East Asian students' negotiation of silence in a university intensive English reading class: An examination of cross-cultural transition within a Project-Oriented CALL approach

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East Asian students’ negotiation of silence in a university intensive English reading class: An examination of cross-cultural transition within a Project-Oriented CALL approach

By

M. Kang

A dissertation submitted to the graduate faculty in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY

Major: Education

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Iowa State University
Ames, Iowa
2012

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For my grandmother, my mother, and my father.
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ABSTRACT

English as a Second Language (ESL) classroom learning demonstrates a dynamic situation in that learners encounter adjustment issues in relation to linguistic and cultural differences. This study incorporated a technology-mediated language teaching method, called project-oriented computer-assisted language learning (PrOCALL), into the research framework to gain an understanding of how the PrOCALL approach to ESL reading instruction facilitates East Asian students’ cross-cultural transition. To investigate the influence of this approach on the target students’ learning and transition to the target classroom norms and practices, the study drew on New Literacy Studies, sociocultural theory, and transactional theory. This study relied on an interpretive sociocultural case study to provide an in-depth investigation into the cultural crossing made by the target students throughout their ESL classroom experiences within the context of a university intensive ESL program for international students. As the results of this study showed, PrOCALL has much potential to be practiced as an integrated cross-cultural transition tool in ESL curricula. The PrOCALL approach brings about implications for instructors in any language teaching setting who use authentic texts and tasks; it is practical to various skill classes and proficiency levels with modifications. By infusing a cultural lens into the usually linguistic domain of university intensive English instruction, this study attempted to address the issue of cross-cultural transition to American university ESL classroom culture, and sought to push the field to consider the necessary relationship between language and culture in teaching and learning.
CHAPTER 1. INTRODUCTION

The Institute of International Education announced that there were now almost 130,000 Chinese students studying on American campuses, making them the largest international contingent. While this represents a significant cash flow out of China, Beijing supports this trend because the Chinese economy is in desperate need of globally educated Chinese...

Some of China's very best public schools, where the smartest and wealthiest students congregate, will one day become international in focus. Get prepared: A wave of young Chinese students is about to wash across America.

(Thinking Right: Coaching a Wave of Chinese Students for College in America, retrieved, from http://chronicle.com/article/Thinking-Right-Coaching-a/128287/)

“I'm trying to figure out why a student would turn in a poem about snow instead of an introductory paragraph to an academic essay. Sometimes teaching ESL is like living on Mars.” (September 20, 2010)

“Just got an email from one of my (Chinese) students that started off “Hola chica linda.” This is clearly overstepping some boundaries, so is it bad that it caused me to laugh hysterically?” (November 5, 2010)
(University intensive English instructors, commenting on cross-cultural issues that arose in their work with students)

The above anecdotes showcase the kinds of cross-cultural issues that instructors in university intensive English programs face in their work with learners. The first quote reveals challenges with an English as a second language (ESL) student's understanding of academic writing conventions and raises questions about this student's previous educational experiences. Without prior experience writing an academic essay, this student may not have known how to write an introductory paragraph to an academic essay. And, because of the influence of previous patterns of interactions between classroom teachers and students in the learner’s home country, this learner might have failed to effectively communicate with the teacher to clarify the expectations for the assignment. The instructor’s remark, “Sometimes teaching ESL is like living on Mars,” implies that teaching ESL is far beyond the issue of
teaching English language itself; the reference to Mars connotes a kind of encounter with a completely different world. The second quote indicates a student’s lack of sociocultural competence (Celce-Murcia, Dornyei, and Thurrell, 1995) in English. Without previous knowledge of manner of address and social norms of greetings in the American cultural context, the student started an email to her/his teacher with the Spanish greeting, “Hola chica linda.” This sociocultural competence goes beyond the level of knowledge about linguistic items, such as words, structures, and sentences, and relates to the level of knowledge about situated social and cultural norms and practices of language use. Such sociocultural competence could be more challenging for this student given her/his previous background of learning English as a foreign language (EFL) overseas. Misguided stereotypical views about American culture might bring about this learner’s unexpected and out-of-context use of an informal Spanish greeting.

In this way, international students in the ESL classroom context are likely to experience challenges with respect not only to linguistic differences, but to cultural conflicts as well. This instructor’s quotes support the idea that teaching and learning in university intensive English programs is not simply about instructing learners in a new language per se but rather about understanding and helping them navigate a whole new system of social interaction, guided by the norms and expectations, the academic culture, of the American higher education classroom.

**Statement of Purpose**

My dissertation research examines East Asian students’ cross-cultural transitions within a technology-mediated language teaching method called project-oriented computer-
assisted language learning (PrOCALL). The PrOCALL approach is a combination of second language learning, computer-assisted language learning (CALL), and project-based learning (PBL) activities for language teaching environments. In this study, I utilize PrOCALL to assist participants in making cross-cultural transitions that require them to negotiate and ultimately fracture the deep socialization patterns they have acquired around the value of silence in their home country. These ‘cross-cultural transitions’ are understood through the process of adjusting to the current university ESL classroom culture by participating in a cultural project in more learner-centered, communicative classroom environment than that of their previous EFL counterpart.

I became interested in this topic because of my ESL classroom experiences and interactions with students from East Asian countries such as China and Korea. They come into my university ESL reading class with a little shy smile on their faces. They say “Hi, teacher!” especially at the beginning of a semester with a soft and gentle voice and tend to ignore making eye contact with me. They also demonstrate specific classroom participation patterns presumably inherent to the previous EFL context of their countries of origin; they exhibit frequent silence, lack of involvement in open discussion, and lack of reaction to open questions. From my shared background as a student from an East Asian educational system, it seemed clear to me that they brought to the ESL classroom their previous practices from the EFL context. Observations of cultural differences between desired patterns of ESL classroom participation in the American university ESL context and what I recognized from my own EFL learning made me wonder how I could invite them to more readily participate in the communication-driven American classroom cultural context.
One of the dynamics in the ESL classroom learning context is the fact that learners encounter adjustment issues due to cultural conflict as well as linguistic differences (Vega, Khoury, Zimmerman, Gil, & Warheit, 1995). The literature speaks to the idea that ESL students have to navigate cross-cultural experiences in their classroom learning and that classroom teachers have a significant role to play in addressing this challenge (Andrade & Evans, 2009; Gay, 2010; Miller, 2003; Yoon, 2008). For example, in a US (the United States) university ESL classroom, ESL students are required to use mainstream discourse patterns, such as voice and assertion, as a tool for both content and school culture learning. Inevitably, the acquisition of the mainstream school culture is a matter of priority as the gateway to academic success (Tyler, Boykin, & Walton, 2006). Two issues arise to consider in this context. First, it is likely that ESL students are misunderstood and devaluated by native teachers who evaluate students' capabilities based on their own mainstream standards for institutional practice (Callahan, 2005; Franzak, 2006; Gay, 2010; Gee, 1996; Oakes, 1981, 2005; Tyler, Boykin, & Walton, 2006). ESL students must face the reality that the manifestations of the mainstream culture-based standards and benchmarks are inevitably related to their academic success or failure. The following vignette, which is from a term paper of one of my American colleagues and friends during her graduate coursework, provides an example of a native teacher's process of understanding an ESL student's cultural patterns:

For a long time, Koreans unnerved me. I knew several and without exception they were characterized by a staid, unruffled (and apparently unroufleable) demeanor. I knew they had to have emotions – they were human, after all! But all I had met were so self-contained, it was hard not to feel threatened when it appeared they represented an entire nationality of
people whose emotions and thoughts were completely unreadable to me in their faces or in the way they carried themselves.

Beginning to tutor Korean students, interacting with their parents, and becoming friends with a Korean couple in my church last year allowed me to finally understand that Koreans are not always characterized by the apparent impassivity I had found so threatening when my relationships with them had been only of the acquaintance or professional type. This enabled me to really enjoy my Korean students, their families, and my friends; and it freed me up to accept the value Korean culture places on a person being self-possessed and composed.

(Quoted under permission from a term paper on November 18, 2008, titled ’Korean Students and American Speech Teachers’)

This excerpt exemplifies an ESL instructor’s overall misunderstanding of Koreans due to lack of awareness of different cultural values. Second, with regard to classroom performance, dynamic interactions are expected to be the best tool to broaden ESL students’ understanding of cultural diversity and to foster classroom learning (Ellis, 1999; Long, 1981; Pica, 1994). Dynamic interactions, however, will conflict with East Asian students’ previous less interactive classroom experiences from the EFL context overseas. Therefore, teachers’ understanding of ESL students’ multilayered cross-cultural classroom experiences and their ability to respond to these experiences in a more active manner can promote students’ involvement in the classroom interaction (Liu, 2002; Palmer, Shackelford, Miller, and Leclere, 2006; Yoon, 2008). Again, another vignette from the same term paper I mentioned above provides an example of cultural differences in communication in the ESL classroom:

American speech teachers are likely to be surprised when their Korean students appear to ignore or even resist applying what the teacher has taught about the importance of using gestures and vocal expressiveness for effective public speaking... Speech teachers need to realize what lies behind Korean students’ resistance to adopting the vocally expressive and physically demonstrative communication that American culture has trained us to believe characterizes powerful communicators. This is not to say that speech teachers
cannot strive to help their Korean students develop these characteristics in their English communication, since the skills are vital for students to communicate powerfully and effectively to the larger American culture. But it does mean that teachers need to explicitly communicate (and show evidence via movies or other “authentic” American interaction) that this culture difference exists.

*(Quoted under permission from a term paper on November 18, 2008, titled ‘Korean Students and American Speech Teachers’)*

Given my own interest in ESL students’ enculturation in relation to second language and literacy learning, specifically the skill area of reading, my dissertation project particularly seeks to account for East Asian students’ cross-cultural transition to US university classroom culture within a technology-mediated language teaching approach, PrOCALL. PrOCALL’s intent is to enrich both learners’ linguistic and cultural proficiency throughout the implementation of a project. Based on the PrOCALL approach, I developed a group project entitled ‘Cultural Project for Guided ESL Reading’ for this study. This cultural project is a pedagogically guided project to enhance ESL learners’ target language and culture, and to facilitate their transition to the current ESL classroom norms, such as discussion and interaction, through a variety of activities that I provide for them. This project was designed to help ESL students in US university intensive English programs who were striving to improve skills for academic learning and English proficiency tests, with aspirations of attending an American college. To investigate the influence of the PrOCALL approach on the target learners’ transition to American university classroom norms and practices, I drew on multiple theories, such as New Literacy Studies, sociocultural theory, and transactional theory. Given such influences, the purpose of this study is to gain an understanding of how the PrOCALL approach to ESL reading instruction facilitates East
Asian students’ cross-cultural transition from their EFL classroom culture to the current ESL counterpart. To do this, the study will examine East Asian students’ experiences in their previous EFL classroom context, the influence of these experiences on their ESL learning in their US university intensive ESL program, and their response to PrOCALL.

**Research Questions**

The research questions that guide this study are as follows:

1. In the EFL environment of their home countries, what were East Asian students’ prior language learning experiences with respect to:
   a) English reading instruction?
   b) Classroom interaction?
   c) Engagement in reading?

2. Early in their exposure to a PrOCALL approach in a US university ESL environment, how do these prior language learning experiences influence East Asian students with respect to:
   a) Response to instruction?
   b) Classroom interaction?
   c) Engagement in reading?

3. At the end of their exposure to a PrOCALL approach, how has the PrOCALL approach influenced East Asian students with respect to:
   a) Response to instruction?
   b) Classroom interaction?
   c) Engagement in reading?
To guide the discussion of these research questions and the resulting implications, I will define several key terms. For the purposes of this study, “response to instruction” refers to student response to a particular pedagogical approach and class activities. In this study, the focal approach was PrOCALL and, more specifically, the PrOCALL-inspired cultural project and related activities. I aimed to understand the participants’ response to the project and the activities that I utilized in this study. “Classroom interaction” in this study refers to formal and informal interactions among teachers and students associated with classroom activities (Cazden, 2001; Gay, 2010; Vygotsky, 1986). Classroom interaction is divided into two categories: teacher-student interaction and student-student interaction. In this study, I aimed to understand the impact of PrOCALL on the participants’ previous patterns of interaction acquired in their previous EFL classroom. Here, “engagement in reading” refers to student exhibits of intrinsic motivation (Wigfield & Guthrie, 1997; Guthrie, 2001): engaged readers enjoy reading for its own sake and their focus is on meaning. They also like to share ideas and interpretations from reading. In this study, I aimed to understand the influence of PrOCALL on the participants’ previous English reading orientations acquired in their prior EFL classroom.

**Theoretical Frameworks**

This research study is primarily grounded in a sociocultural theory of human development and learning. The basic assumption that guides this study is that language and literacy users construct and interpret the meaning of language within normal and continuous social interactions (Vygotsky, 1978; Heath, 1983; Perez, 2004; Wells, 1986). Previous
studies have demonstrated that a language teaching method, PrOCALL, creates socio-
collaborative learning environments in the classroom by using a computer as a mediator for
learning (Debski, 2000a, 2000b; Smith 2000). This aspect of PrOCALL aligns with the
sociocultural perspectives of learning through interactions with the help of a mediator.
Therefore, the PrOCALL classroom in this study becomes a created sociocultural setting, and
PrOCALL becomes a primary mediator for helping ESL students learn a new system of the
target classroom culture, as well as the target language.

New Literacy Studies

While traditional studies of literacy consider it to be the ability of reading and writing
as cognitive processes, and so are focused on print literacies (Gee, 1990; Heath, 1983), New
Literacy Studies (NLS) treats literacy as a sociocultural phenomenon. As Gee (2010)
stressed:

It [NLS] argued that literacy was not primarily a mental phenomenon, but
rather a sociocultural one. Literacy was a social and cultural achievement – it
was about ways of participating in social and cultural groups – not just a
mental achievement. Thus, literacy needed to be understood and studied in its
full range of contexts – not just cognitive but social, cultural, historical, and
institutional, as well. (p. 10)

New Literacy Studies includes expanded forms of literacy beyond print literacy
made by use of digital technologies (Kress, 2003; Lankshear and Knobel, 2003). For
example, digital texts created by advanced digital technology (Lewis and Fabos, 2005) and
the semiotics of online media such as those in online games – the “images, sounds, gestures,
movements, graphs, diagrams, equations, objects, even people” (Gee, 2003, p. 17) – are
understood as new forms of literacy. Online activities on the internet, such as blogging, emailing, participating in online discussion, online chatting, online searches, reading, writing and commenting, and evaluating online materials (Black, 2008; Gee, 2007; Jenkins, 2006; Lankshear & Knobel, 2006) are some of the new forms of literacy recognized by New Literacy Studies.

Rapidly advancing technology enables young people to be involved in online literacy practices with a sense of their distinct purpose and agency (New London Group, 1996, 2000). With a mobile phone, mp3 player, iPad, or laptop computer in their hands, young generations in contemporary society spend much of their time in chat rooms, playing online games, and using webpages, blogs, text messaging, instant messaging, and e-mail as non-traditional forms of reading and writing. Learners use computers to communicate with their friends, to produce their own materials, and to engage in social interactions. Therefore, researchers have studied the effects of online literacy activities on learners’ literacy development (Black, 2005; Fukunaga, 2006; Moje, Ciechanowski, Kramer, Ellis, Carrillo, & Collazo, 2004; Williams, 2005) and demonstrated that this age-related factor, living in the world of information and technology, impacted learners’ literacy skills improvement as well as literacy practices online.

Research provides evidence for the positive effects of online literacy activities on learners’ literacy development. For example, Fukunaga (2006) proved that repetitive watching of *anime* allowed students of Japanese as a Foreign Language (JFL) to learn the Japanese language with multiple advantages; participants demonstrated their much-improved knowledge not only in “word recognition, listening and pronunciation, and awareness of
various Japanese linguistic features (p. 213),” but also in the Japanese cultural aspects of “nonverbal gestures, mannerisms, social settings and rules, families, meals, and homes (p. 215).” The most significant advantage that anime offered to participants was the contextual and multiple meanings of text so they could learn the target language within the very culture. Black (2005) exemplified in his study of the highly networked interface of fanfiction.net how this digital space of fanfiction offers ESL learners’ multiple means of access to the many literacy-related resources of the fan writing community. In this online space, users were able to incorporate linguistic forms, as well as visual, audio, gestural, and spatial forms and patterns in their digital composition. This allowed ESL learners to augment their vocabulary knowledge for the sake of other modes of expression, such as images and sound. On this fanfiction site, ESL learners could also draw on personal, academic, and community resources throughout their multimodal, intertextual, and hybrid writing activities. The site, as an extended arena, encouraged ESL learners to express their own thoughts and ideas and communicate with others in the target language.

New Literacy Studies provides a theoretical framework for the PrOCALL approach in which students interact on the internet and with each other to search information and to collect and evaluate materials from the internet. Participant response to the web-based reading activities in this study will provide insights into the benefits of PrOCALL in mediating students’ cross-cultural transition from a classroom cultural environment that valued conformity and silence to one that, instead, encourages independent expression and voice.
**Sociocultural Theory**

Aspects of second language learning in this study are explored based on the sociocultural theory developed by the Russian psychologist and psycholinguist Lev S. Vygotsky and his colleagues.

Vygotsky (1978, 1986) posited that human beings are cognitively developed through social interactions and the internalization of their culture within specific social and cultural contexts. Individuals continuously develop their thoughts and behavior through social interactions. According to this theory, culture, and the use of psychological tools to interact with others within a culture, is a crucial part of human development. Humans have the ability to develop and utilize psychological tools, such as language, literacy, and other signs, for their own goal-oriented activities and cognition. Language as a critical tool lends itself to human communication and knowledge learning as one of the most powerful psychological tools for cognitive development.

Human development involves mediation as the ‘instrument of cognitive change’ (Donato & McCormick, 1994, p. 456); human cognitive and material activities are mediated by symbolic artifacts as well as by material artifacts. Mediation, as put forward by sociocultural theory, asserts that humans by no means directly act on the world; instead, their cognitive and material activities are mediated by auxiliary devices, including symbolic artifacts (such as languages, literacy, and concepts) and material artifacts (i.e., physical tools) (Vygotsky, 1978). While material artifacts mediating human interactions with the world of objects are “externally oriented,” serving to change objects in the physical world, symbolic tools are “internally oriented,” serving to deal with subjects in human psychological processes (p. 55). Humans’ higher forms of mental activity, in particular, are always
mediated by symbolic artifacts/means. In the classroom, mediation certainly takes a variety of different forms to boost learners’ knowledge acquisition. There is, for example, “the textbook, visual material, classroom discourse patterns, opportunities for second language interaction, types of direct instruction, or various kinds of teacher assistance” (Donato & McCormick, 1994, p. 456).

One important aspect of human cognitive development is the ability to regulate mental activity attributed to the ‘internalization’ of culturally constructed psychological tools. Vygotsky (1978) underscores that language acquisition can boost internalization of specific patterns of social and cultural contexts, explaining that:

The acquisition of language can provide a paradigm for the entire problem of the relation between learning and development. Language arises initially as a means of communication between the child and the people in his environment. Only subsequently, upon conversion to internal speech, does it come to organize the child’s thought, that is, become an internal mental function. (p. 89)

This illustrates that language becomes a tool to transform external experiences into internal processes so that humans can reach their own interpretations and construct individual perceptions of their surroundings. In this process, language skills and school instruction play crucial roles in providing learners with opportunities not only to extend their knowledge, but also to develop their critical thinking skills.

In the situated sociocultural context of the classroom, dynamic interaction fosters second language learning (Ellis, 1999; Long, 1981, 1983; Pica, 1994). Interaction in the target language boosts second language acquisition (Long, 1983) inasmuch as learners negotiate their intended meaning during the interaction (Long, 1981, 1983; Varonis & Gass,
1985a, 1985b; Pica, 1994) by continuously challenging parts of their conversation that still need to be understood among them. In negotiation of meaning, learners are likely to trigger modification and restructure of their speech so as to avoid communication breakdown. They repeat a message, change words in the message, or linguistically reformulate the message using modified discourse and grammar in an attempt to convey their intended meaning. Negotiation of meaning allows interlocutors to continue their conversation, responding to one another.

