposed. The interplay of these four categories within the individual is hypothesised to lead to motivational or amotivational self systems.

This presentation will focus on the applicability of this model in teenage foreign language classes, suggesting an identity perspective of avoidance, truancy and drop-out. Some preliminary research data will also be included.

## **I see you' vwritten an essay! Let's sit and talk about it, then.**

Wayne Trotman

Within the field of providing feedback on EFL writing, methods such as error-correction (Truscott, 1996; Ferris, 1999), teacher-commentary (Goldstein, 2004) and peer feedback (Liu and Hudson, 2002) have, when compared with others such as teacher-taped commentary (Hedge, 2007), been well researched. Research into teacher-student conferencing, a method which supplements any possible limitations of the one-way feedback in such methods as these, and thus perhaps holding more potential for writer development, is, as Hyland (2006) points out “..still quite limited and the effects of oral response on revision...have not been fully investigated.€35

This paper will explain how an on-going doctoral-level qualitative action research study based on the framework of ‘interrelated experiences’ by Burns (2005) was established with two small groups of teachers of EAP writing at university level in Turkey. Following an investigative phase consisting of group and individual interviews, three teachers then engaged in analysing transcripts resulting from an initial phase of conferencing. This was in order to identify discourse features which would appear to enable beneficial conferencing to take place. A second group of teachers then engaged in a series of follow-up conferences in order to implement these ‘desirable’ features.

By discussing both the transcript analysis and the conferences, this paper will look at issues of teacher-knowledge and teacher development.

## **Learners' perceptions of using a discussion board for IELTS preparation.**

Yi-Jen Tsai

This study investigates learners' perceptions of using a discussion board to prepare for their IELTS exam. Before international students can get an offer from a university in the UK, they require an overall band score of 6.5 to 7 in the IELTS examination. Without effective support, it is especially difficult for non-English major students to satisfy this requirement. With the growing popularity of advanced technology in the contemporary world, online learning is gradually becoming more prevalent. While most previous research has focused on pedagogy-based environments of virtual learning, generally designed by teachers, little research has examined peers' self-help groups in virtual environments in relation to language learning.

In order to prepare for IELTS, learners usually go to an online forum for help. The forum was established in 2002 and had attracted 50,000 members by the end of 2007. After registering as a member, forum users can post anonymously. Learners on the forum ask questions about the IELTS exam and preparation and successful learners share their experiences. This study examines the data from a focus group interview and nearly 300 questionnaires to discover learners' perspectives on using an online forum for IELTS preparation. Their perceptions of the interaction and support among forum users will be explored. Moreover, the anonymity and management of the forum will be discussed. The study aims to provide information for learners and practitioners concerning how a self-help online forum can be supportive to language learning.

## **Is the Net Generation a New Generation?**

Yi-Chun (Sherri) Wei

In this presentation, I will first review the on-going Digital Native debate (Prensky, 2001) and the line of discussion arguing for the necessary use of technology. In the field of ELT, it is common to find on-line learning and face-to-face modes compared in research studies to see which one leads to better learning results. In order to prove the value of technology usage in the language classroom, advocates tend to argue that it creates a friendlier learning environment that fosters learner autonomy, what I call *the comparison for superiority* (eg. Fang&Warschauer, 2004). However, this comparison for superiority develops into a black-or-white dichotomous argument which ignores the fact that the old-fashioned, traditional face-to-face learning environment could also serve students' various learning preferences and needs.

To better illustrate this choice of modality from a balanced view, I will discuss my choices over different modalities, e-learning and b-learning, in my research study (Spring, 2008) and specifically focus on their impacts on students' development of learner autonomy. Students' diaries, reflective accounts and interviews analysed by I-statement analysis will be next presented as evidence other than my own observation. In the end, I would like to argue that in order to better accommodate the needs of the Net Generation, a more sensitive attitude needs to be developed to cater to students' genuine needs in whichever modality teachers choose to teach.

## **Using Autoethnography to enhance our understanding of in-service teacher education: A Sri Lankan experience**

Claire Wijayatilake

This paper presents my work in the field of Teacher Development in an International School in Sri Lanka. It also serves as an introduction to Autoethnography for those who are unfamiliar with this way of representing research experiences. Autoethnography is part of the alternative paradigm, which questions assumptions of empirical authority (Guba), and is associated with a less rigid boundary between the personal and the academic (Hanrahan). The year I spent in the school has been written as a 'story', which aims to allow the reader to enter that world and share the reality of those who inhabited it at that time (Ellis). Autoethnographies, however, are more than just 'telling stories': they are also scholarly reports which can be interwoven with more traditional accounts and provide triangulation (Duncan). I hope to demonstrate how personal writing can increase the relevance, autonomy and the quality of learning for both writer/researcher and reader (Hanrahan). I will read extracts from my narrative account, and attempt to show how these detailed descriptions, coupled with more traditional analysis, help the reader to extract meaning from the writing (Bochner). I will briefly address some of the criticisms that have been made of the use of personal writing in academic discourse, and the new approach to evaluating validity that this kind of work requires.

## **An Interactive Perspective on Classroom Motivation: A Practitioner Research Study in a Taiwanese University Context**

I-Cheng Wu

This paper reports on a practitioner research study which adopts a social constructivist approach (Williams and Burden 1997) to the investigation of classroom motivation. The social constructivist approach to motivation shows its strength in taking into account both the internal and external factors of motivation influences. It places its emphasis on the effect of contextual factors on learner motivation and it considers motivation to be constructed through learners' interaction with the learning context. Taking into account the notion of social constructivism, this practitioner research study aims to explore how classroom motivation is co-constructed through the social interaction between teachers and learners.

The study took place in two English courses for non-English majors in a Taiwanese university for one semester (February 2008—June 2008). Classroom motivation is investigated by means of a mixed method approach. Both qualitative and quantitative methods—questionnaires, learner reflective diaries, post-class reflective writings, learner interviews and teaching journals—were used in an attempt to explore how classroom motivation develops in cycles, in which teachers and learners receive reciprocal effect from each other. The results of the study shed light on how different types of teacher and learner behaviours influence learner and teacher motivation respectively.

Williams, M. and R. L. Burden. 1997. *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.



## **University English Teachers' Codeswitching Behaviours in Mainland China**

Xiaozhou Zhou (Emily)

Though there is abundant research on codeswitching worldwide, especially in America and among European countries, limited research evidence can be found in the Chinese context. This study therefore aims to investigate two university English teachers' codeswitching behaviours in mainland China in order to make appropriate contributions to this important area. The participants consist of two university English teachers who each teach at least two different subjects to English majors. The methods adopted for data collected are classroom observations, interviews and stimulated recalls.

My research is still at a very early stage so this presentation only includes analysis of previous studies and outlines of my research plans. The reasons for researching codeswitching are illustrated, and the relevance of such research to the comprehensive implementation of Communicative Language Teaching in China is also discussed. Three empirical studies concerning codeswitching in Chinese EFL classrooms are reviewed.