Sociocultural theory enables us to understand that East Asian students in US university intensive English programs are caught between two socially and culturally conflicting situations (Lian & Mohan, 2003; Liu, 2002; Miller, 2003; Yoon, 2008), that of their previous EFL context and that of their current ESL context. Sociocultural theory provides a lens through which to examine how learners experience the transitions to the current American classroom culture. It also provides a lens through which to understand how the PrOCALL approach can create a socio-collaborative environment that facilitates those transitions.

I ground my study in Vygotsky’s sociocultural theory because of my interest in understanding university intensive ESL students’ language learning within the cultural context of a transition from their previous to their current classroom norms and practices and the varying psychological tools inherent to both.

**Transactional Theory**

Here I introduce the transactional theory of literacy to describe the relevance of sociocultural theory to communicative approaches to language and literacy teaching. Insofar
as it understands a reader’s meaning-making to take place within a particular personal, social, and cultural context, it can be viewed to take up the sociocultural understanding of human development as described by Vygotsky.

Rosenblatt’s (1978, 2005) transactional theory appropriates the concept of transaction as an analytic tool for understanding the relationships between a text and a reader. In this theory, reading is a special event that takes place within a particular personal, social, and cultural context, involving a specific reader, a specific text, and a specific time and place. A reader is “someone whose past experience enables him or her to make meaning in collaboration with a text” (2005, p. x), by personally engaging in a reciprocal relationship with it. Meaning, whether aesthetic or nonaesthetic/efferent (as described in the subsequent section below), is by all means constructed “during the interplay between particular signs and a particular reader at a particular time and place” (p. x) by bringing her/his own past experiences, her/his current thoughts and feelings, and her/his own personality to the text. All of the elements involved in the reading event are “aspects of a total situation, each conditioned by and conditioning the other” (1978, p. 17). A reader experiences a “complex, nonlinear, recursive, self-correcting transaction” (2005, p. 9) when responding to the signs of a text.

**Efferent and aesthetic reading**

Seeing that transaction theory assumes a reader’s different attention to the relationships between her/himself and a text, two types of reading, efferent/nonaesthetic and aesthetic, are supposed.
Reading is efferent when a reader focuses attention more on the denotative, intellectual experiences with the text; the reader focuses her/his attention primarily on “what will remain as the residue after the reading – the information to be acquired, the logical solution to a problem, the actions to be carried out” (1978, p. 23). Something extracted from the reading becomes meaning to a reader as a result of “abstracting out and analytically structuring the ideas, information, directions, or conclusions to be retained, used, or acted on after the reading event” (2005, p. 11).

Conversely, reading is aesthetic when a reader is more involved in the connotative, affective process of meaning making; the reader interprets the meanings of “the images or concepts or assertions that the words in the text point to,” focusing her/his attention on the “associations, feelings, attitudes, and ideas that these words and their referents arouse within him” (1978, p. 25). Aesthetic reading results from the reader’s lived-through relationship with a particular text as her/his own special experiences. Meaning-making is transferred from an author to a reader of a text depending on the reader’s stance.

**Stance guiding a choosing activity**

Stance as an activity of choice refers to two types of reading events. In a specific reading event, a reader selects the efferent stance or the aesthetic stance. These two extremes of the efferent and the aesthetic stances are a continuum, a “series of gradations” (1978, p. 35), shown in Figure 1 below.
The series of gradations between aesthetic and efferent readings are attributed to a reader’s own reading event, her/his stance towards a reading, and her/his activities regarding the text. At the extreme efferent end of the spectrum, the reader engages in “what the symbols designate, what they may be contributing to the end result that he seeks – the information, the concepts, the guides to action, that will be left with him when the reading is over” (1978, p. 27). At the aesthetic end of the spectrum, however, the reader certainly pays more attention to what s/he is living through, real experiences from the transaction with the text.

Transactional theory aligns with sociocultural theory. When transacting with a text, learners recursively construct their own meaning by bringing into the text their own specific experiences and knowledge within their social and cultural context. The way of meaning-making is specific to the social context in which learners grew up. In this respect, I chose this
theory as an analytic tool to discover ESL students’ previous English reading practices and experiences from their countries of origin and to examine their engagement in reading in the PrOCALL context. As does the sociocultural perspective, transactional theory supports this PrOCALL-based study in that it provides a framework to explore target learners’ transitions in meaning-making in the target language. Grounded in transactional theory within a sociocultural framework, the cross-cultural conflicts students encounter in the process of moving from their former EFL classroom context to their current university ESL counterpart can be understood as differentially and socially constructed ways of transacting with text. Acculturation to the US university ESL classroom culture requires reconditioning those transactions in a scaffolded context. The scaffolded context I provide for the learners in this study utilizes PrOCALL.

**Significance of the Study**

Answers to the research questions that guide this study will enhance our understandings about how best to meet the needs of East Asian learners in intensive English programs in US universities.

First, in relation to research question 1, *In the EFL environment of their home countries, what were East Asian students’ prior language learning experiences with respect to a) English reading instruction; b) classroom interaction; c) engagement in reading?*, an understanding of East Asian students’ previous EFL classroom experiences will help ESL instructors understand these learners’ backgrounds in terms of larger cultural contexts and practices, and, more specifically, what English language learning experiences they bring with them to the ESL classroom. Second, in regard to research question 2, *Early in their exposure
to a PrOCALL approach in a US university ESL environment, how do these prior language learning experiences influence East Asian students with respect to a) response to instruction; b) classroom interaction; c) engagement in reading?, an understanding of the influence of these experiences on their current learning will provide ESL instructors with insight into in what ways the previous English learning experiences influence their students’ ESL learning, how the students react to the conflicting classroom cultural context, and how the instructors can possibly approach this issue within their language teaching method and curricula. The answers to research question 2 will also provide insight into the importance of peer interactions in the ESL classroom context, as opposed to no interactions in the EFL counterpart. Third, with regard to research question 3, At the end of their exposure to a PrOCALL approach, how has the PrOCALL approach influenced East Asian students with respect to a) response to instruction; b) classroom interaction; c) engagement in reading?, an understanding of the target students’ response to the PrOCALL approach will provide ESL instructors with clues about how they can possibly develop their own curricula in terms of language teaching and class activities. My use of PrOCALL to facilitate learners’ cross-cultural transition is expected to provide empirical evidence that teacher’s instructional method can ease ESL students’ transition to the mainstream classroom culture.

The information gained in this study is anticipated to be highly beneficial to society, both locally and nationally, by providing valuable insight into the cross-cultural transitions that East Asian students make in university intensive English programs in the United States (US). On a national scale, it is important to have this understanding in view of the fact that higher education institutions in the US are experiencing an unprecedented growing number
of East Asian students, more specifically Chinese students, every year. The following anecdote illustrates the current trend:

… Yisu Fan… chose to attend college more than 7,000 miles from home, because “the Americans, their education is very good.” That opinion is widely shared in China, which is part of the reason the number of Chinese undergraduates in the United States has tripled in just three years, to 40,000, making them the largest group of foreign students at American colleges. While other countries, like South Korea and India, have for many years sent high numbers of undergraduates to the United States, it’s the sudden and startling uptick in applicants from China that has caused a stir at universities – many of them big, public institutions with special English-language programs – that are particularly welcoming toward international students. (The China Conundrum, retrieved from http://www.nytimes.com/2011/11/06/education/edlife/the-china-conundrum.html?_r=3&emc=eta1).

On a more local level, the information gained through this study will benefit instructors who work with East Asian students inasmuch as it examines how a technology-mediated language teaching approach, PrOCELL, can facilitate cultural transitions. In particular, higher education institutions that have experienced dramatic growth in international enrollment, with an ever-increasing proportion coming from China, will be able to envision steps and strategies that might help develop transition programs for international students.

Summary

This research study brings students from East Asian countries to the forefront by examining their experiences in their previous EFL classroom contexts, the influence of these
experiences on classroom learning in their US university ESL program, and their response to a technology-mediated language teaching approach, PrOCALL. The inspiration for this study is rooted in my own classroom experiences with East Asian students and my awareness of these students’ specific cultural patterns in classroom participation and their conflicts with US university classroom norms. The study investigates how the PrOCALL approach I utilized facilitates East Asian students’ cross-cultural transitions to the communication-driven university ESL classroom culture that is unique and distinct from their own.

Chapter 2 provides a literature review related to the components of the ESL reading classroom utilized in this study: ESL students’ background and their cultural conflicts, language teaching theories, and PrOCALL. I first explain the Confucian values that are central to the sociocultural background of the students from East Asian countries and that influence classroom culture in the East Asian setting. I then review the participants’ cultural discontinuity in the ESL classroom setting, language teaching theories, and the previous PrOCALL studies.

In Chapter 3, I detail the methodological approach and the methods for data collection and analysis. Because this study is primarily qualitative, I present my findings through interpretive case studies informed by examination of survey, interview and observation data.

I present these case studies in Chapter 4. A narrative of each focal participant is provided that showcases his/her previous experiences in the EFL classroom and describes individual experiences with PrOCALL instruction. Specifically, I craft these case studies to address the guiding research questions; that is, I attend to the influence of the PrOCALL
approach on the students’ cross-cultural transitions in relation to their response to this approach, their classroom interaction, and their engagement in reading.

Chapter 5 provides an overview discussion of the four case studies. This discussion is organized to explicitly correspond to the research questions with respect to participants’ response to the instructional approach, classroom interaction, and engagement in reading. The chapter also addresses implications for practice, and offers suggestions for future work based on the findings of this study.
CHAPTER 2. LITERATURE REVIEW

I begin the review of literature relevant to my study by describing Confucian values as integral to my East Asian participants’ previous English as a foreign language (EFL) context. This provides readers with a general understanding of the values and impacts of Confucianist definitions of human relationships on educational environments. I address how shared Confucian values among East Asian countries influence teacher-student roles and the overall classroom culture. Next, I review the target students’ cultural discontinuity in the ESL classroom setting, as they experience a multitude of transitions in the ESL learning environment. More specifically, I focus on the phenomena of conflicting classroom norms and practices that contribute to the struggles of the participants. The discussion of cultural discontinuity is followed by a review of language teaching theories. This part of the review demonstrates how language teaching theories have changed from emphasizing teacher-centered contexts in which the student’s expected role is one of silence and invisibility to, instead, student-centered learning contexts. These student-centered learning contexts are characterized by greater interaction and communication, by student voice and visibility, and, in this way, are at odds with the Confucian values central to the classroom cultural background of East Asian students. Finally, I review the project-oriented computer assisted language learning (PrOCALL) approach.

Following this broad review of the related literature, I discuss how the PrOCALL approach can, in an intensive university ESL program, invite East Asian students to participate in communication-driven American classroom culture. This approach becomes a tool to explore how this population of students can make the cross-cultural journey in moving
from silence to voice and how, in letting their voices be heard, they may become comfortable, visible learners and readers.

**Confucian Values in the EFL Context**

A distinct aspect of my study, by design, is that all of my participants come from East Asian countries. Knowing what values these students share because of their countries of origin provides readers with a basic understanding of participants’ typical classroom behaviors in a US university setting. From my own learning and teaching experiences, common behaviors include avoidance of eye contact, frequent silence, lack of involvement in open discussion, little reaction to open questions, and avoidance of risk-taking, leadership, and responsibility.

Most Asian societies consist of a wide range of ethnic groups, languages, cultures, and religions (Lee, 2000; Cummings, 1988; Langguth, 2003). Despite these differences, literature has demonstrated that East Asian countries are similar in that their foundational values lie in Confucianism (Hyun, 2001; Fetzer and Soper, 2007; Born, 2009; Nisbett, 2003). Confucian values as a moral system emphasize virtue, benevolence, human-heartedness, and the leader as role model. The collectivistic orientation of Confucian values, such as “strong leadership, respect for cooperation and hard work, commitment to education, and family-oriented human relations” (Lee, 2000, p. 2) has been the impetus, some argue, for the unprecedented economic development of these societies.

Influenced by Confucianism in China, East Asian countries consider education to be the most important method for an individual to obtain social mobility and sociopolitical privilege. Confucian values of respect for “learning and academic achievement” (Huang and
Gladney, 2011, para. 8) are often a crucial motivating element in East Asian students’ educational achievements (Cummings, 1996). Consequently, the emphasis on the importance of education in Confucian ethics puts teachers and scholars within the prominent class of an “academic background-oriented” society (p. 5).

In Confucian values, thinking is held in high regard rather than speaking; the more an individual is educated, the more s/he tends to be silent. According to Confucius,

The gentleman seeks neither a full belly nor a comfortable home. He is quick in action but cautious in speech. He goes to men possessed of the Way to have himself put right. Such a man can be described as eager to learn (de Bettignies and Tan, 2007, p. 19).

This excerpt indicates that, to be a virtuous person, an individual should be prudent in speaking (hence, do more thinking than speaking) and be enthusiastic about education. The following excerpt also reinforces the idea that Confucian values do not facilitate dynamic communication or debate but emphasize harmony through contemplation:

A young man “should be a good son at home and an obedient young man abroad, sparing of speech but trustworthy in what he says, …” (de Bettignies and Tan, 2007, p. 20).

Social harmony is also pursued in Confucian values through hierarchical relationships: (i) Ruler-Subject; (ii) Father-Son; (iii) Elder Brother-Younger Brother; (iv) Husband-Wife; and (v) Among Friends (de Bettignies & Tan, 2007, p. 20; Deverge, 1983; Nisbett, 2003). As Nisbett (2003) points out below, the elaboration of the relationships and different roles are central to Confucian values:
The chief moral system of China – Confucianism – was essentially an elaboration of the obligations that obtained between emperor and subject, parent and child, husband and wife, older brother and younger brother, and between friend and friend. (p. 6)

In these hierarchical relationships, with the exception of “among friends,” all relationships are vertical in essence as superior-subordinate natural relationships. Confucian ethics not only specify appropriate behaviors between these five relations, but also underscore the appropriate roles and responsibilities within each relationship in order to build social order.

The relationships defined by Confucian values are also displayed in educational institutions. Consequently, teachers’ behavioral expectations of students in the classroom correspond to the relationships between the head of a family and the other family members in which the members show their respect and obedience to the head of the family in return for his benevolence. In educational environments, teachers are figures that deserve the utmost respect and deference. They treat students with care and legitimate authority (Deverge, 1983). As Lee (2001) argues:

Students usually obey and respect their teachers, whereas teachers generally deal with their students leniently. In fact, teachers commonly control their students with both legitimated authority and Confucian ethical values that are somewhat analogous to those between parents and offspring. Students believe that they are indebted to their teachers for the benefits bestowed just as daughters and sons are indebted to their parents. (p. 8)

It is salient from this excerpt that, according to Confucian values, students should be dependent on and obedient to their teacher. In this hierarchical relationship, education and communication flow from the teacher to the students, not vice versa. Teacher-centered direct
instruction is dominant in the Confucian values-based classroom cultural context. This is at odds, however, with the historical development towards student-centered teaching and learning in the West (Boykin, Tyler, & Miller, 2005; Johnson, 1982).

**Cultural Discontinuity in Transition to Western Classroom Culture**

The transitioning of East Asian students to Western school norms and practices brings about inevitable disconnections from the Confucian values-based school culture, resulting in what scholars refer to as “cultural discontinuity.”

Cultural discontinuity – also referred to as cultural dissonance (Ladson-Billings, 1995), cultural conflict (Vega, Khoury, Zimmerman, Gil, & Warheit, 1995), or cultural misalignment (Boykin, Tyler, and Miller, 2005) – assumes that culture-based different communication styles among diverse ethnic groups in school result in misunderstandings and conflicts for ethnic minority groups (Ogbu, 1982). As is conceptually defined by Tyler, Uqdah, Dillihunt, Beatty-Hazelbaker, Conner, Gadson, Henchy, Hughes, Mulder, Owens, Roan-Belle, Smith, & Stevens (2008), cultural discontinuity is:

A school-based behavioral process where the cultural value-based learning preferences and practices of many ethnic minority students – those typically originating from home or parental socialization activities – are discontinued at school; the difference between ethnic minority students’ reports of their cultural value-based behaviors exhibited at home and those exhibited at school (p. 281)

While all students are expected to learn classroom practices and norms at school (Mehan, 1998) as a way of ‘socialization’ (Boykin et al., 2005; Johnson, 1982), students coming from home cultures incongruent to that of the US white middle class face a dramatic
transition as they work to accept the standardized school culture (Ogbu, 1982), often having to abandon their own native cultural norms. As Gay (2010) put it:

 Most teachers… expect all students to behave according to the school’s cultural standards of normality… Rather than build on what the students have in order to make their learning easier and better, the teachers want to correct and compensate for their “cultural deprivations.” (pp. 48-9)

 In the mainstream classroom, multiple cultural values are unacceptable for instructional practices; the cultural value-based behaviors and practices that ethnic minority students bring to school classrooms are discontinued because of mainstream values and associated practices (Boykin et al., 2005; Franzak, 2006; Gay, 2010; Gee 1996; Johnson, 1982; Ladson-Billings, 1995; Parsons, 2003; Sue & Sue, 2003; Tyler et al., 2006). For example, Leona, a 7 year-old African-American girl (Gee, 1996), demonstrated her culturally inherited ways of indirect sense making by describing a story using a social language more for ‘poetic practices’ than ‘high literature’ (p. 118). This was much less acceptable in the mainstream cultural setting of school than direct, explicit and coherent reasoning.

 In this way, observance and display of mainstream cultural values are deemed appropriate while ethnic minority students face conflicts and struggles in schooling that are attributed to different culture norms. It has been argued that this cultural discontinuity in schooling can lead non-native English speaking students to different quality of instruction and interaction, as well as different access to resources, widening the achievement gap between mainstream native students and ethnic minority students (Callahan, 2005; Carbonaro & Gamoran, 2002; Gandara, 1995; Gandara and Rumberger, 2002; Oakes, 2005; Rubin, 2003; Yonezawa, Wells, & Serna, 2002). While the literature indicates that ESL learners’
lack of academic English language proficiency increases the academic achievement gaps between native and non-native students (Franzak, 2006; Gandara and Rumberger, 2002; Zwiers, 2006), native teachers’ misunderstanding of the ESL learners’ previous classroom participation patterns and their class work (Franzak, 2006; Oakes, 2005; Gee, 1996) often causes wrong judgment of students’ capabilities in light of mainstream culture standards.

Given the socialization of their cultural values in the context of their home countries (Vygotsky, 1978; Tharp, 1989), East Asian students often seem quite alien upon arrival in the mainstream university ESL classroom. In schooling, their own culture – represented by values, traditions and beliefs (Parsons, 2003; Solano-Flores & Nelson-Barber, 2001) – is overshadowed by the target culture. With the role of classroom as a specific institutional setting, it is acknowledged that students are forced to abide by the sanctioned learning behaviors in the mainstream culture (Boykin et al., 1982). For example, dynamic and active interaction with classroom teachers and peers has been salient in Western culture while, in East Asian culture, harmony through thinking and hierarchical relationships is sought.

The discontinuity of ethnic minority students’ cultural values-based practices results from the negotiation between the two cultural norms, with those students coming to observe, in order to meet standards for behaviors and performance, mainstream standards that are not reflective of their own. Cultural discontinuity represented by East Asian students in American college classrooms is caused by their transition from Confucian values, such as collectivism and harmony, to the favored Western cultural values of individualism and competition (Boykin et al., 2005; Triandis & Gelfand, 1998; Sue & Sue, 2003; Tyler et al., 2006).
Language Teaching Theories

The study of teaching English as a second language had long been characterized by a search for and adherence to a single, correct method. As a result, different direct instruction methods (that is, explicit teaching by a teacher) have been proposed, such as the grammar-translation method, the direct method, and the audio-lingual method (Brown, 2001a; Diane Larsen-Freeman, 2008; Richards & Rodgers, 2001). For the two basic types of language performance, production (speaking, writing) and reception (reading, listening), this search for the single, correct method often relegated each skill to a separate and isolated area in program curricula and assigned specific roles to the language teacher regarding its explicit instruction.

Unprecedented changes in perspectives and practices in second language teaching came about in the 1970s when the term ‘communicative competence’ (Hymes, 1971; Savignon, 1972) was proposed. Contrary to a specific emphasis on the importance of either L2 (second language) input (Krashen, 1980, 1982, 1985; Long, 1981, 1983) or L2 output (Swain, 1985) for the successful acquisition of L2 forms and structures, these changes highlighted, instead, the importance of authentic, holistic, language use in meaningful contexts. ‘Sociocultural competence’ was viewed to be one construct through which an individual’s communicative competence could be understood and evaluated (Canale & Swain, 1980; Canale, 1983; Celce-Murcia, Dornyei, & Thurrell, 1995). This construct included awareness of the cultural situatedness of a communicative event (Celce-Murcia et al., 1995).
Since the early 1970s, in the United States and in other Western settings, these developments in language teaching approaches have caused practitioners to seek to develop a more holistic approach (Strevens, 1977) in which classroom tasks and activities are ‘consonant with what we know about second language acquisition’ (Nunan, 1991, p. 228). Different language skill areas are now construed as being inherently interconnected: production and reception are “two sides of the same coin” (Brown, 2001a, p. 234) and language instruction should reflect this inter-relationship. For example, a reading activity in a reading class is best preceded by speaking and listening activities as pre-reading activities and followed by writing activities such as paraphrasing, summarizing, and outlining. Consequently, it is recognized that an “integrated approach” (Celce-Murcia, 2001, p. 9) to language learning can reinforce different language skills in one skill area class.

This change from the more traditional four skills classroom to CLT-based integrated classroom causes a major shift in the roles of teacher and students (Brown, 2001a; Nunan, 1999; Savignon, 1991; Savignon, 2001; Cook, 2001; Richards & Rodgers, 2001). In a traditional teacher-centered classroom, more typical of direct single-skill instruction, learning takes place dependent on a more knowledgeable teacher who provides instruction mainly in front of the learners. The teacher is a transmitter of knowledge and the students are “passive recipients” (Nunan, 1999, p. 7) of the knowledge from the teacher. By contrast, in the learner-centered CLT classroom, learners are actively involved; learning primarily takes place through interaction and discussion among the learners themselves while the teacher facilitates and guides student learning.
In recent years, various instructional models have lent themselves to the integration of language skills in a CLT approach: learner-centered instruction, cooperative and collaborative learning, interactive learning, content-based instruction, and task-based instruction (Brown, 2001a, pp. 46-51). In learner-centered instruction, students are actively involved in the learning process with the teacher as a guide and a facilitator. In cooperative and collaborative learning, students work in pairs and groups. In interactive learning, students learn by engaging in communicative activities with genuine interactions. In content-based instruction, the target language is acquired through meaningful content learning of topics that are of real interest to the learners. Finally, in task-based instruction, students are given tasks that require them to use the target language for genuine communication. To implement the tasks, the learners have to “use their own resources to achieve a communicative goal with other people, thus bringing communication directly into the classroom” (Cook, 2001, p. 213).

These current language teaching approaches constitute a contrast with Confucian values-oriented classroom culture. In CLT, learners become the center of their learning, becoming active participants with oral communication and collaboration with peers. Conversely, in the Confucian classroom cultural context, the teacher is an authoritarian figure and a leader of student learning. Students passively receive knowledge from the teacher. This illustrates how students from East Asian countries bring specific educational experiences from the EFL context of their home countries that will conflict, or be discontinuous, with the communicative and collaborative expectations of the American ESL classroom.
Project-Oriented CALL

A project-oriented computer assisted language learning (PrOCALL) approach is the focal instructional method that frames my research study. PrOCALL, as understood in this study, is a combination of second language learning, computer-assisted language learning (CALL), and project-based learning (PBL) approaches for language instruction: this technology-mediated approach aims at enhancing ESL students’ English proficiency and cultural awareness in their transition to the US university ESL classroom culture through the implementation of a project that requires students’ autonomous and interactive participation.

The PrOCALL approach came about as an innovative feature of project-based learning (Debski, 2000). As described above, historically, in second/foreign language learning, the primary issue became how both learners and instructors could create mutually engaging environments with increased interaction in order to learn a new language in a more natural, integrated setting. Project-based learning was introduced as an approach for integrating project work into content-based instruction (Kilpatrick, 1918; Stoller, 1997). Innovators argued that providing students with a project in the school setting not only facilitates learners’ active involvement and higher order thinking skills for both language and content learning, but also offers learner autonomy in selecting their group topic and planning their work process (Stoller, 1997; Wrigley, 1998). Stoller (1997, pp. 4-5) summarized characteristics of project-based learning as follows:

(1) Project work focuses on content learning rather than on specific language targets. Real world subject matter and topics of interest to students can become central to projects.
(2) Project work is student-centered, though the teacher plays a major role in
offering support and guidance throughout the process.

(3) Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.

(4) Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.

(5) Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but also in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.

(6) Project work is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students’ language skills, content learning, and cognitive abilities.

Project-based learning began to incorporate internet-based tasks into the project concept in the language classroom. This built the foundation of PrOCALL (Barson, Frommer, and Schwartz, 1993), in which advanced technological skills, such as electronic mailing in a ‘computer-networking project’ (Barson et al., 1993), were utilized for the purpose of language learning. In this internet-based activity, students become infotectives (McKenzie, 1994): an infotective is “a student thinker capable of asking great questions about data (with analysis) in order to convert the data into information (data organized so as to reveal patterns and relationships) and eventually into insight (information which may suggest action or strategy of some kind). An infotective solves information puzzles and riddles using all kinds of clues and new technologies” (para. 3).

PrOCALL has been implemented to create socio-collaborative language learning environments (Jean-Ellis, Debski, and Wigglesworth, 2005; Kumamoto-Healey, 2000; McDonough and Sunitham, 2009; Smith, 2000; Toyota, 2000) in the classroom where use of
the computer allows learners to have access to or create target cultural settings during the fulfillment of their group project in the target language: while working on their project about the target culture, learners create a socio-collaborative context through interaction and collaboration with peers (Debski, 2000a, 2000b; Omaggio-Hadley, 2001; Smith, 2000). This approach has created authentic sociocultural contexts in the classroom related to real life, facilitated learners’ active involvement, and offered learner autonomy for their group work (Stoller, 1997; Wrigley, 1998). It has also enhanced student-teacher interaction inasmuch as students needed to solve their problems about technological skills, the target language and culture, and the content (Lewis & Atzert, 2000; Toyoda, 2001; Jean-Ellis et al., 2005).

PrOCALL seeks to enhance learners’ awareness of the target culture through project work in the target language using technology, more specifically computers. This approach has particular advantages when it comes to teaching reading and generating cultural awareness. I review these advantages below.

**Web-Based Reading in PrOCALL**

Advocates of web-based reading point to how the proliferation of text on the World Wide Web provides learners with easy access to authentic and diverse materials to read in the target language (Asaolu, 2006; Busch, 2003; Andrews, 2000; Gaspar, 1998; Johnson and Heffernan, 2006; Lee, 1998; Luck, 2008; Sinyor, 1998; Warschauer, 1999). Access to authentic materials is important in language learning. As Johnson and Heffernan (2006) point out:

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1 A media system of extensively interlinked hypertext documents
When L2 learners are able to understand authentic materials, their confidence is boosted and their desire to continue studying English is prolonged. Conversely, when students are left feeling confused after exposure to authentic materials, their confidence and desire to study diminishes. (p. 74)

Studies have proved that reading online affects learners’ reading disposition in different ways compared to paper-based reading. First, due to representations of text together with pictures, audio/video, colors, and hypermedia functions, learners are likely to be more engaged in their reading online (Abuseileek, 2008; Chun, 2001; Chun & Plass, 1996; Cobb and Stevens, 1996; Ercetin, 2003; Gaspar, 1998; Lin & Chen, 2007; Liu, 2004; Murphy, 2007; Ridder, 2002; Yanguas, 2009). Learners interact with the diversity of internet text in the process of a data search (Kong, 2009; Morrision, 2002; Murphy, 2007; Omaggio, 2001; Sinyor, 1998). Moreover, learners collaborate more immediately and actively with peers to cognitively comprehend their readings (Osuna & Meskill, 1998; Kramsch, A’Ness, & Lam, 2000). This collaboration results in not only learners’ improvement in reading skills but also participation and motivation in class. In this regard, Luck’s (2008) study on pedagogically guided web-based reading activities provides an example, in which the treatment group that participated in both paper-based texts and web-based texts outperformed the control group in skimming and scanning skills, as well as in participation and motivation. As the author pointed out:

Features such as access to texts in the target language, authenticity, multiple resources, enhanced feedback, learning beyond a linearly structured educational setting, interdependence and responsibility, working as a researcher, a positive attitude to modern technology, and the wide variety of texts available in fields that reflected students’ interests influenced their reading skills in a positive way and also their participation and motivation. (p. 317)
This claim that web-based reading results in significant improvement in learners’ skimming and scanning has been supported by many studies (Elliot, 2005; Luck, 2008; Morkes and Nielsen, 1997; Nielsen, 2000; Verhoeven & Snow, 2001).

**Cultural Awareness in PrOCALL**

As mentioned earlier, PrOCALL seeks to enhance learners’ awareness of the target culture through project work. Studies have shown that learners’ cultural awareness has been increased by the implementation of multiple types of projects.

Webpage creation has been administered as a group project in single PrOCALL classes (Jean-Ellis et al., 2005; Lewis & Atzert, 2000) and in combined types of classes (Kumamoto-Healey, 2000; Toyoda, 2000). For example, in Kumamoto-Healey’s (2000) project-based session with the goal of developing a group webpage on the Japanese culture and Toyoda’s (2000) webpage creation project in a Japanese course, participants collected materials related to their own chosen topics and interacted with native students on the internet through activities such as email exchange. In the undergraduate elective course “French and francophone cultures” (Jean-Ellis et al., 2005, p. 124), students interacted with the target culture and native speakers to collect data on a topic and create a group webpage in French. According to the authors, they displayed increased interest in the target culture.

Studies on learners’ cultural awareness in PrOCALL have also indicated that cultural activities in project implementation bring about some other positive effects at the same time they enhance learners’ cultural awareness (Gaspar, 1998; Lee, 1998; Andrews, 2000; Sinyor, 1998). For example, while reflecting on the internet, students are utilizing higher order thinking skills such as synthesizing and evaluating in the course of their data collection and
analysis: they navigate authentic materials about a cultural topic and sift through the data relevant to their own topic. Reading online resources, such as newspapers and magazines, enhances learners’ cultural knowledge: when learners compile their group’s final product using their collected data, they are reflecting cultural learning. Furthermore, studies have shown that web-based cultural activities positively influenced learners’ affective factors (Gaspar, 1998; Lee, 1998; Andrews, 2000). For example, the use of online newspapers and chatrooms yielded participants’ interest and motivation to learn the target language and culture on account of increased currency and immediacy. As a result, collaborations were more frequent and effective because of engaging interactions among the participants.

**Discussion: PrOCALL as a Transition Program**

While PrOCALL, as a teaching approach, acknowledges the importance of culture and cultural awareness to language learning, PrOCALL studies have not squarely explored what cultural norms ESL learners bring with them into their classrooms, what this means for how and why they might be struggling to adjust, not only to a new language but to a new academic classroom culture, and how PrOCALL may be used to invite ESL learners more comfortably into the communication-oriented classroom culture. To address this gap in the literature, my study seeks to examine how the PrOCALL approach facilitates the cross-cultural transition of East Asian students into the cultural context of their US university intensive English classroom. I seek to understand how the PrOCALL approach can ease what I call the “negotiation of silence” that characterizes East Asian students’ ESL experiences.

I have coined “negotiation of silence” from the term ‘negotiation of meaning’ (Larsen-Freeman & Long, 1991; Varonis & Gass, 1985a, 1985b) in the second language acquisition
(SLA) literature. In that literature, “negotiation of meaning” refers to how listeners and speakers negotiate their intended meaning (Long, 1981, 1983; Varonis & Gass, 1985a, 1985b) with a listener by ‘repeating, elaborating, or simplifying the original message’ (Pica, 1994, p. 497), and, in this way, striving to avoid conversation breakdowns. The term *negotiation* characterizes the “modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility” (p. 494). As learners negotiate, “they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways” (p. 494).

With the term *negotiation of silence*, on the other hand, I propose that East Asian learners, in order to be successful in the US university ESL environment, have to negotiate between the Confucian, silence-oriented values of their previous EFL classroom settings and the communication-oriented values of their current ESL counterparts. For them, this experience of negotiation is one of fracturing their silence. Being involved in collaborative classroom activities that require live interaction for problem-solving necessitates that they negotiate with and ultimately fracture the deep socialization patterns they have acquired around the value of silence. As a result, oral interaction and collaboration in a communication-driven classroom is a process of learning much more than language, but, instead, interaction patterns deemed highly desirable by the target culture (Hymes, 1972).

While negotiation of meaning takes place among human interlocutors in the physical world of the language learning classroom (Larsen-Freeman & Long, 1991; Varonis & Gass, 1985a, 1985b), my *negotiation of silence* takes place among human interlocutors in the
physical world of the classroom with the technological support of a computer as a mediator. The computer helps achieve a negotiation of silence (or fracture of silence) in view of the fact that it helps make ESL students’ voices more frequently heard.

In the next chapter, I will outline the research design that I will use to investigate the role that PrOCALL plays in the cross-cultural transition this population of students makes in moving from a classroom cultural context that values Confucian silence to one that, instead, encourages more American voice and assertion.
CHAPTER 3. METHODOLOGY

Personal and Professional Reflections

In my third grade classroom, I used to sit very quietly. As vice-president of the class, this was a particularly expected behavior. Once you became leader of a group, you were expected to be a model in every respect: speak only on important issues and listen with dignity; do not smile or laugh too often; do your best to have others unanimously follow you. For leaders, the norm of “you have to” was much more emphasized than the option of “you don’t need to.” Leaders were most highly regarded when they had people agree with and follow them without question. I felt even more pressure to be a model leader because I was girl; the majority of leaders were boys. And my teacher made clear his preference for boy leaders. He was also very traditional in his approach to instruction. He was the only speaker. Students could only talk when he nominated them to answer his question. He did not even allow students to ask questions or talk to each other for any reason. You had to be very careful and whisper to your peers if you needed, for example, to borrow an eraser or pencil. Students usually did not make eye contact with the teacher either: students were expected to look down or, if the teacher was speaking in front of the blackboard, look straight ahead with their backs leaning against their chairs and with their hands on their laps.

In my seventh grade classroom, I used to feel excited about the day’s activities in the extracurricular club for English conversation. I was fascinated by the picture of the Empire State Building in New York City that was on the cover of our English textbook and by the stories and other pictures I found within its chapters. It was the first English book I ever had in my life. This English textbook brought a whole new, amazing world to life in my small town. It allowed me to dream about being there one day and meeting the people who lived in this other amazing world, learning about their lives and joining in on their conversations. On the day we had our first meeting of this club, the teacher came into the room with sheet music and an acoustic guitar in his hands. He was going to show us, through lyrics, the way Americans talked and lived. This was an absolutely new experience for me, as I had never imagined this kind of interactive activity at school before. I was so excited by these extracurricular sessions and the different approaches to teaching and learning they allowed.

I have chosen these two vignettes to represent the experiences I have had, in my own life, in moving from traditional, Eastern-grounded to more progressive, Western-oriented classroom contexts. Conducting a qualitative study as the primary means of data collection
and analysis (Merriam, 2002), I am interested in how students from other East Asian countries also experience this transition and what it means for their learning, especially when they come to study English in American universities. I am exploring their meaning-making in this process and pursuing understanding as an inductive interpreter.

In this chapter, I will describe in greater detail the approach I have taken in my doctoral research to pursue this interest. But, insofar as my study is a qualitative study and one clearly influenced by my own personal and professional background, I will begin by providing more information about how I came to be interested in the questions that guided this project.

**The Personal: Researcher as Insider**

I was born and raised in a small town on the west coast of South Korea. Within walking distance there was a small, beautiful beach, which used to be a pretty well-known resort for the out-of-towners in summer. I was from a big family; there were my grandmother, my parents, my four brothers, one sister, and myself. I was the fifth child of my parents. I was raised to follow Confucian values. My grandmother and parents used to emphasize that we work hard, be honest and diligent, respect the elderly and our ancestors, and be obedient to parents and teachers. My father educated us that we should kneel when sitting on the floor talking to the elderly or to our parents and that we should do so without eye contact or questions. I grew up as a girl understanding not to laugh out loud but to make a shy, pretty smile without showing any teeth.

Influenced by the baby boom after the Korean War, most households in my neighborhood had a large number of kids, from four to eight. A severe illiteracy issue was
going on among the war generations who went through both Japanese rule and the Korean War with rare opportunities to be educated. My parents and grandmother were experiencing this same issue. My grandmother, born in 1912 when Korea was under Japanese rule, was unable to read or write in Korean. My parents, born in the late 1930s, did not complete their elementary education. My father began making a living, together with his mother, after his father’s death during the war. He was, however, literate, working diligently to become a successful businessman. Educating his children was his life goal inasmuch as he himself did not have such opportunities. He sent 4 of his 6 children, including me to Seoul, the capital city, after elementary or middle school; at that time, they said that children should be sent to a bigger city to be educated. My mom did not write in Korean, with barely any reading proficiency in her native language. She used to be quiet and obedient in the background. I rarely remember her complaining about anything in life because, as I learned later through conversations with her, she was raised in that way. When talking with me, however, she displayed more feminist views, pushing me to pursue my own goals in life.

Starting in my elementary years, I showed high academic achievement with excellent outcomes in almost all subject areas. This made my father trust me in whatever I decided to do. My continued academic excellence also led my father to treat me almost equally to my brothers. I was privileged to pursue my own dreams under my parents’ strong support. Women were traditionally considered inferior to men at that moment, and it was almost impossible for a girl to have equal opportunities as her brothers. Followers of Confucian values in my small town unanimously agreed to the idea of unequal treatment between men
and women. In this local context, my experience of being treated equally to my brothers was an amazing exception.

I was acknowledged for my talents in music and writing from the early stages of my elementary education. This enabled me to become an award winner in many competitions. Seeing that my town was small enough for everyone to know one another, my achievements at school used to be great news. My prominent academic achievements among the kids in my family were what waived me from my father’s Confucian values. He respected me when it came to ability and proficiency, even though, overall, his basic perspectives on gender roles and familial hierarchy were upheld. This made me realize that only my academic achievements could be a gateway to a new world where I could just be myself, eventually, free from all the burdens of traditional Confucian values, particularly the unequal values placed on women.

The Professional: Researcher’s Position

As both an instructor of an ESL reading class in this study and a researcher, I am an insider of the same sociocultural background as my participants. As such, I can provide culturally relevant interpretations (Rossman & Rallis, 1998) of the classroom participation patterns of this East Asian population of students. I was born and raised in South Korea, one of the East Asian countries. As mentioned earlier, my parents and grandparents respected Confucian values, so I was under the control of a larger social value system even in my family. I learned English as a foreign language in my home country. I practiced English reading under the guidance of my teachers’ grammar translation method; learners translated a text word-for-word and memorized numerous grammatical rules and vocabulary lists
from middle school through college. Rote memorization of grammar points and facts with an incredible emphasis on improving English proficiency test scores was the major focus in foreign language learning.

As an instructor in my EFL context, I have taught students of my home country using the same grammar translation method guided by school curricula. This was a legacy within the educational system inherited from older generations. My native language was the medium of instruction in most cases. As a researcher, I am infusing a cultural lens into the usually linguistic domain of university intensive English instruction, considering the necessary relationship between culture and language in teaching and learning. From this perspective of infusing cultural components into language teaching and learning, I became fascinated by the PrOCALL approach in which learners conduct a cultural project in the situated sociocultural context of the classroom.

I targeted an ESL high-intermediate reading level class for this study because I understood, from my previous ESL classes as an instructor, that they had fairly developed English skills as well as improved vocabulary and grammar knowledge. They had less trouble interacting with peers for class tasks. At the same time, they showed struggles in their classroom interactions when it came to thought-provoking problem-solving activities that required higher-order thinking skills. As the instructor of the focal ESL reading class, my instructional goal was to invite students from East Asian countries to take part in communication-driven American classroom culture by implementing a course project in PrOCALL. I assisted them in completing all the tasks in the PrOCALL sessions. The computer, as a mediator between learners and the real world, was utilized to establish
connections between the participants and the US university classroom culture and to facilitate interactions among them in English, the target language. As the researcher, my goal was to gain an understanding of how the PRoCALL approach to ESL reading instruction facilitates East Asian students’ cross-cultural transition from their previous EFL classroom cultural context to the current ESL counterpart.

**Methodological Approach**

Qualitative methodology is the primary approach to the inquiry I undertook in my doctoral research. As indicated by my starting this methodology chapter with my own personal and professional reflections, in qualitative methodology it is acknowledged that the experiences and perspectives of the researcher interact with the research in ways that are important and interesting to understand. Given the nature of my research questions, I chose a qualitative approach precisely because it emphasizes questions of process and meaning-making (Creswell, 1998; Merriam, 1998, 2002, 2009). Qualitative research aims at discovering individuals’ meaning-making out of their context-specific experiences with the “presence of voice in the text” (Eisner, 1991, p. 36), and interpretations of this meaning-making by the researcher (Patton, 1990; Merriam, 2009) as an inductive process. Here, a researcher’s involvement with the research procedures plays a crucial role. As Strauss and Corbin (2008) indicate:

How a person does qualitative analysis is not something that can be dictated. Doing qualitative research is something that a researcher has to feel him- or herself through. A book only provides some ideas and techniques. It is up to the individual to make use of procedures in ways that best suit him or her. (p. x)
The way that best suited my goals for this dissertation was to employ basic qualitative methods in service of interpretive sociocultural, case studies of East Asian students’ experiences crossing into and negotiating silence within the cultural contexts of their university ESL classrooms. With the goal of obtaining data from multiple sources, I conceptualized my research approach as one utilizing survey, semi-structured interviews, and videotaped observations as primary approaches to data collection; eventually, however, I came to rely mostly on survey and interview data and my own observations, for reasons I will explain. I also incorporated field notes and archival institutional data as supporting documents. Together, these procedures provided me with the materials I utilized to understand East Asian cross-cultural processes and meaning-making.

**Interpretive Sociocultural Case Study**

This dissertation explores, more specifically, my research interest in how a PrOCALL approach can assist students from East Asian countries in making the cross-cultural transition to a communication-driven American classroom culture. The study is a naturalistic inquiry (Lincoln & Guba, 1985; Bowen, 2008) into a university ESL classroom, where the research participants, East Asian students, encounter a teaching and learning culture that conflicts with their own. More particularly, my research design is an interpretive sociocultural inquiry. This means that I draw upon sociocultural views of human development and learning (Vygotsky, 1978, 1986) and interpretive methodology to guide data collection and analysis.

As discussed in Chapter 1, a sociocultural perspective on human development maintains that human beings are cognitively developed through social interactions, social events that facilitate learners’ participation and engagement in their own development, and
internalization of their own culture (including both physical and psychological tools) within their social and cultural context (Vygotsky, 1978, 1986). Individuals’ interactional experiences play a crucial role in differential cognitive development. In this process, language skills and school instruction provide learners with opportunities not only to broaden their knowledge but to also develop their critical thinking skills. Learning is considered the internal processes of external experience through the use of language (Vygotsky, 1978, 1986). Language is the primary psychological tool used for communication, mental activity, and cognitive development. In terms of data collection and analysis in this study, taking a sociocultural perspective means that I am interested in how my participants engage in social interactions in an ESL classroom setting, and how their interactions and experiences reflect their cultural crossing from one learning context to another.

The interpretive approach seeks to understand the meanings constructed culturally and historically by individuals through their interactions with each other and the world (Esterberg, 2002; Merriam, 2002; Schwandt, 2001). Therefore, a researcher working within an interpretive framework emphasizes the particular ways that humans subjectively make meaning through their social action. The interpretive work of the researcher is twofold: to come to understand the interpretive processes of the research participants, and to understand his or her own interpretive processes in research work. Speaking to the meaning-centered work of interpretive research, Schwandt (2000) writes:

From an interpretivist point of view, what distinguishes human (social) action from the movement of physical objects is that the former is inherently meaningful... To find meaning in an action or to say one understands what a particular action means requires that one interpret in a particular way what the actors are doing. (p. 191)
Taking up these sociocultural and interpretive ideas to guide my approach, my goal in this research study is to gain an understanding of East Asian students’ cross-cultural transitions in their university intensive ESL classroom context as a result, more pointedly, of their exposure to the PrOCALL approach to ESL reading instruction.

I select students from this context as a particular case for examination as a result of “delimiting the object of study: the case” (Merriam, 1998, p. 27). A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence (Yin, 1989, 2009). It is intended to focus on a particular event, entity, and a single individual (Yin, 1989, 2009) as the unit of analysis to explore a specific area of interest in depth, so that a researcher can intensively, holistically, and inductively interpret a particular problem or situation based on significant patterns and themes in the multiple data sources (Merriam, 1988). According to Merriam (1998), the case study does not claim any specific data collection or data analysis methods, but “focuses on holistic description and explanation” (p. 29). Especially, qualitative case study is ‘particularistic,’ ‘descriptive’ and ‘heuristic’ (Merriam, 1998). In essence, I chose to do multiple-case studies because that approach to inquiry and representation of findings allowed me to best understand the cross-cultural transition as a dynamic, individual, and lived experience, and as one that varies among individuals due to a number of sociocultural factors related to their unique background.

In this research, a select number of students – four – will serve as the units of analysis as I explore their reactions to the PrOCALL approach intended to facilitate a cross-cultural transition from their previous EFL classroom culture to the current ESL classroom norms and
practices. My choice of a sociocultural, interpretive case study design allows me to examine the experiences of East Asian student participants in the PrOCALL-oriented US university ESL classroom by understanding their culturally discontinued situation and their negotiation with new cultural norms as situated in the learning context of classroom. The context I am interested in here revolves around their transition from the previous EFL classroom setting that, according to Confucian tradition, valued silence to the current ESL counterpart that encourages, instead, voice, assertion, and interactive participation.

**Methods**

**Research Setting**

*A university intensive English program*

The setting in which I conducted this study was an intensive ESL program at a large Midwestern public research university. The program accepts ESL learners from around the world on the basis of their English proficiency exam scores if applicants have primary languages which are not English. There are two programmatic types of students: one type of student has been conditionally admitted to the university and, thus, directed to the university intensive ESL program; they can begin taking university classes only upon successful completion of the ESL program by demonstrating their English proficiency with improved English exam scores. Another type of student has been directly admitted to the intensive ESL program based on their English proficiency exam scores. The majority of these students plan to subsequently apply for admission to the university.

Once placed based on the results of the placement and diagnostic tests and oral interviews provided by the program, ESL students are offered English skills classes (e.g.,
writing, reading, grammar, and oral communication) to prepare themselves for academic content courses in American universities. All skills classes have 6 different proficiency levels going from level 1 for beginners to level 6 for advanced students. Each proficiency level is assigned 5 institutionally identified learner outcomes (LOs) that show the standards to measure learners’ English proficiency development by the end of a semester. Only those who achieve appropriate scores in achievement tests for each learner outcome are allowed to move to the next level. For this reason, facilitating students’ mastery of skills and their progress through the program is an inevitable instructional focus.

The rationale for the focus on East Asian learners in this study is that the majority of students in this program are from East Asian countries such as China and South Korea. In recent years, it has been estimated that over 90% of the participants in the program are from Chinese backgrounds. The overwhelming number of East Asian students among non-native English speakers at the university has given rise to concerns among the faculty and other teaching staff about particular classroom participation patterns inherited from their previous EFL environments and the cross-cultural transitions these students experience in learning to learn in the US university setting.

An ESL high-intermediate reading class

For this study, I targeted my own ESL high-intermediate reading level class. I designed this class as a combined type of English reading class: A traditional reading session (three contact hours) and a PrOCALL lab session (two contact hours) every week. In the traditional reading session, participants practiced English reading skills/strategies with a textbook offered by the program. In PrOCALL lab sessions, the participants read authentic
online materials about cultural topics in the target language and implemented a cultural course project.

I developed the curriculum for my ESL reading class to create a collaborative learning environment where, in accordance with my interest in PrOCALL, I used computers to supplement instruction (Lynch, 2000; Macaro, 1997; Sandholtz, Ringstaff and Dwyer, 1997; Warschauer, 1997). Although measuring the specific influence of PrOCALL on reading proficiency was not the purpose of this study, my decision to implement a PrOCALL approach was impacted by my awareness of the research on PrOCALL’s benefits in this regard: integrating the PrOCALL approach into ESL reading instruction can result in significant increases in learners’ reading of authentic materials (Blanchard, McLain, & Bartshe, 2005; Gambrell, 2005; Hancock, 1999; Khan, 1997; Levine, Ferenz, and Reves, 2000; Brandl, 2002; Walz, 1998) and of their application of effective reading skills, such as skimming and scanning (Elliot, 2005; Morkes and Nielsen, 1997; Nielsen, 2000; Verhoeven & Snow, 2001).

One of the computer labs on the campus was assigned for the PrOCALL session of this study. The lab had four long tables of computers as shown in Figure 2 below; two were facing walls on the opposite sides, and the other two were in the center of the room facing each other. There was a large interactive whiteboard in front of the room connected to the instructor’s computer, so it was convenient for me to share instant information with my students.
The PrOCALL lab session began in week 2 of the 16-week semester with the purpose of providing the target students with opportunities to be familiar with the academic ESL classroom norms and practices through activities that I utilized for this study, and to enhance their awareness of cultural differences through project work. For the project work in my class, the semester was divided into three levels as shown in Figure 3:
In Level 1, as a pre-project session between weeks 2 and 6, instruction was designed to be culturally compatible (Tharp, 1989) with that of the previous EFL classroom of the participants. Aware of the fact that they were given culturally unique, teacher-centered instruction in their home countries, I practiced teacher-guided instruction that could build upon their previous teacher-centered instructional experiences and help transition them slowly to the ESL classroom culture. Sequently, all instruction, online reading materials, and worksheets, such as graphic organizers, were provided in every session meeting (see Appendix N for a sample graphic organizer). Students read authentic materials related to cultures in both the US and their home countries. They visited websites I posted on the course website, read online materials within a certain amount of time, discussed their reading
in a group setting, and took part in an open discussion about their reading. In week 6, they wrote a cultural essay which introduced their own culture through a topic of their own choice. As a way of finalizing the pre-project session, this assignment led the participants to continue their transitioning practice by making their individual voices heard in writing.

In Levels 2 and 3, as a project session (see Appendices L and M), students worked in a small group setting on a cultural project that involved two interrelated scenarios and required particular thinking (Bloom, 1956; Anderson & Krathwohl, 2001) and reading skills to complete thought-provoking, identified tasks. These developed tasks were expected to immerse them more fully in their university ESL classroom culture as they required interactions with peers and the instructor. In Level 2 between weeks 7 and 9, the participants were directed to student-centered classroom activities. They commenced a data collection activity with a scenario such as the following:

The Computer Science Department at a university is planning to purchase MP3 players for cross-cultural projects. The department has narrowed its choice to three MP3 players: iPod, Zune, and Sansa. For their final decision, the faculty wants to hear from a committee of students about their preferences and reasons. The department wants the committee of members of your group to submit a rating report on the players before it makes a decision.

In order to successfully complete the activity, participants first collected and analyzed data about three mp3 players by visiting the Google map I developed, as well as other websites. They wrote a group rating report in week 9. In the following week, they began the next step of the project with another scenario, which was as follows:

Now that the Computer Science Department at a university purchased a specific MP3 player for the cross-cultural projects, the department wants a
class of students to implement a project with respect to the target culture. This cross-cultural project enhances students’ awareness of cultural diversity by comparing the target culture and their own culture.

Students were responsible for selecting folk songs they wanted to download to the mp3 player they had chosen as their favorite. Corresponding to the themes of the songs, they decided on a cultural topic and, for data collection on that topic, explored the internet, in English, for authentic textural and image resources about US culture, their own culture, and their partner’s culture. In the subsequent phase of data analysis and synthesis, they reached their own conclusions. In Level 3 between weeks 12 and 13, students developed their group webpage with the data gathered in Level 2. They finally showcased their group project in their oral presentation.

To conclude, the curricula were designed to facilitate the participants’ transitions to American university classroom culture by incorporating those experiences that I understood were absent in their EFL classroom context, such as interaction-enriching group work, thought-provoking projects, and engaging reading topics and activities.

**Research Participants**

Solicitation for participation in my study targeted specifically East Asian students enrolled in the intensive ESL program at the university. There were two levels of solicitation for participation. First, I solicited participants using an anonymous survey. Then, I solicited participants using a class-administered survey.

*Anonymous survey participants*

This study was conducted with Institutional Review Board approval over a one-semester period (see Appendix A for the letter of approval) in Spring 2011. For the purposes
of this study, I divided this period into 3 tiers of research: Tier 1 (a week before the start of the semester), Tier 2 (the first 2 weeks of the semester), and Tier 3 (weeks 3 through 13 of the semester). Table 1 below presents the overall schedules for the study.

Table 1. Three-tiered process of the study

<table>
<thead>
<tr>
<th>Tier</th>
<th>Week</th>
<th>Survey</th>
<th>Interview</th>
<th>Videotaping</th>
<th>Other</th>
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<tr>
<td>Tier 1</td>
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<td>Anonymous Survey</td>
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<td>Tier 2</td>
<td>1</td>
<td>Non-anonymous Class Survey (T)</td>
<td>Consenting Participants (T/W)</td>
<td>Video Recording (R)</td>
<td>Informed Consent</td>
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<td>1 video camera w/ built-in mic</td>
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<td>Tier 3</td>
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<td>Case study participants (R/F)</td>
<td>Video recording (R)</td>
<td>3 video cameras</td>
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<td>Case study participants (R/F)</td>
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</table>

*Capital letters in parentheses refer to the days of the week.

This study formally commenced a week before the start of spring semester 2011 (i.e., week 0 in Table 1 above) when I administered an anonymous survey during the orientation period for both new and returning students in the university intensive ESL program. This survey aimed at obtaining baseline data about whether there were any shared/differential classroom participation patterns among the focal population of East Asian students in their previous high school EFL reading classrooms (see Appendix B).
During the orientation period, I informed all East Asian students who started the program in Spring 2011 of this study. After a brief introduction to my dissertation project, I read a script describing the study and invited them to fill out an anonymous, voluntary survey. A total of 66 East Asian students returned their questionnaires. I used 61 out of 66 responses for analysis. Of the 5 responses excluded from the analysis, 3 students were not from East Asian countries and 2 other students submitted incomplete questionnaires.

The findings from this anonymous survey (see Appendix E) demonstrated that most of the participants were very young, with an average age of 20 years. In regard to gender, 33 were male students and 24 were female students; 4 students did not indicate their gender. Respondents’ first languages matched their countries of origin in all cases. Therefore, with respect to country of origin/first language, 86.9% of the respondents were Chinese, 4.9% South Koreans, 4.9% Japanese and 3.3% Taiwanese. A total of 53 respondents were Chinese, which became a predominant group in the survey. High school class sizes ranged from 10 to 70 students.

Class-administered survey participants

Solicitation for case study participation more specifically targeted all East Asian students who were placed in my ESL high-intermediate level reading class. In week 1, all East Asian students placed in my reading class were invited to provide consent to take part in this study. Only those who agreed to participate were included in this second level of the study. Only data from a pool of these consenting participants were collected for this study.

In week 2, I readministered the survey to these consenting students, employing the same questionnaire as was given during orientation (see Appendix C). I did this to determine
the extent to which this specific pool of study participants reflected characteristics of the broader initially-surveyed population, to obtain background information about the students, and eventually to select the most eligible case study participants. This class-administered survey was not anonymous.

The findings from the class-administered survey (see Appendix F) documented that the average age of the consenting participants from my class was 20 years old. Gender representation was more equal among my class participants; 3 were male students and 3 were female students. Again, as in the broader, anonymous survey, the majority were Chinese; 5 of 6 students participating in the class survey were Chinese, and 1 student was Korean. Therefore, Chinese students were a predominant group. Participants’ first languages matched their countries of origin. Class sizes in high school ranged from 30 to 60 students with approximately 41 students as the average class size.

**Selecting case study participants**

In week 2, I purposefully and strategically attempted to select case study participants. To do this, I conducted semi-structured interviews with the 6 consenting East Asian students in order to collect data about the experiences and perceptions of the participants (Merriam, 1998). I expected to gather more descriptive and expansive accounts of the basic information surveyed and previous English learning experiences in their high school EFL reading classes in their home countries, and to find out explanations for the previous patterns identified in the surveys. These interviews were audio recorded in order for me to more actively interact with the interviewees and catch details from the respondents (Esterberg, 2002; Patton, 1990; Seidman, 1991). The interviews took approximately 20-30 minutes each.
To conduct the interviews, I arranged the time and place with each participant. Most interviews were conducted in the library of the intensive ESL program. I marked the times and dates on the door calendar of the library to make sure that I had reserved the room for interview use. I brought interview protocols to the meeting to ask questions of each participant (see Appendix D). I met my participants individually with at least a 10 minute interval of time between interviews so I could ask clarifying questions and pre-identify specific issues to be addressed with the next interviewee.

For the purpose of selecting case study participants, the initial interviews were reviewed and compared to the survey results. I examined specific aspects of the participants’ previous ESL classroom experiences that paralleled or contrasted with the identified patterns in the surveys. In so doing, I could perceive the previous classroom participation patterns of the respondents in their high school EFL reading classes and understand the extent to which those matched or not the larger pool of East Asian students in the intensive ESL program at the university.

In week 2, my ESL reading class was also initially videotaped in one 50-minute PrOCALL session: one fixed video camera with a built-in microphone was set up in the computer lab to record students’ classroom participation, and was angled so that it could capture the whole class with the consenting students in focus. The initial videotaping aimed at helping the participants become familiar with the experience of being videotaped (Heacock, Souder, & Chastain, 1996) and obtaining baseline instructional activity data to use for comparison later. Insofar as these students were new to the US university and it was early in the semester, my expectation was that I would be able to see some of the behaviors these
students likely brought to the ESL classroom from their earlier EFL counterpart in their countries of origin. I planned to utilize the first video recording to explore and clarify the previous EFL classroom experiences the participants indicated during the first interviews. However, only two participants, Harry and Sean, attended this lab session; their participation patterns are clarified and interpreted in the case study narratives provided in Chapter 4.

Consequently, I selected four case study participants out of the second level of this study on the basis of the data from the class survey and the information gathered in the first interview, as well as the criteria of age, gender, country of origin/first language, and previous English learning experiences, to obtain a heterogeneous sample of participants. Table 2 below provides information about the students I selected. Names used are all pseudonyms.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Country of origin/ First language</th>
<th>Previous English Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloria</td>
<td>21</td>
<td>F</td>
<td>China/Chinese</td>
<td>1 year in high school in the U.S. state of Ohio</td>
</tr>
<tr>
<td>Harry</td>
<td>21</td>
<td>M</td>
<td>China/Chinese</td>
<td>Learned throughout his K-12 schooling in China</td>
</tr>
<tr>
<td>Jesse</td>
<td>18</td>
<td>M</td>
<td>China/Chinese</td>
<td>1 year in an international high school in China</td>
</tr>
<tr>
<td>Sean</td>
<td>24</td>
<td>M</td>
<td>Korea/Korean</td>
<td>Learned throughout his K-12 schooling in Korea and in the intensive ESL program for 11 months 2 years ago</td>
</tr>
</tbody>
</table>

It was these four students – Gloria, Harry, Jesse, and Sean – who became the focus of my dissertation research. By looking more closely at their experiences in their previous EFL classroom contexts, the influence of these experiences on classroom learning in their US
university ESL program, and their response to a technology-mediated language teaching approach, PrOCALL, I hoped to understand the experiences East Asian students have in making the cross-cultural transition from EFL to ESL classroom culture, characterized by fracturing their cultural pattern of silence.

**Survey Instrument**

A survey was employed to obtain baseline data from a larger population of East Asian students in the university ESL program and to gather information about consenting participants to use in selecting specific case study participants for this study.

Survey questionnaires were developed on the basis of the recommendations by Brown (2001b), Dornyei (2003), and other studies (McMillan & Schumacher, 2006; Jasso-Aguilar, 1999; Graham, 2004; Fan, 2003; Matsumura & Hann, 2004; Schulz, 2001; Wen & Johnson, 1997). The questionnaires were then reshaped after a pilot study in Summer 2010 with a representative sample of 6 East Asian students. All items but those related to personal information were designed to enable subjects to respond to each Likert item by using a 5-point Likert scale (Likert, 1932). Five-level responses utilized for the survey were: Strongly Disagree, Disagree, Somewhat Agree, Agree, and Strongly Agree.

The surveys asked respondents about their prior English learning experiences in high school in their countries of origin with regard to their teachers’ English reading instruction, their classroom interaction, and their engagement in reading (see Appendices B and C for the questionnaires). Table 3 below presents the summary of the statements utilized in the surveys.
### Table 3. Summary table of survey statements

<table>
<thead>
<tr>
<th>Abbrev.</th>
<th>Statement Types</th>
<th>Survey Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERI1</td>
<td>English Reading Instruction</td>
<td>The teacher used only an English reading textbook and no other supplementary materials such as newspaper/magazine articles or websites were used.</td>
</tr>
<tr>
<td>ERI2</td>
<td>English Reading Instruction</td>
<td>In addition to the English reading textbook, the teacher used supplementary reading materials, such as newspaper/magazine articles or websites.</td>
</tr>
<tr>
<td>ERI3</td>
<td>English Reading Instruction</td>
<td>The teacher led class activities to promote interest before/after reading, such as songs, discussions, or role plays.</td>
</tr>
<tr>
<td>ERI4</td>
<td>English Reading Instruction</td>
<td>The teacher allowed students to ask questions any time during class.</td>
</tr>
<tr>
<td>ERI5</td>
<td>English Reading Instruction</td>
<td>Only the teacher talked during class and students listened.</td>
</tr>
<tr>
<td>CIT1</td>
<td>Classroom Interaction: Teacher-Student</td>
<td>I felt comfortable asking my teacher a question during class.</td>
</tr>
<tr>
<td>CIT2</td>
<td>Classroom Interaction: Teacher-Student</td>
<td>I felt comfortable asking my teacher a question before/after class.</td>
</tr>
<tr>
<td>CIT3</td>
<td>Classroom Interaction: Teacher-Student</td>
<td>I asked questions to the teacher if I had them.</td>
</tr>
<tr>
<td>CIT4</td>
<td>Classroom Interaction: Teacher-Student</td>
<td>I answered the teacher’s question only when asked.</td>
</tr>
<tr>
<td>CIT5</td>
<td>Classroom Interaction: Teacher-Student</td>
<td>I made eye contact with my teacher.</td>
</tr>
<tr>
<td>CIS1</td>
<td>Classroom Interaction: Student-Student</td>
<td>I asked my classmates questions if I had them.</td>
</tr>
<tr>
<td>CIS2</td>
<td>Classroom Interaction: Student-Student</td>
<td>My classmates and I talked to each other to help us understand the meaning of reading material.</td>
</tr>
<tr>
<td>CIS3</td>
<td>Classroom Interaction: Student-Student</td>
<td>My classmates and I helped each other understand English grammar and vocabulary words from a reading.</td>
</tr>
<tr>
<td>CIS4</td>
<td>Classroom Interaction: Student-Student</td>
<td>I discussed a reading text with my classmates only to answer the question teacher asked of us.</td>
</tr>
<tr>
<td>CIS5</td>
<td>Classroom Interaction: Student-Student</td>
<td>I discussed a reading text with my classmates to pursue my own interests related to its topic.</td>
</tr>
<tr>
<td>ER1</td>
<td>Engagement in Reading</td>
<td>In my high school English reading classes, I read my English textbook only to improve my English reading skills so I could get high scores on my English test.</td>
</tr>
<tr>
<td>ER2</td>
<td>Engagement in Reading</td>
<td>I read my English textbook only to answer the questions the teacher asked of us.</td>
</tr>
<tr>
<td>ER3</td>
<td>Engagement in Reading</td>
<td>I read my English textbook for personal reasons not related to improving test scores or course performance.</td>
</tr>
<tr>
<td>ER4</td>
<td>Engagement in Reading</td>
<td>I connected a topic from a reading to my prior knowledge/experience.</td>
</tr>
<tr>
<td>ER5</td>
<td>Engagement in Reading</td>
<td>Because of what I read in my English reading classroom, I did out of classroom reading on that topic for personal reasons.</td>
</tr>
</tbody>
</table>

*Abbrev. represents abbreviation.

### Survey Analysis

I conducted both quantitative and qualitative analyses on the data gathered from the surveys. Data from the anonymous survey were utilized as baseline data for comparison with
data from the class survey. Data from the class survey were used to select case study participants.

I combined the 5-point Likert scale that I utilized in data analysis so as to obtain a clear stance to each statement of the questionnaire: ‘Strongly Disagree’ and ‘Disagree’ were combined, and ‘Agree’ and ‘Strongly Agree’ were combined. I did not consider the response ‘Somewhat Agree’ valid, unless more than 50% of participants selected this option because I believe the students who selected this category were on the borderline, not expressing a strong opinion. I did not find any such cases in the anonymous survey where more than 50% participants chose this option for any particular statements. This led me not to consider this category when working on the responses for interpretations.

**Data processing for survey data**

With the data collected from the anonymous survey, I utilized a quantitative statistics software program, SPSS, to obtain descriptive data. As mentioned above, the 5-point Likert scale became a 3-point Likert scale – ‘Strongly Disagree and Disagree,’ ‘Somewhat Agree,’ and ‘Agree and Strongly Agree.’ This revised 3-point Likert scale demonstrated that most responses (whether higher or lower than 50% of the total responses) were marked under ‘Agree and Strongly Agree’ compared to those marked under ‘Strongly Disagree and Disagree.’

**Selection criteria**

My criteria for labeling higher and lower responses were based on a 50% cut score. If more than 50% participants responded to an option, I recorded it as high. If less than 50% respondents chose an option, I marked it as low.
As mentioned above, the most popular option for the participants was a combined ‘Agree and Strongly Agree.’ Accordingly, I based most of my analysis on the data from this option. I made use of the quantitatively descriptive data of the anonymous survey for qualitative data interpretation to look for particular patterns along with the frequency of survey responses. On the basis of their interrelatedness, I selected labeled survey statements to develop categories and themes. It was consistently inductive so that the selected statements came up with some patterns. Details were presented in Table 4 below.

**Patterns based on participants’ previous classroom experiences**

To identify patterns from the anonymous survey, student responses above and below 50% to the level ‘Agree and Strongly Agree’ were labeled. Among the labeled statements, those with interrelatedness to one another were selected. Then, the selected statements were categorized based on the relationship to the question types of the survey (i.e., English reading instruction, classroom interaction, and engagement in reading). Consequently, the obtained categories are: student-centered vs. teacher-centered classroom, teacher-student interaction, student-student interaction, and engagement in reading (see Appendix K). These categories turned out the themes: instruction type, cultural values, and motivation.

For the classroom data gathered from the class survey, I utilized the same sequence of obtaining descriptive data. Then, I compared the participants’ responses of the two surveys with regard to the labeled and selected statements in the anonymous survey. In this way, I compared the two survey results in order to explore the participation patterns in the previous EFL classroom context. Table 4 below presents the results.
### Table 4. Patterns identified based on combined ‘Agree’ and ‘Strongly Agree’ responses

<table>
<thead>
<tr>
<th>Theme</th>
<th>Category</th>
<th>Selected Statements</th>
<th>Anonymous Survey</th>
<th>Class Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Type</td>
<td>Teacher- vs. Student-centered</td>
<td>Student involvement in class activities/tasks</td>
<td>H</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student allowed to ask to an instructor</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher only talk</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>Cultural Values</td>
<td>Teacher-Student Interaction</td>
<td>Student questioning to an instructor</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nominated student answer</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student eye contact with an instructor</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>Motivation</td>
<td>Student-Student Interaction</td>
<td>Help understand the meaning of reading material</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help understand English grammar and vocabulary words from a reading</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss a reading text with peers to pursue their own interests related to its topic</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Engagement in Reading</td>
<td>Engagement in Reading</td>
<td>Reading English texts only to improve English reading skills to get high scores on English test</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read English texts for personal reasons not related to improving test scores or course performance</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect a topic from a reading to prior knowledge/experience</td>
<td>H</td>
<td>L</td>
</tr>
</tbody>
</table>

H: High responses (i.e., student responses above 50% to a specific level of the combined Likert scales)
L: Low responses (i.e., student responses below 50% to a specific level of the combined Likert scales)
* The original survey statements were shortened.

Comparing, in this manner, these responses between the broader survey and the class survey indicated that the students I was working with in my reading class were an accurate
representation of the larger population served by the intensive ESL program at the university. A comparison of both pools of participants in terms of questions about participation patterns in the English classrooms of their countries of origin indicated similar correspondences (see Appendices H and J). Survey responses allowed me to understand the previous EFL classroom learning of my students and identify those predictable/surprising to me, given my experience with Confucian values-based classroom culture. Survey responses also indicated what might be a challenge for these participants given the approach to instruction I was taking in this study, as described in the earlier section. An essential overview of what I learned from the surveys is summarized below.

First, with regard to English reading instruction (ERI), results from the different surveys were varied. The anonymous survey results showed that students’ perception of the classroom was that it was student-centered: students were allowed to ask teachers questions during class and teachers were not the only speakers in class. Teachers also led class activities. This surprised me, given my own previous experiences in East Asian classrooms. However, the class-administered survey came closer to my preconceptions: responses indicated that, while English teachers allowed students to ask questions during class, only teachers talked and students were expected to listen (4 of 6 respondents). Teachers did not lead class activities (3 of 6 respondents). It turned out that teachers were, indeed, powerful authority figures according to the class survey.

Second, in regard to classroom interaction (CI), the anonymous survey indicated that students asked questions if they had them but responded to teachers only when nominated. Many of them were passive in interacting with teachers in their EFL classroom. Likewise, the
class survey also showed that students asked questions to teachers only if they had them and answered teachers’ question only when asked individually. The participants were passive in their interaction with teachers. The two survey results were matched in this regard.

Third, in relation to English reading (ER), the two survey results illustrated East Asian students’ motivation towards English language learning in their previous EFL context. The anonymous survey revealed that the majority of the respondents practiced extrinsically-motivated efferent reading in English reading class in that their goal was to achieve high scores on English proficiency exams. Therefore, they helped one another understand reading and English grammar and vocabulary. The same was true for the class survey: a large number of participants read an English textbook only to improve basic reading skills in order to ultimately receive high scores on English proficiency exams. They helped one another understand reading and English grammar and vocabulary from the reading. Consequently, the participants in the class survey were representative of the larger population in the anonymous survey in regard to ER.

A unique cultural pattern identified in these surveys was that a large number of students responded that they answered teachers’ questions only when nominated in their previous EFL classroom. This indicates that students were influenced by Confucian values, in which (1) the relationship between teachers and students was hierarchically constructed, similar to the relationship between the head of a family and the rest of the family members, and accordingly, (2) students should show their respect and obedience not by questioning but by listening and waiting until nominated.
Data Collection on the Case Study Participants

Being a qualitative study in nature, this study originally sought to triangulate multiple sources of data (Jasso-Aguilar, 1999; Merriam, 1998; Patton, 1990) in order to best ensure saturation of data (Padgett, 1998; Strauss & Corbin, 1998, 2008) and the trustworthiness of findings (Lincoln and Guba, 1985). Over the course of this study, I attempted to ensure transparency and credibility by documentation at every step of data collection, data analysis, and data interpretation, in addition to detailed descriptions of the participants, research context, and the research methods. Moreover, I conducted member checking (with insights gleaned from each participant checked during the interview process) (Creswell, 1998) and peer debriefing (with one of my colleagues, as a debriefer, who was not related to this study), and I also kept an audit trail (Merriam, 1998).

The goal of triangulation was achieved through a variety of primary sources (such as surveys, semi-structured interviews, and videotaped observations) and supporting documents (such as field notes and the archival data of the intensive ESL program) to explore the participants’ specific experiences transitioning to the mainstream classroom culture.

As I mentioned earlier in Table 1, I divided the period of this study into 3 tiers: Tier 1 (a week before the start of the semester), Tier 2 (the first 2 weeks of the semester), and Tier 3 (weeks 3 through 13 of the semester). As presented in Table 1, the surveys and subsequent data collection took place over the first 3 weeks of class and constituted what I regarded as Tiers 1 and 2 of my research activity. The data I collected on my case study participants were gathered during weeks 3-13 (including the class survey, initial interview, and initial videotaping in week 2 for their background information) and constituted what I regarded as
my Tier 3 activity. This Tier 3 activity consisted predominantly of interviews and classroom observations, as I describe below.

**Primary sources**

*Semi-structured interviews.* Between weeks 3 and 13, the case study participants were interviewed one time each in weeks 6 and 13 about their experiences with the PrOCALL approach (see Appendix D for interview protocols).

Interview 2 during week 6 was conducted before the start of a cultural project to learn my participants’ initial responses to the PrOCALL instruction, their classroom interaction, and their engagement in reading in the ESL classroom context. The interviews during this period of time were intended to explore the influence of the participants’ previous EFL classroom participation patterns identified in the surveys and initial interviews on their current ESL learning. Interview 3 during week 13 was administered after the participants completed their project. I attempted to find out how the PrOCALL approach had influenced these East Asian students at the end of the course in relation to response to instruction, classroom interaction and engagement in reading. These semi-structured interviews took approximately 20-30 minutes each and were audio recorded.

*Videotaped observation.* Videotaping was also administered in an attempt to observe more diverse aspects of classroom interaction that could otherwise escape notice during a single viewing (Dufon, 2002; Ellis, Basturkmen, & Loewen, 2001; Grimshaw, 1982; Pinheiro et al., 2005; Wilkinson & Brady, 1982) in the research setting, such as the aspects of cultural conflicts and patterns. As mentioned earlier, the case study participants worked in small groups during Tier 3, in weeks 3-13, to which I assigned them. Since the goal of
videotaping was to observe the participants’ classroom interactions between teacher-student and student-student, fixed video cameras with internal microphones were set up in the classroom. Three video cameras with built-in microphones were strategically placed: one for the whole class, another for the group of Gloria and Yvette (Gloria’s partner), and the third for the group of Harry, Jesse, and Sean.

Videotaped observations took place in one of the two 50-minute PrOCALL sessions in weeks 3, 6, 9 and 12. In consequence, 4 of a total of 22 PrOCALL sessions in Tier 3 were videotaped. Although my original intent was to watch the videotapes before each semi-structured interview in order to find any particularly interesting aspects of teacher-student and student-student interactions, such as cultural patterns identified in the surveys that might address cultural discontinuity and transitioning process, I soon found that I would be unable to realize the videotaped observations’ intended purpose and moved away from using them, as originally planned, in my analytic process. The reasons that caused me to rely less on the videotapes than I originally planned are as follows.

First, participants’ absences created a challenging situation in documenting their specific patterns in their interaction and transition. Second, lesson structure influenced participants’ classroom activity in ways that reduced interaction and that were unanticipated in my planning. For example, in videos 2 and 3, recorded during the pre-project session, the participants spent around half the 50-minute session reading; therefore, the majority of the videotape on those days consisted of fulfilling the class task of reading online. Third, technological issues existed in the research setting. Even though the fixed cameras with built-in microphones created an unobtrusive research environment for participants, it resulted in
poor recording of their soft voices and their whispering. Basically, participants’ verbal interactions were nearly inaudible and the videotapes, therefore, not a reliable record. Lastly, because of the reasons mentioned above, 4 of 22 PrOCALL sessions videotaped in Tier 3 made me have difficulty keeping track of the participants’ specific patterns that they might otherwise display.

As a result, I made the decision to reduce the emphasis given to videotaped observations in the analytic process. I did watch the videotapes, but only to inform the interpretation emerging out of the participant interviews and my own observations, as their instructor. The case studies that follow, therefore, are crafted primarily from these interview and instructor observation sources. If particular videotaped data are referenced as examples, they will be specifically noted as such in my account.

**Supporting documents**

*Field notes.* Apart from surveys, interviews and videotaped observations, I incorporated field note-taking as a way of data gathering from multiple sources. I was acting as a participant observer in the research setting of my reading class, observing and recording the setting and the participants’ interactions. The field notes were both descriptive and reflective on what I experienced during the processes of this study. These field notes especially provided pieces of detailed information, such as my understandings of participants’ specific attitudes and dispositions in the research context and my personal feelings and reflections on this study.
My field notes provided invaluable information to let me keep track of the participants’ classroom interaction patterns, and to clarify my understanding with the participants in the interviews later.

*Archival data of the intensive ESL program.* In addition to the primary data sources and my own field notes described above, I also reviewed basic information provided by the program at the beginning of this study related to the consenting students. The records of the applications to the program in Spring 2011 contained basic information on each student, including their country of origin, hometown, English proficiency exam scores, and level placement. The review of the basic information on the consenting students especially enabled me to prepare for the initial interview encounters.

**Data Analysis Procedure**

Data analysis in Tier 3 proceeded on the basis of Merriam’s (1998) case study analysis (within-case analysis and cross-case analysis) to explore individual participant’s experiences transitioning to the US university ESL classroom culture. For the within-case analysis, each case was treated as a particular and comprehensive case. The narratives were “holistic descriptions and explanations” (p. 29) around the guiding research questions in this study. In cross-case analyses, common or particular themes aligned with the research questions were identified across the case studies to find specific transitional patterns the participants might display.

To compare the participants’ experiences in the case study analysis, I utilized the previous patterns revealed in the surveys (see Table 4) to further probe and clarify the influences of the previous EFL classroom experiences and PrOCALL on the participants’
university ESL classroom participation patterns in the course of this study. The data gathered in the case studies were analyzed and compared to shed light on the participants’ cultural patterns incompatible with the US university ESL classroom norms. In this way, the qualitative data provided insights used to inform the discussion of findings in Chapter 5, in line with the guiding research questions.

*Analysis of interviews*

In analyzing the interviews, I explored the influence of the participants’ previous EFL classroom experiences on their ESL classroom learning and the influence of PrOCALL on their cross-cultural transitions to the US university ESL classroom culture.

The themes identified in the surveys (see Table 4) constituted the main analytic elements when the interview data were analyzed in relation to the research questions. Unique and distinct aspects associated with the participants’ transitioning processes were also recorded and utilized in within-case analysis so as to illustrate their context-specific experiences. In cross-case analyses, each case was compared with one another to obtain more comprehensive qualitative data to use in understanding the participants’ unique transitioning processes and their own meaning-making.

In analyzing the interview data along with the research questions, I employed the definitions of the terms presented in Chapter 1. Consequently, I focused on the participants’ response to the PrOCALL instruction and class activities for my inquiry into ‘response to instruction.’ I explored their interactions between teacher-student and student-student for my question on ‘classroom interaction.’ And, I examined their motivation in reading in order to
understand their engagement level (Wigfield & Guthrie, 1997; Guthrie, 2001), through which I identified efferent/aesthetic stances.

**Limitations and Ethics**

One of my limitations has to do with my participants’ English learning backgrounds and blind spots in my data collection instruments. When I initially designed the study, I was planning to have students who were new learners in the US university setting as my case study participants so as to investigate their fresh cross-cultural transitions. Unfortunately, however, all of my students in the reading class were not new to the U.S. at the time of this study. Instead, they were second semester participants in the intensive ESL program by the time I initiated my dissertation study. This means, therefore, that they had some time, albeit still limited, to acculturate to the norms and practices of the US university ESL classroom and so my claims about the influence of the current PrOCALL approach on their cultural crossing need to be more tempered and mindful of the existence of previous ESL learning.

Since I went into the design of the research with the misconception that my course would be their first introduction to ESL learning, the surveys allowed me to learn East Asian students’ previous classroom experiences in their EFL reading classes in their home countries, but not about their current status or recent English learning experiences.

In regard to the limitations of the survey, a number of weaknesses became clear. First, in the anonymous survey, some written guides or anchors, might have helped participants respond more firmly to each statement as Strongly Disagree, Disagree, Agree, or Strongly Agree. Many responses were marked as ‘Somewhat Agree,’ which might be partially due to lack of guidance of how to respond to each statement. Second, respondents, as ESL students,
might not have understood some statements clearly in the survey questionnaire, given their various proficiency levels of English reading. Third, the students came from a variety of backgrounds: for example, some went through traditional high schools, others international high schools in their countries of origin, and still others attended both. The survey did not exclude specific groups of students, such as international school graduates in their home countries. These students would have experienced different classroom cultures with more non-traditional class activities, materials, and interactions than those from traditional schools. If I had limited respondents to only those that went through traditional high schools, their responses might have been very different. Fourth, the provinces they are from could also be a limitation, considering the fact that the majority of the participants are from China, and, as the largest country in the world, China is composed of provinces under a variety of different developmental stages. Some provinces are more traditional and thus Confucian-oriented in thinking or valuing and some are quite modernized or westernized.

Another limitation to this study is my own lack of linguistic knowledge in Chinese. I could communicate with my Chinese participants only in English, and therefore I might have had trouble understanding them during the interviews when they were striving to explain their thoughts and emotions with limited English words. I would have been able to obtain more information were I fluent in this language. The students in my reading class tended to communicate basically in English without much trouble, but sometimes their limited choice of words and their limited expressions made it difficult for me to understand them.

While not sharing a first language could be a limitation, so too could my sharing the same general sociocultural background with my participants. My participants might suppose
that I would understand their situation due to the fact that I am an insider of the same East Asian cultures. If the instructor were a native English speaker for the same study, students’ reactions and behavior might be different. Additionally, as I have acknowledged, my own experience as an East Asian EFL/ESL learner in making the cross-cultural transition and negotiating silence is what motivated my interest in this study. Someone from a different cultural background may not share the lens I bring to this work.

Finally, perhaps the biggest limitation in this study is that I was acting both as the instructor and as the researcher. Because of the inherent power relationship between a classroom teacher and students, I cannot exclude the possibility that my participants might have sometimes struggled to respond to me in the most honest way; they might have wanted to avoid any comments that might hurt my feelings as their instructor. If the interviewer had been someone else, unrelated to the program and the course, their responses and behavior could have been different. About this, I would hope that genuine interactions with my participants on a regular basis during class, as the instructor, enhanced the study so that my participants were more deeply involved in my research, creating an unobtrusive environment for authentic communication. As an ongoing process, I also shared my understanding and findings with my participants during each interview. This process provided my participants with opportunities to explain themselves further and possibly provide more clarifying evidence about their reactions. I share my stories of the participants’ experiences in the case studies I present in the following chapter.
CHAPTER 4. FINDINGS: FOUR CASES OF CROSS-CULTURAL TRANSITION

People who identify themselves as members of a social group (family, neighborhood, professional or ethnic affiliation, nation) acquire common ways of viewing the world through their interactions with other members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization throughout their lives. Common attitudes, beliefs, and values are reflected in the way members of the group use language -- for example, what they choose to say or not to say and how they say it. (Kramsch, 1998, p. 6)

This chapter provides case studies of four of my participants’ experiences with the technology-mediated language teaching method, PrOCALL, along a journey of cultural transition. Through interviews and observations in this study, I explore the participants’ experiences of both internal and external transitions; observations reveal progress in the externally observable aspects of their journey, such as dynamic classroom interaction deemed appropriate in the American ESL classroom culture, while interviews illustrate that they internally enhanced their awareness of cultural differences and understood the process of their transitions. This meaning making process enabled them to understand the cultural discontinuity involved when their cultural value of silence met the Western value of voice. The journeys that I document in this study will help the readers understand how East Asian university ESL learners’ “ways of viewing the world,” to reference the opening quote, are influenced by these meaningful cross-cultural experiences.

Apart from the interviews and observations, the informal conversations I had with the participants in class and my own field notes constitute parts of the multiple data sources I drew on in crafting the narratives in this chapter. My informal conversations with the participants and my field notes documenting my observations played crucial roles in
providing details about the participants’ insights into their experiences and their challenges throughout PrOCALL instruction.

The participants represent a range of East Asian geographic contexts: Gloria is from Dalian, Liaoning, Northeast China; Harry is from XiangTan, Hunan, Southern China; Jesse is from Suzhou, Jiangsu, Eastern China; Sean is from Anyang, Gyunggi, South Korea. While participants share the experience of learning English as a Foreign Language in Confucian-inspired instructional environments in their countries of origin, the case studies illustrate the unique processes through which their “ways of viewing the world” (that is, the Confucian ways of viewing the world) interacted with the PrOCALL-oriented instructional environment of their US ESL university classroom.

I begin each case study by providing background information about each participant along with a narrative vignette that I constructed from my encounters with the participant in my ESL reading class. Then, I organize each case study in such a way as to highlight aspects of the participant’s experience that are particularly relevant to the guiding questions of this study. For example, each case study is divided into two overarching sections entitled “In the EFL Classroom Context” and “The PrOCALL Approach.” The information I used to craft the first section, “In the EFL Classroom Context,” reflects findings relevant to my first guiding question, “In the EFL environment of their home countries, what were East Asian students’ prior language learning experiences with respect to a) English reading instruction; b) classroom interaction; c) engagement in reading?” The second section, “The PrOCALL Approach,” reflects findings relevant to my second and third guiding questions, “Early in their exposure to a PrOCALL approach in a US university ESL environment, how do these
prior language learning experiences influence East Asian students with respect to a) response to instruction; b) classroom interaction; c) engagement in reading?” and “At the end of their exposure to a PrOCALL approach, how has the PrOCALL approach influenced East Asian students with respect to a) response to instruction; b) classroom interaction; c) engagement in reading?” Then, within each section, there are subsections that reflect themes that are more unique to each individual participant. In this way, the structure of my case studies builds in a cohesive and coherent examination of the questions that have guided this inquiry while also representing aspects of participants’ experiences that were particularly salient to them.

A note on quotes from participants: True to the interpretive, sociocultural spirit of my research, I have chosen not to correct the English of my participants. This ensures that the participants’ unique voices are more fully heard. If I felt that the participants’ English abilities posed a problem for the reader’s comprehension, I provide an explanation of their intended meaning informed by the larger context of our conversation.

**Gloria: A Front Row Student**

Gloria, age 21, was born in Dalian, Liaoning, Northeast China, to parents who valued academic achievement as key to a successful life. She started learning English in primary school. In her first interview, Gloria described how important it was to Chinese parents, in general, and to her parents, in particular, to have their children sit in the front rows of the classroom. She told me about the assumption that students could be taken better care of and also more effectively interact with the classroom teacher when they were seated up front. Likewise, it was assumed that students seated in the back rows usually did not pay attention
and were ignored by the teacher. Because of this, Chinese parents, Gloria explained, sought
good relationships with teachers so that they would place their children in the front rows. As
an example, she told me how, when students did not behave themselves or were given
detention from school, their parents would want to provide “benefits” for the teachers. By
this she meant any type of present, including money. Gloria went on to say that her own
mother was so close to her teacher in middle school that she was privileged to take extra
classes in her teacher’s house with several other favorite students and was seated in the
second row. In return for teachers’ caring and sacrifices for their students’ education,
encouraged in various ways by parents, Gloria underscored that children were responsible for
meeting teachers’ achievement expectations. She described, during the member checks in the
second interview, this relationship among parents, student, and teachers in China as follows:

[My mom said], “Get more scores to the teacher.”... It’s because we take the
class in the teacher’s house. But if we don’t get high scores, my mom said
teacher will don’t want to teach. Since in the 50 class, parents all want the
teacher [to] focus on… Teacher can just focus on just one small group
students. Since 50… cause too many students… So she will make attention
more to the good students than the bad students. Cause the bad students,
however you teach him what much, they don’t want to learn. And like me, the
middle students, the parents usually want the teacher [to] pay attention for me
like the good students, too. So, their parents will give the teacher gifts.

After two years in high school in China, Gloria transferred into the sophomore class
at Lakeridge Academy, a four-year private American high school in Ohio. Gloria reflected on
how her low vocabulary knowledge and listening proficiency made her struggle to
accomplish her coursework. After spending a year attending school in Ohio, Gloria returned
to China because her mother wanted her to take the college entrance exam in her home
country. Upon graduating from high school in China, Gloria was encouraged by her parents to seek more educational opportunity again in the United States. However, her insufficient English proficiency exam scores placed her in the intensive English program in which I was teaching. Gloria enrolled in the program in Fall 2010 hoping to undertake the entire journey of getting a foreign degree, aspiring to start her college program the following academic year.

On the first day that I walked into my ESL reading class in Spring 2011, it was snowing a lot. Gloria was already in the classroom, wearing a white sweater and a short skirt. I couldn’t help but notice her long, curly, dark-blond hair as she was sitting, quietly, close to the window and its light intensified her unusual hair color. A colorful, stylish bag was at her feet. This became a trademark of Gloria’s fashion-forward identity in my classroom.

When I presented an introduction to my research study, I remember Gloria showing obedience and respect by frequently nodding and listening. Her sound was soft and low. This made me suspect that Gloria would be an obedient, quiet, and shy student; in fact, she was the first student to return a signed consent form that day. She hurriedly walked away. The next day, however, when Yvette, one of Gloria’s close friends who also happened to come from the same region in China, came into my class, I found out that I was wrong about Gloria’s quiet disposition. Sitting next to each other, Gloria and Yvette on and off talked softly together in Chinese throughout the entire class session. As it turned out, Gloria was a highly verbal student over the course of this study, provided she could rely on her first language to accomplish most classroom interactions. It was only when speaking in English, when she was within a group of students from non-Chinese backgrounds, such as Korean and Indonesian, that Gloria was likely to be the quiet girl I first thought her to be.
Gloria would be the first student that left the classroom during this study. She would say goodbye when hurriedly leaving the room. After her first interview, I got to understand that her disposition in the interaction with a classroom teacher was attributed to her previous experiences in the Confucian values-based EFL classroom, which I now describe in the following section.

**In the EFL Classroom Context**

*English reading instruction: Focused on vocabulary-building*

As she mentioned in the quote above, Gloria was with 50 other students in her high school English class. In this big class, some teachers encouraged students to raise hands if they had questions, while other teachers actually actively prevented students from asking any questions. In her survey and interview responses, Gloria indicated that, according to her schooling experience, only the teacher talked during class and students listened. This exemplifies the context where, consistent with Confucian values, teachers, as revered scholars, were given authority, social privilege, and respect. Just as children were to obey their parents at home, so were students expected to show their obedience to teachers in the classroom.

Drawing on information provided from her survey as well as interview responses, typical English reading instruction for Gloria, that which she considered the method she was familiar with in China, consisted of very traditional, teacher-centered activities. The teacher, for example, would use a textbook and an English newspaper as class materials. He would speak in English, but switch occasionally to Chinese when students did not understand him. He would read the text aloud to the class or require students to read by themselves. His focus
was mainly on vocabulary-building in reading instruction. The teacher would ask students to practice new vocabulary words from a chapter and assign a vocabulary quiz the next day. For the quiz, the teacher provided the meaning of an English word in Chinese and students translated it into the relevant English word. Apart from these vocabulary-oriented activities, after a required reading, students would finish broader text-comprehension questions provided in the textbook.

According to Gloria, there were infrequent class activities, such as pair work and group discussion, in which those sitting next to each other used each other as learning resources.

*Classroom interaction: Teachers were not in my world*

Given her responses to the survey and interview, Gloria had very few interactions with her English teacher in China. Both data sources indicate that she asked questions to the teacher after class if she had them, but, as she clarified in the interview, she never asked questions in English class; she was more comfortable asking her questions to her friends. She also answered the teacher’s questions only when individually asked.

It was obvious when I talked with Gloria that she did not want any special attention from the teacher that would result from her inquiries. Apparently, she was reluctant to interact with her teacher for fear that this would create the impression that she was more interested in the lesson than she really was. Interestingly, this reluctance seemed to conflict with her parents’ interests in having her please her teachers in order to receive their special favors. Another reason Gloria gave for not wanting the attention from her teacher that her
parents would want her to get, was that she didn’t like her teacher knowing anything about her private life that they might share with her parents. As she put it:

[I asked questions to my] friends. No sentence reason to talk to teacher. Don’t want to talk with teacher… Ask[ing] some questions is okay. If she ask me, “Have some questions?,” and I ask. If I just ask her some questions, maybe we’ll make attention. Attention of her. And the next time she will always point me to answer the questions… Maybe she think I like study… If I ask some questions, she will talk with me some other things… [in addition to] study. And, they have the parent meeting. She will all tell the parents and I will die. Yeah, most of the time, the teacher will talk with the parents a lot.

This quote illustrates how Gloria felt uncomfortable interacting with her teacher. It allows us to understand how her classroom participation in the EFL classroom context was constructed in accordance with Confucian values of authority.

A third reason Gloria gave for not asking questions in class was that, given the large class size, it was unfeasible for all students to feel free to do so. Moreover, she made a point that the class hour was not only given to her but to all others. Therefore, if she or other students repeatedly asked questions due to lack of understanding, some students would complain about how this was keeping them from learning. Because of the paramount burden of the college entrance exam in China, students did not want their teacher to spend too much time answering individual questions. This learning orientation sheds light on how Gloria had internalized Confucian values of educational collectivism over individualism (Triandis & Gelfand, 1998) for the sake of collective goals in the classroom.

Gloria’s interaction with her peers in her previous EFL classroom, when she was encouraged to interact, was active and goal-oriented. She indicated, in her survey response, that she and her peers helped one another understand the meaning of reading material. This
might indicate that Gloria was cooperative with her peers in order to meet classroom expectations.

**Engagement in reading: Boring and unchallenging**

From her survey and interview responses, it was evident that Gloria never felt interested in reading an English textbook. Her reluctance to read in English was due to the following reasons. First, she found that the words in the textbook were too easy for her to feel any challenge. Besides, the content of the textbook was unbelievably simple. As Gloria put it:

The textbook is usually not interesting. And some words are really easy. In the morning, in high school, in the morning, dadadada... it’s easy. Just some words, new words we need to learn, is new. And other all [I] knew. So, okay, don’t have the challenge or it’s not interesting... the content. Yeah, in the morning happen things and have some new words, and then in the afternoon have things.

Gloria’s lack of interest, which she references in this quote, kept her from seeking to read more about the topics in the textbook. She personally liked “stories,” in view of the fact that, according to her, stories had “content.” Gloria remembered having read Julius Caesar in English for her coursework at the high school in Ohio. What I understood she meant in terms of “stories” was narrative structure with characters and intriguing themes, which she perceived as different than the knowledge-based content of a textbook.

She also cited her lack of English vocabulary knowledge as the reason for her disinterest in reading, talking about how, just on one page alone, many words would be unknown to her. This made her pay special attention to English words during reading. What became clear about Gloria was that her English reading was extrinsically motivated; she read
English textbooks only to improve her English reading skills and only to answer the questions in class. She did not, as she made clear, do any out-of-classroom English reading. In this way, Gloria engaged in efferent (or extrinsically-motivated) English reading.

**The PrOCALL Approach**

*Response to instruction: A computer is a great tool*

Unlike my first, quiet, impression of Gloria, she eventually became one of the most involved participants, making progress in working effectively with the PrOCALL approach in this study. Because of my interest in using computers to mediate learning, I was eager to learn how she responded to the use of a computer in her lab activities. I also wanted to find out what she thought about the cultural project that I assigned to my class for this study.

Early in the PrOCALL approach, it was noticeable, from her interview, how she struggled to figure out where to go on the internet during my instruction in class. The whole process itself in every session, she said, made her overwhelmingly confused about what she was supposed to do and whether she was doing it well. It was primarily with the help of her partner, Yvette, who sat right next to her, that Gloria caught on to class activities. I also noted from my informal observations that Gloria seemed not to take the group work seriously nor be very attentive to group tasks. This was evident from her work with Yvette: During the entire lab session, the two would frequently be chatting in Chinese. Because of her discomfort in using the computer and her lack of engagement with group activity, what was most noticeable about Gloria’s experience with the PrOCALL approach, as I will further describe, was the way she came to feel more comfortable using a computer to not only search for information but to also understand her reading and be engaged with it.
From observing her behavior and interviewing her later about exposure to the PrOCALL approach, I learned that Gloria still perceived some processes in the web-based activities to be challenging and nerve-wracking. As she shared with me, “If it’s a person, you can... you can very clearly talk what you want to talk about. But, in the computer you will see ttttt... It’s nervous.” Nevertheless, I found use of PrOCALL to ultimately have a number of positive effects on Gloria’s learning.

First, in telling me about her experiences reading on the internet, she described that she liked reading online because of easy access to additional information through search engines during her work on a specific topic. In the interview, she said, “In the computer, if I can’t know something, I can search. But, in the book, it’s not.” Indicating one of the advantages of online reading that is cited in the literature, Gloria made a point in this way of differentiating reading online from reading a print book. Second, she indicated that different modes/features on the computer helped her read better. For example, she noted that the pictures provided with an online article gave her clues about the main idea of the article. She stated, “And if [I] don’t know something, there are some pictures, kind of explain what the meaning… and easy to understand, especially for the English.” Another way in which Gloria differentiated online reading from paper-based reading was that the features made available by computer technology simply piqued her interest. She said, “And if the book is, sometimes book is boring, cause it’s so state (?)... First time ah, it’s old, not very good to look. But computer is okay.” Here, I understood that she thought that a computer had more functions that kept her interested, such as audio/visual functions. These aspects of the online environment, embraced by PrOCALL instruction, made it possible for Gloria to become
more engaged in the web-based activities. Inasmuch as she could read more expansively on topics of her own choosing while also better understanding what she was reading because of the presence of intriguing visual images, through the cultural project in my course, Gloria’s cultural interest and awareness grew.

Gloria’s own perspective on the project work that I assigned to my class seemed more constructive to me in her last interview. Through her work on the cultural project, she became interested in a variety of information about different cultures, such as different conceptions of love between China and the U.S. The availability of internet resources prompted her increased awareness and exploration of this topic, and it was through her cultural project that she shared this new information with peers. For example, she told me that she learned cultural differences between China and the U.S. through music videos and songs. In the sequence of the project implementation, students were required to search for several folk songs: one from the U.S., another from their own country, and the third from their partner’s country. Then, they selected their cultural topic on the basis of the themes of the songs. It was no surprise to me when Gloria told me what she learned about cultural differences between conceptions of love in China and in the U.S. Her own perspective in this regard was exactly that of the older generations in my home country. As Gloria put it:

I think it’s the most different between China and America, cause in America music most very immediate to show us. Like ‘oh baby, I love you’. Maybe in China it has the ‘I love you’ this word but they maybe use other words, not very open to say. And, American music video [is] always very sexy. In China, there is like a story to…. like a background to show what the songs to talk about. Different… Americans more open. Maybe, each word has some very sexy words, but in China maybe, ah, we’ll see something something, and then, the final is ‘I love you.’ It’s not like very… Oh, baby, come on… No. Other words to sing the songs. And, finally ‘Oh, I love you.’
Gloria was situating and interpreting cultural differences between the two countries within her own sociocultural experiences. In the quote above, we can see her interpretation of how to express love to someone else based on the criteria constructed in her own social context. Keeping the criteria in mind, Gloria thought that American music videos show too many sexy scenes. From this quote, we can assume how she felt culture shock in the American cultural context.

Additionally, there were other, more technical, reasons why Gloria liked the cultural project. Not only did she come to understand the importance of computer skills, but she also learned how use of a computer in the classroom could really supplement learning. In the quote below, she explains why:

"Easy to do now… to do the program. We need to search something from there and use the process in the computer. And, first it’s hard. It’s complex for us to find. Everything is difficult. But, now its use is very convenient… It’s good. Helpful, cause we need [to] search some resources online and to familiar with use [of a] computer. I think maybe we need to go to the university, this part is important too. So, for some China students know oh Egypt (?) people will not use this system this much as American students. We need [to be] familiar [with] this kind of this system before we go to the university."

Here, Gloria explains the benefits she realized about the use of computers in the classroom. She can now search for any information using search engines. She also connects her experience using the computer in class to her future study at college. This illustrates how she recognized that a computer could be a great tool for her learning.

**Classroom interaction: Challenging in English**

This section addresses Gloria’s pattern of classroom interaction in PrOCALL, in which she conducted a cultural project with Yvette in a group setting. In particular, in her...
interaction, she displayed how challenging it was for her to have to communicate with Yvette in English, and by contrast, how comfortable she felt when speaking to her in Chinese. Negotiation of silence seemed much easier for Gloria in Chinese. Here, I will present what I discovered about her interaction pattern, her challenges, and her important progress in PrOCALL.

Aside from coming to realize the benefits of using computers in learning to read in English, through PrOCALL, Gloria’s level of class engagement was positively affected. Gloria changed from being the relatively quiet girl I first thought she was to, instead, being an active participant in class. I found this by observing her formal/informal interactions with Yvette. When interacting with each other in formal interaction in coursework-related discussion, I observed Gloria and Yvette to take turns reading their summary in English and checking necessary components of the task. For example, I, as an instructor, required my students to read only some subheadings of online material, considering the limited class hour. Indeed, Gloria and Yvette would talk very closely with frequent nods, hand gestures, and even caring physical touch, such as hair and hand touch, and make frequent eye contact. Gloria said that she was collaborative with Yvette to sustain a harmonious work setting, seeming to make an effort to be in agreement about their group work.

In informal interaction, such as chatting, during this period, I often observed Gloria and Yvette to whisper something inaudible to each other in Chinese. Once done with the day’s group work in class, they would talk softly but actively to each other in Chinese. I could observe through their facial expressions, frequent giggles, and gestures that they were deeply engaged in the topic of this informal conversation. Insofar as their interaction was in
Chinese, I could not understand them. I would attempt to verify my understanding by asking them whether they were discussing the day’s assignment. Their answer was “No,” and then, “We’re done!” Despite my encouragement of both of them to use English many times, their choice of language for informal conversation in class was primarily Chinese. It seemed to be challenging for Gloria to stay away from speaking in Chinese in the ESL classroom especially when working with her partner from the same country.

Interestingly, even though Gloria preferred her overall interaction in Chinese, we see how she was still more openly fracturing the silence-oriented values of her previous EFL classroom.

While Gloria continued to frequently talk with Yvette about whatever she was dealing with, formally or informally, in class, I observed her also to become less hesitant in interacting with me, as her instructor. I noted that Gloria was likely to raise her hand to ask questions about, for example, the steps to follow for group tasks and the ways to search for information online. I also discovered that Gloria became more comfortable actively participating in open discussions by responding to my questions. I believe her willingness to participate in interaction with me also showed how the PrOCALL approach positively affected her interaction pattern in class.

According to her interview responses, it was most challenging for Gloria to reach an agreement in a group setting when she and Yvette had to select appropriate content and organize it in their assignment. She felt this way especially when she and Yvette engaged in data search and collection for their first group report. Gloria and other Chinese students were used to the Chinese school system in terms of curricular and instructional approaches; these
approaches did not place a high value on divergent reasoning. This led Chinese students to a similar way of thinking, valuing, reorganizing, and concluding content from reading materials. Gloria made the point that she and Yvette routinely thought the same way so that she felt less confident in their work when working with a larger group. In the U.S., she did not seem to be sure whether she met the instructor’s expectations in the ESL classroom.

Later in the PrOCALL approach, Gloria showed important progress in her interaction with Yvette and with her peers. In addition to my observing enhancements in her interaction with Yvette, Gloria herself expressed how much she liked working with a partner, exchanging questions and ideas. She said, “…I’m confused about the difference. I will ask Yvette… She can give me some advice.” When in conflict in their work with each other, Gloria and Yvette made an effort to search for supplementary information together on the internet, continuing their discussion to come up with a mutually acceptable outcome. Their collaboration illustrates how PrOCALL serves to facilitate interactions among students; in working on their group project autonomously and interdependently, students are increasing their interaction. Gloria reflected that her shared background with Yvette helped her effectively cooperate with Yvette based on their easy understanding of each other, saying, “because we are from the same part… Our educational experiences are the same.” This was an interesting contrastive comment with the previous one, in which Gloria maintained that the shared background between the two made her less confident of her group work performance. Nonetheless, throughout my informal observations, I came to see Gloria undertake her group-work more seriously, engaging in her discussion with Yvette in their data analysis and synthesis. Gloria clarified my understanding in the interview process: “At
first, maybe, [we] just play [and] make a joke. [We] Do not focus on the program. But, later we will do it first and finish all. We will play or do another thing.” I understood from her clarification that by this she meant that she did not much care about her group work at the beginning of this study but did so later.

During this period, Gloria also showed much improved and voluntary interaction with me. It turned out her interaction pattern with me throughout this study was almost the opposite to that of her previous patterns in the EFL classroom. She once said in the earlier interview, “No sentence reason to talk to teacher. Don’t want to talk with teacher…” By contrast, the following excerpt from Video 4 provides an example of her distinct reaction.

(Right before class started, Gloria approached me.)
MK: Yes!
Gloria: I want to know what day is the final test.
MK: Final test? You mean TOEFL?
Gloria: No, no, no... Um...
MK: Achievement tests?
Gloria: Yes, regular class final tests... because I bought the airplane [tickets]. I think I maybe book earlier... May 4th. So, [I want to know if] it will be finished or not.

She rarely voluntarily talked about her personal life at the beginning of the course, while, as can be seen in the excerpt above, she seemed to gradually change her pattern of interaction with me, her instructor, after exposure to PrOCALL.

Apart from her enhanced interactions in PrOCALL, I learned through her interviews that Gloria involved herself in extended discussions with Yvette through the phone or email outside of class. In this way, they continued to use each other to support each other’s learning. For example, when finishing their own parts of the group work, Gloria told me that
she and Yvette exchanged their work through email. After checking their partner’s work, they talked over the phone to provide input to each another. Gloria underscored that she became responsible for group work, and considered working with a partner an advantage of her learning in my course. I felt deeply honored to hear her saying that she understood this benefit from her work with others.

While noting, in this way, how group work in the PrO CALL approach benefited her as a learner, Gloria also maintained in her interview that she still found formal group discussion/project work difficult. First, whatever types of work she was involved in for the project, she felt responsible for having Yvette take a look at the final version before submitting it to me. Insofar as there were more steps to take to accomplish a task in a group setting, it took her more time to finish. She once said, “[When working alone] I need to write down something, and not need the partner to check… And now, I need to finish and send it to her first… [For] every question I made, I need to get her advice for her and let her agree.” Another challenge that she noted was the fact, as I have mentioned before, that she spoke in Chinese, whenever she could, for group discussion. Except for what should actually be written on their report or other assignments, she sustained her interaction using Chinese, especially with Yvette, in their group work. While aware of the importance of speaking only in English in the mainstream classroom, she pointed out the reason that she automatically and inevitably maintained her use of Chinese was because she could avoid basic linguistic issues, such as choice of appropriate English words related to a specific situation. She clarified my understanding of her observed use of Chinese language as follows:
Chinese meet Chinese. It’s hard for them to speak English, cause some emotions want to use English to show is hard. We don’t know choose which word can let me to say in this situation I want to say the word in English. It’s hard for us. But, in Chinese we will easy to understand. In this situation, what do I want to say.

It was obvious that, in Levels 2 and 3 of a project session with more student-centered activities provided, Gloria’s use of Chinese in both formal and informal interactions was dramatically increased. In her whispering with Yvette as observed frequently in the videos and in her interaction with the other Chinese students in class, she chose Chinese without hesitation. In more challenging situations in the ESL classroom context, her own language enabled her to negotiate the silence and overcome the cultural discontinuity of her previous socialization into silence.

**Engagement in reading: I like stories**

As described earlier, Gloria continued, in my class, placing her primary focus on content as opposed to basic language skills, such as comprehension and grammar, in reading. She had told me how she was eager to read “stories,” citing again how she enjoyed reading “Julius Caesar” during the time in an Ohio high school. As I mentioned before, by “stories” she meant content that was more like narrative. In her discussion about reading in my class, she also focused her attention on the content, the “story.” She said, “[I] talk about the focus. I will said the story.”

Later in PrOCALL, as opposed to her earlier preference for stories, I found that Gloria became more comfortable navigating more traditional textbook/expository content. First, Gloria told me that, when searching for data on the internet, she focused on identifying main ideas. In so doing, she could immediately tell whether she should read them further,
selecting parts to be included in her group work. Second, in addition to the main ideas, Gloria placed her special attention on the supporting details to reference in her group project. Furthermore, she connected her reading to her previous knowledge and experiences in discussion, which was an aspect found in aesthetic (intrinsically-motivated) reading. For example, in the following quote, she exemplified how to connect a current topic to her previous experience and reading:

> Like my experience, some materials from another part I know, I will both talk to her [Yvette]… I will say, ‘America music video a lot of kiss,.... Another I see too many and it’s very sexy. This is my experience… based on… [my experience]… also on the reading too.

In this period, Gloria told me that she felt least interested in materials from fields such as science and psychology because of the difficulty level of understanding. She again highlighted the word “story” when conveying the most interesting thing in reading materials online as part of the PrOCALL approach. While she seemed to have learned some skills to make sense of online expository text, in terms of her interests in reading, use of PrOCALL seemed to not affect any changes.

However, the PrOCALL approach allowed Gloria to discuss her English reading with a partner. As she told me in the interview, this kept her from feeling bored and gave her an improved understanding of her reading. This enabled her to make mild progress in her engagement in reading. Prior to exposure to the PrOCALL instructional approach, her main focus was on improving specific English reading skills, whereas, after exposure, her interests expanded to content, indicating slightly increased engagement.
Summary

Gloria’s case illustrates her experiences with East-Asian Confucian values in her Chinese EFL classroom. The learning environment was teacher-centered, with Gloria happy to retreat into the background, even as a “front-row” student. She did not ask questions of the teacher or interact with him in class. She read traditional English-teaching materials, such as a textbook or an occasional newspaper, and, with those, focused mostly on vocabulary-building and answering generic comprehension questions. There was no extended, life-connected, authentic English reading driven by intrinsic motivation in her school life in China. She was, essentially, bored and disengaged.

With the PrOCALL approach, Gloria became a more interactive and engaged English learner. With her partner, Yvette, she learned to work collaboratively with peers and also grew to be more comfortable asking questions both of her peers and of me, her instructor. Her negotiation of silence mostly happened in English at the beginning of this study but in Chinese later on. She had opportunities to be drawn into, and connect her own life to, the “stories” she read, and, because of that, because she was not “bored,” came to better attend to and utilize effective reading strategies. Moreover, the cultural project of my PrOCALL approach gave Gloria a chance to develop an interest in and awareness of cultural difference and to understand herself, in transitioning from an EFL to an ESL environment, as undertaking a cross-cultural journey. This was seen in her comments on the different conceptions of love between China and the U.S. In the end, Gloria, the quiet “front-row” girl, had the experience of more actively participating in her English learning and, I believe, not minding the kind of classroom attention she used to try to avoid.
Harry: A Chinese Gentleman

Harry, age 21, was born in XiangTan, Hunan, in Southern China, where he attended elementary through high school. He grew up abiding by his parents’ wishes that he should be obedient to the teacher but be careful in deciding whether to rely on the teacher in case his teacher “made mistakes.” He started learning English at the age of 9 thanks to his parents who believed that learning another language would eventually help him attend a well-known university and make a good life with a better job after graduation.

Harry reminded me of many things that I experienced in high school in my country when the one and only goal of all students seemed to be to go to college. From freshman year on in my high school, a college preparatory women’s high school, all students primarily focused on preparing for the college entrance exam which was provided once every year. Harry filled a large part of his first interview with me talking about his experiences preparing for the college entrance exam and describing the competition among test-takers in China. He started his story with how different educational policies in China made test-takers feel stressed according to a wide array of geographic divisions. He provided the following information in greater detail.

China has two different educational policies in practice; four provinces, including Beijing, Shanghai, Guangzhou and Shenzhen, share one of the policies, and the rest of the provinces share the other policy. The big difference between the two policies, Harry said, was the passing scores required by universities for the college entrance exam called gao kao. As Harry shared with me:
I think the most difference is pass score. Like these four cities, the students who [are] learning in these cities, it has very low pass score. And very high percent people can go to a good university or college. Only in these four cities. In the other provinces, we have very high score to pass. And for other side is we have very… very short college can accept us to join… Let me make an example. So, for example, like in this college, in these four cities area, it maybe has one hundred colleges but only thousand people want to join. But for other area, like my hometown province, it has one hundred college or university but more than… many of the people want to join these college. So, it’s means you have very high chance to fail.

Harry’s point was that the four big cities had a higher percentage of test-takers who obtained passing scores, while the rest of the provinces had a much lower percentage of test-takers who achieved passing scores. These two educational policies caused different degrees of competition amongst test-takers based on where they went to high school. Harry very firmly maintained that more than 50% of the test takers had no chance to go to college after the first failure due to their loss of inspiration. Upon failing the first try, they simply gave up on going to college. This eventually caused the college entrance exam to be extremely competitive, making the test-takers stressed and making high school time, in effect, a test preparation period.

On a related note, Harry described that those who failed in the gao kao decided either to prepare for the next exam or, if they could afford and were willing, to go abroad to study.

2 A newspaper article supports this claim of Harry:

Higher education in China is still an elitist enterprise for the best and the brightest students. Though college attendance is growing rapidly, under 9 percent of China's population hold university degrees. Meritocracy is valued as an ideal. The educational system may still be Communist in name, but it is pervaded by Confucian ideals, which inspire tremendous respect for learning and academic achievement. (Retrieved from http://chronicle.com/article/Building-Bridges-How-American/128759/).
For example, as in Harry’s case, they hoped to attend a prestigious college which their exam scores could not have allowed them to do in China. Harry said:

In your life you have only one chance [to take the college entrance exam]. If you fail… yeah… in fact, that [you must either pass or you have to go to another country] is true, because we have too many people… That’s not good. That’s not very good. So, most of Chinese students don’t like this.

In this way, after graduating from high school, Harry and his parents decided that he should go to college in the U.S. on account of his unsatisfactory passing scores in the gao kao. In regard to this decision, he further explained how the Chinese, in fact, preferred that their children go overseas for study: They believed that their children’s foreign degrees would pay off. Here, I can confirm that China and Korea share the same values with each other with respect to education. In other words, in my experience, Koreans think the same way.

Harry illustrated how educational policies and the values in his own country became the driving force in his pursuit of a foreign degree in the U.S. He replied as follows to my clarifying questions during the interview process:

So, my parents asked me what about your plan, about your life, yourself. Because I graduate, I have a two choice. One is [to] come to the United States and try to learn English and because in my country most parents thinks if you can go out from China and learn some skills from other country until you are back you will find a good job and you will get a wonderful life. So, my parents asked me what about your choice and during that time I already took a university test. So… of course I passed it, but in my country the score, you know, it always… if your iBT\(^3\) got a score more than 100, you can go very very nice university. But if you only get 8 score, your choice is short more

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\(^3\) iBT refers to Internet-Based Test as a current type of TOEFL exam.
than you get 100 scores. So, I told my parents I wanna go to the United States and try to learn something [that can] help me. So, after that, after graduate from my high school, I spend one year learn English in China, in an English school, a very famous English school, and prepare for my visa. Then, when I get my visa so came out China and travel to the United States. So, it cost one year.

Because, as Harry described it, English was only a classroom language, in other words, students used English only in English class and not at all outside of classroom, Harry spent a year improving his English skills at an English school in China. He enrolled in the intensive ESL program in Fall 2009. He began his fourth semester in the program when selected to participate in my case studies. To my question about what made him take so long to receive passing scores in the English proficiency test, such as TOEFL, he honestly replied, “I don’t work hard. I’m lazy.” Despite this less-than-glowing depiction of himself as a student, he aspired to attend college the following semester.

Harry walked into my classroom in the middle of the first class meeting of the semester. He wore a big smile, trying to explain, with good eye contact, why he was late; he had been sent to my class by a colleague who already had him in one of her previous classes. My vivid impression of him was that he was a gentleman. He paid special attention to me, never interrupting and without making any movement while I was talking. Once asked any question, however, he would come to life, explaining his ideas with a confident tone of voice, a friendly-looking smile, and good eye contact. Unlike Gloria’s reticence, Harry showed his willingness to ask questions of me. Indeed, he did not seem to care much about the many flaws in his English grammar. Later on, it turned out that Harry, true to my first impression, was by far the most caring, respectful, and courteous student in my class. For example, he
would say, “Excuse me,” to his peers to signal that he wanted to join the conversation, and he was the student who would say, “I’m sorry” and “Thank you,” most frequently. He almost never forgot to say goodbye when leaving my classroom. He was a real Chinese gentleman.

**In the EFL Classroom Context**

*English reading instruction: It was mostly okay*

As Harry described it, his reading class in China was not a separate class but one of the sections under the comprehensive subject called ‘English.’ In this class, he learned all English skills together with 60 other students. Seemingly, it sounds like he was in what would be regarded here as an integrated English class, in which students learn all language skills in the same class through activities and tasks but, in reality, it was not that kind of class at all. As he indicated in his survey and interview responses, there were no class activities in reading and his teacher did not allow students to ask questions during class. Further, only the teacher talked while students listened, which, Harry said, was conceived of as acceptable classroom behavior. As he explained, “So, and the students listen. Yes, most of our class are very quiet. We thinks that it means we respect our teacher.” Similar to Gloria, the classroom teacher, here in Harry’s case, was an esteemed authority figure, making another point that the relationships between students and teachers correspond to Confucian values.

When asked to describe typical reading instruction, Harry explained that his teacher first would have students read a text for 10 to 20 minutes. Then, she would explain the gist of the text, reading each sentence aloud to the class and translating it in Chinese while placing focus on reading speed, vocabulary, and grammar. Harry expressed that he mostly liked the teacher’s teaching method, but, at the same time, indicated that students should be provided
with opportunities to autonomously improve their reading comprehension through their own endeavors. He said, “but sometimes I think it’s not very good for you, ourself,… to improve our English skill because even if you don’t know whole story meaning, however the teacher will explain. So, it’s not very good for our English skill improve.” Here, he seems to be implying his belief that he would have liked more opportunities to interact with the teacher and his peers over the text.

In regard to supplementary materials used in reading class, Harry pointed out, in his interview, that his teacher used videos. Videos were popular teaching materials in China, according to Harry, because of their quality and availability. He said, “Because in our country, video is very good majority to use and it’s very easy to find. It’s not cost very expensive in our country.” Apart from videos, he noted that she also used the occasional English newspaper as a teaching material. The primary reason, Harry said, that she used English newspapers in class was because she could have students take quizzes assessing their comprehension of the articles in the papers. Harry commented that he liked both of these materials for English reading on account of the variety of different topics addressed by them; he enjoyed the way they extended his English reading into different audio and visual representations.

**Classroom interaction: The Chinese follow Confucian values**

As Harry’s childhood education and his classroom experiences with English instruction illustrate, he was, like Gloria, a typical insider of East-Asian Confucian values. Insofar as Harry, in his interviews, was able to vividly portray the nature of Confucian-inspired classroom values, I felt lucky to have him in this study; I thought I could learn a lot
through him about the impact of these values on Chinese students’ classroom experiences.

The following quote is an example of how he was able to connect his classroom experiences to values learned about appropriate relationships with teachers and parents. In it, he describes the norms for interaction around questions in English class:

Harry: [I asked questions] after class. Only after class… I think it’s also basically our country environment. Because we most of us think if you interrupt teacher’s talking, it’s very bad thing...Yes, it’s not polite. You should respect your teacher.

MK: Did you learn that way?

Harry: Yes, my parents told me… parents and teacher also said that. But I’m not so sure because time is very… I remember when I was very young, my parents and my… school master?!... yes, so give us advice, “don’t interrupt when teacher is talking.”... So when we during the class for most of the time we don’t like to interrupt the teacher.

Despite his awareness of having to show respect to his teacher by being obedient and listening, he was unusual among my case study participants in the way he talked about eye contact. Harry, both from my own observation of him in class and by his own description, made good eye contact with his teachers when talking to them. He maintained that this practice was just his “habit,” as he reveals in the following quote:

No, my parents and teacher didn’t tell me [to] do that. But I think this is my habit. Yes, because, when some people... when they [are] talking about each other, they always will look down at the table. So, someone like to do that. But, I’m not. Yea. I don’t like it. I think there is no reason. Just my habit.

Perhaps his practice of making eye contact with his teachers, despite the Confucian cultural norms that would advise otherwise, is an example of his living another one of his parents’ teaching, as described at the beginning of this case; to be obedient but also to be
cautious of blind obedience. His own “habit,” which went against the norm, may exemplify an independent streak in his otherwise very well-mannered, gentlemanly, demeanor.

Unlike his relationship to the teacher, Harry described, in his interview and survey responses, that he and his peers interacted with one another to help understand the meaning of reading materials, as well as English grammar and vocabulary from the reading.

_Engagement in reading: I preferred reading in Chinese_

In regard to engagement in reading, it seemed that Harry’s pattern of English reading was influenced by his teacher in the previous EFL classroom. As mentioned earlier, his teacher usually focused on reading speed, vocabulary, and grammar, which, according to Harry, was true for most of the English teachers in China to help prepare students for the college entrance exam. More specifically, most English teachers, he insisted, believed that there should be a correlation between vocabulary knowledge and English exam scores; once students improve vocabulary knowledge, they can make their exam scores high accordingly. In his interview, he reaffirmed that English teachers underscored to students the importance of enhancing vocabulary knowledge for English reading and actively encouraged them to do so.

Affected presumably by his teacher, Harry placed his focus on vocabulary-building in his English reading. Apparently, however, the emphasis that Harry and his teachers placed on English vocabulary building wasn’t really connected to the reading of authentic materials in English. As he described it, he was interested in reading about topics such as sports, games, and different cultures, but, due to the Confucian-inspired hierarchic norms in his English class, he had no opportunities to expand his reading into these more personal themes.
inasmuch as the teacher’s choice of materials went unchallenged. He was not encouraged to read on personal topics, neither in his English classroom nor out of it.

My interview with Harry indicated that he did not dislike reading itself, but simply found it difficult to read authentically in English due to lack of practice and exposure. As Harry put it:

Most of the time I don’t use English, because you know when I stay in my country we use Chinese everyday and some Chinese information is very easy to find it. So, I don’t think I will specially to use English to find it.

Reading in English was, for Harry, like for most Chinese students, a requirement for scoring high on the college entrance exam. It was extrinsically-motivated with an efferent stance. For this reason, the focus on vocabulary made sense to him. He had simply never had the opportunity to ascribe a different meaningful purpose to his English reading.

The PrOCALL Approach

*Response to instruction: A computer is convenient*

Seeing that Harry was so clear in his interview about the effect of Confucian values on his previous English-learning experiences, I was especially curious about how he would react to PrOCALL instruction. I thought that, with him, above all, I would get interesting insight into the effect of previous EFL learning on response to PrOCALL.

Harry got to work together with his partners, Jesse and Sean, for his PrOCALL-inspired project in my course. In this group work, I was impressed by his extreme attention to his performance in class; he would focus so much of his attention on the day’s assignment that he rarely moved himself, staring fixedly at the computer screen for over 20 minutes. In
his second interview, I could hear from him that he enjoyed using the computer for very technical reasons. He explained:

I like to use computer because I think computer is a new skill in our 22nd century? (He raised his tone of voice here) It’s a very important skill to know how to use computer and I believe if you can know how to use computer, computer will be very helpful doing your job and your life.

Just like Gloria came to realize at the end of her PrOCALL involvement that using the computer was a very desirable and necessary life skill for the current economic context, Harry, at the onset, seemed convinced of its value. Unlike Gloria, however, he seemed to be already familiar with basic computing skills, which he proved in utilizing search engines in the circular process of his data collection. He made the most of online search engines to obtain his desired results in a group assignment. Once any questions came up among the group members, he would be the one to search for information online. His last interview validated what I recognized from my observations about Harry’s comfort using computers. He told me:

I like using the computer so much, because [when] we have some problem and I want to search some information, I can use computer, search online Google. And it really help me a lot. I like it.

During the period that he was involved in the PrOCALL-inspired group project, Harry learned something beyond the English content and its computer-mediated instruction; he learned about Korean culture from his South Korean group-mate Sean. He shared with me, in his interview, that he learned a lot about Korean culture, saying, “I’m never heard some culture from Korea. So, Sean can give me many different and interesting opinion,
advice about Korea.” The following excerpt from Video 2, recorded during the pre-project session, provides evidence of his interests in Korean culture:

(After Harry shared his reading online with his group members)
Harry: How about talk about our countries’ festivals?
Sean: What do you guys (inaudible)…?
Harry: Spring, Spring Festival. So, what about you, Sean?
(Harry’s explanation about Spring Festival omitted)
Sean: I think Korean New Year’s celebrating Day is Chinese Spring Festival. This is also family gather-together. And they eat traditional food, Rice Cake… and Ttoukguk too…
Harry: What about your people call that festival? The name is…?
Sean: Seoullal.
Harry: Sounglal…

The excerpt above showed that Harry began to express his interest in Korean culture to Sean by asking continued questions. In his interview, Harry also told me that he learned from Sean that Korea did not have the one child policy that China did. He said, “I remember that for our second culture topic, we focused on different policy in different country. And, we make a[n] example like… especially country like China’s one child policy. So, but in Korea and in America, they didn’t have this policy.” Through the cultural project utilized in the PrOCALL approach, Harry could expand on this developing interest in other cultures.

Apart from being interested in the differences between Chinese culture and that of his group-mate, Sean, Harry underscored during the interview how he liked the cultural project for the learning opportunities it provided generally. As he put it:

I like it (the cultural project) so far, because it usually can help me to learn new things from my partner or other countries’ culture. And if you learn some from other countries’ culture, you can learn some interesting things and sometimes you can improve your knowledge about other countries.
Having an opportunity to engage with a group-mate from a different culture and, through the cultural project, to learn about other cultures, provided a way for him to appreciate his interaction with his peers as part of his learning experience.

In fact, Harry had enough insight into his learning process that he understood that lack of comprehension caused by cultural differences could get in the way of his interest in English reading. What made it difficult for him to understand his reading was not only that it was in English but that he could not always understand the cultural references in the text. As he said:

I think it (what makes me difficult understanding) is based on culture. The culture is the main reason, let me feel… I mean… based on culture… based on culture… So, sometimes it’s hard to understanding the different culture. I… I come from China and if I read a paragraph talking about America culture, so I never know it before when I reading, read this paragraph. For example, like Christmas day, so in my, in China we don’t have Christmas day… ah, for now, sometimes some place will celebrate it, but for most part we didn’t.

From this quote, it becomes salient that learning another language is not simply learning linguistic items, such as words, sentences, and structures per se, but learning another way of living in the world, especially in the target culture context.

**Classroom interaction: I can’t explain in English**

In comparison to the other case studies, Harry made the most dramatic progress in classroom interaction with PrOCALL, more specifically in his informal interactions. My observations, the video recordings, and his interview responses demonstrate dynamic interactions with peers and me. As in Gloria’s case, however, Harry’s interactions were
mostly in Chinese; he negotiated his Confucian values-based silence in Chinese when in the context of more student-centered group work with other Chinese-speaking classmates. The following is what I learned about Harry in PrOCALL.

Harry’s interaction with his peers in the formal coursework-related discussion reinforced my understanding of him as a gentleman. He would be patient listening to the other members in discussion and then, only after a member’s turn, would he bring his own opinion or inquiries into the discussion. As he told me in his interview, he would not forget to ask questions like “What are you think[ing] about this part, or any advice to me?” I also found him impressive when he said, “He (Sean) will give me some advice about my mistake because as you know I don’t usually make everything correct. So, I need other opinion from other people.” He believed he could learn more from others’ different ideas:

By my opinion, discussion with a partner is also a good idea because you know… Let me quote someone said. One people have only one idea, but if you can discuss with your partner or your friend one by one, and you will get more than two ideas. I think discuss[ion] is very interesting and helpful.

In his interview, Harry told me he believed that, during his interaction to solve problems in group work, he made use of discussions in English to enhance English skills. In this way, he was very clear about the benefits from the formal interaction of discussion. He was coming to realize, for himself, the authentic benefits of using English, beyond mere vocabulary learning, in English class. Unlike Gloria, however, during the pre-project session, he was almost never involved in any types of informal, off-task interaction, such as chatting. Consequently, his negotiation of silence happened only in group discussion in English in this period.
As mentioned earlier, Harry showed his dramatic improvement in his informal classroom interactions. Harry situated himself as willing to be involved in more informal interaction, which he himself identified as its effect on his own changes. In his interview, he clarified my understanding of his changes as follows:

I think… I become more like talking about my partner and learn some different country I never know it before, like Korea’s country… Yeah, [more than] the beginning of the semester. [In the beginning of the semester] well, if not necessary, I didn’t want to talk to other people, because I don’t think it’s really need to. But, now even it’s not necessary, I prefer to talk with them… Some people is good and like to talk to other people but some people not very like. I am the second one. [at the beginning of the semester] I think it’s not necessary [to talk to my group members]… When I talking to our partner, I feel happy and relax.

Harry by no means talked with other students at the beginning of the semester in class if he thought he did not need to. But, toward the end of this study, he found himself talk with others even though he did not have to.

The PrOCALL approach, however, did pose some challenges to Harry. For example, he noted how English vocabulary and pronunciation caused him trouble in interaction. As he put it:

One is vocabulary, because most vocabulary we don’t know and we try to explain that word. If we don’t know that vocabulary we only can choose other way to explain it because we don’t know that word. And, another thing is different… like voice, because the same word, by me, I will say one kind and Sean will say another kind. I’m not sure that word, I’m sorry about that… Yes, pronunciation… that [vocabulary and pronunciation]’s the most difficult.

In this quote, Harry illustrated how speaking in English made it difficult for him to understand others or vice versa. While aware of the benefits of using English more
authentically in English class, he described how both speaking and listening in English were a struggle in interaction with his peers. As he put it:

The language is almost, most difficult way, because sometimes based on the second language, usually English. We use English, discuss our topic, but usually we can’t let other countries’ people learn what we want to they know exactly. Always make some difficult problem... yes, because when you’re talking when you have no enough time to search online and make correct grammar. It’s very difficult.

To assist them in their struggles, Harry explained that he and his peers used a dictionary, looking for appropriate words to use in order to help one another understand their intended meaning. About this strategy to facilitate group discussion, he said, “Because sometimes, not usually, sometimes if you can’t make that exactly meaning, you can’t continue this discussion.”

At the same time that Harry was attempting to stick to speaking English, it was as well challenging for him to ignore chances to speak in Chinese. For example, he chose Chinese in conversing with his other Chinese group mate, Jesse, to help one another in their mutual struggle to communicate ideas. Aside from my own observations, the videos recorded in Levels 2 and 3 of a project session revealed that he predominantly spoke in Chinese. Moreover, he primarily spoke only with Jesse and other Chinese students, not with Sean. This was in contrast to his interaction observed in Level 1 of a pre-project session, in which he only spoke in English and showed his interests in Korean culture by asking questions of Sean. When I checked my observation and understanding of this pattern with Harry during the interview process, he explained what motivated him to speak to Jesse in Chinese:
Well, when people come from the same country, you prefer use that native language instead the second language, because it feels very relaxed and very easy to understanding. [So, when I talk to Jesse] I usually… we usually… no, no, no, not usually, we always use Chinese. [Even in the class]. Because when you heard,… yes, because when you heard our native language, that means we have some difficult problem and can’t explain to use English… If possible, if possible, I prefer use English all of the time, because it really, really can help we improve our English skill. But, we also know it’s so hard because English is our second language and when you get together with your… with the person who comes from the same country, you prefer to use your native language to instead English.

As has been revealed in previous studies (Liang and Mohan, 2003; Miller, 2003; Liu, 2002), Harry explains here how second language learners feel their social and cultural identity through the use of their own language (Gee, 1996; Kramsch, 1998; Norton, 2000). In the ESL classroom context, Harry would fracture his silence with more ease in Chinese than English, especially to solve challenging problems such as discussion about data and break down language barriers with vocabulary and pronunciation. Like Gloria, his own language became a tool to help him transition to the ESL classroom culture.

**Engagement in reading: Just focused on key words**

In order to understand what I learned from Harry in regard to engagement in reading, it is important to remember how, given his learning experiences in his previous EFL context, he was most attentive to vocabulary in his English reading.

In his interview early in the project work, Harry reiterated that he usually focused on key words and on general summary in reading. He felt a lack of time to read a whole text, which caused him to look for key words and ideas and to ignore most of the parts that he thought were unimportant. His account below proves that he retained these strategies from
his EFL context that were intended to help him take the English exam for university entrance, and continued to apply them when reading online during the group project. He said:

And, I just focus on key word and usually, you know, after reading story, we always have a question. So, sometimes I will read the question before I start reading. So, I think it’s very helpful our improves and our score at the same time. [Even though there was no question before reading in the lab session]… I still focus on key word and summary.

So, even in a new ESL context where the purpose of instruction was not driven by an intense focus on high-stakes test performance, he employed his previously acquired strategies to perform a reading task.

In this way, I found that Harry’s pattern of English reading changed very little with the PrOCALL approach. First, he placed his primary focus on identifying main ideas and key words in reading, saying, “As I said before, I always focus on main idea and key word.” Repeatedly, it was revealed that he kept his strategies of taking the English exam in mind during reading online. As he said, “Well, because if you focus on main idea and key word, it usually will save your time and... always by my experience when we taking a test, we just need to focus on main idea and key word,…” What mattered most to Harry seemed to be whether he could tell, during the activities, that he was ready to achieve passing scores in his future English exam or whether he felt he was improving his strategies for taking the exam. Second, in his discussion about reading, he continued to focus on summary, revealing his unchanged learning orientation. He thought that summary was all that the group needed for the project and that, at the same time, his peers would not want a long discussion. As he said:
Well, I usually talk about the summary of the story… just, they also just need the summary…, they don’t have enough time and they don’t like to just listening what you say about dadadada…

In consequence, it is likely that the authentic content and discussion promoted by the PrOCALL approach was not enough to displace the deeply-patterned exam-preparation-oriented disposition to English reading that Harry was accustomed to from his previous classroom context. While he discovered some advantages based on some computing skills learning and cultural learning, an emphasis on vocabulary and superficial summary remained most salient to him about his engagement with English reading. As opposed to Gloria’s case, in which she focused on content in reading, English reading for Harry becomes one of the most painstaking elements he needed to overcome in his cultural crossing. The following quote about his interests throughout PrOCALL instruction support this claim further:

I think the most interesting thing is when I read the paragraph and I… I know what’s this paragraph want to tell me to know 100 percent… When I can’t understanding this story, [I felt least interested].

This quote indicates that Harry was striving to improve basic language skills while experiencing constantly occurring trouble comprehending a text.

**Summary**

Harry, my “Chinese gentleman,” turned out to be an important participant in this study because of the way he clearly articulated typical Confucian values in his classroom participation. Like Gloria, his teacher-centered EFL classroom experiences in China illustrate that Confucian values became part of his student nature. When interacting with the teacher, Harry never went against these values even though his parents taught him that he could, if
warranted. Despite being somewhat independent and emboldened in his use of eye contact, Harry, unlike Gloria, seemed to want the teacher’s positive attention. His experience in China had reinforced for him the importance of English as a tool primarily for passing the college entrance exam and, after that, for life’s upward mobility. Despite being unsuccessful on that exam, given the tools that had been provided him for that singular purpose, Harry clung to deep-seated ideas, revolving around vocabulary-building, about what good English reading meant.

While, as it turns out, the PrOCALL approach did little to ultimately unseat these ideas, his exposure to it did have benefits. Through the PrOCALL instruction, Harry continued to use the computer as a useful tool for his learning and to see it as a life-long skill. More specifically, the cultural project helped him improve his collaboration with peers, giving him a sense of responsibility and respect for how to effectively communicate with others not only formally but also informally. Even though he understood English to be the biggest challenge to him in PrOCALL, the cultural project significantly challenged his awareness of cultural difference and helped him understand himself better as a student in transition from his Chinese EFL to his US ESL classroom settings. The obedient Chinese gentleman became a more active participant in his English learning, welcoming, not avoiding interacting with me and his peers. Like Gloria, however, he relied on Chinese language in the interaction when encountering situations more challenging to have others understand him in English. His negotiation of silence was boosted in Chinese in the PrOCALL-oriented ESL classroom setting.
Jesse: A Shy Smiler

Jesse, age 18, was born in Suzhou, Jiangsu, in Eastern China. From his childhood, he was educated by his parents to work hard, and respect and obey his teachers. He started learning English in primary school. After spending two years attending a Chinese high school, he transferred to an international high school in order to improve his English skills. All the teachers in that school were Americans, so he could learn about America and American culture through interaction with them. He described his English class at the international high school like a class in an American high school; it comprised different types of interactions in class, such as discussion and group work. After spending one year at this high school, Jesse took the high school graduation exam.

As it turned out, however, after graduation from high school, Jesse made up his mind to come to the U.S. to attend college. During the member check in his interview, to my clarifying question about how he came to the idea of going to college in the U.S., he replied, “Because it can help me to get a job easily [after getting back to China].” Similar to his peer Harry, Jesse was motivated to study overseas by the general assumption in China that a foreign degree would put him in at an advantageous position in the job market and guarantee a more privileged life in society once back in his home country. “Most people [in China] think like that,” affirmed Jesse in his interview, explaining how common it is for the Chinese to look to the U.S. for opportunity. Jesse chose to study at the university at which I taught because of its highly-ranked Electrical Engineering program. He enrolled in the university ESL program in Fall 2010. He was in his second semester in the program when I conducted this study. He sought to begin his college coursework the following academic year.
Jesse was not present in class on the day when I introduced my study. The next day when he came to my class, it was one of the typically cold winter days, but he wore a thinner jacket more appropriate for fall. In a later conversation with him, I learned that it was his first winter in town so he was not prepared for the local winter weather.

Thin and quite tall, Jesse had a shy smile and a soft voice. While introducing my dissertation project individually to Jesse, I watched him nodding frequently. Then, he showed me his interest in participating and returned the signed consent after his review. For the rest of the class hour, he was an attentive listener, though he did not make eye contact at all with me. He was willing to participate in classroom conversation once given an opportunity to talk to the class.

After his first day in my class, Jesse and I had a moment to talk to each other more when I encountered him by the entrance of a campus building on my way back to my office. He was struggling to look on the map for another building where his next class was located. I found the building and explained to him how to get to the destination. Jesse looked confused. I suggested that I walk with him and he accepted. On our way to his building, I asked him many questions in an attempt to learn more about him. Besides, I hoped we could talk to each other throughout the semester with a greater level of comfort because of this encounter. I knew that teachers’ social status was different in East Asian countries than in the U.S. and did not want to look like one of his previous authoritative teachers. My questions were about his background, such as his hometown, his school experiences, and his academic status. Jesse responded to all of my questions very politely.
Over the course of this study, Jesse’s responses were extremely brief and simple in most cases. He had little problem with English listening comprehension, whereas he struggled to develop his own thoughts in the interviews. Consequently, I needed to ask triggering follow-up questions more than ever with shy smiler, Jesse.

**In the EFL Classroom Context**

*English reading instruction: On vocabulary and grammar*

Similar to Gloria and Harry, Jesse was in a teacher-centered classroom in his English reading class in Chinese high school, together with 40 other students. A teacher was the only speaker in class. There were no class activities that Jesse and his peers took part in, so students worked on their own during class. The class survey and subsequent interview allowed me to learn more about his teacher’s typical teaching method.

Using a textbook, a workbook, and an English newspaper as teaching materials, Jesse’s teacher would assign a text to read to the class and, after reading, give students comprehension questions to answer. In a while, the teacher would provide answers to the questions, explaining why something was wrong or right. Jesse’s teacher placed his primary focus on vocabulary and grammar in his reading instruction, exemplifying important vocabulary words and English grammar in the text. The teacher required students to take notes on his comments and memorize them, following up with paper-based quizzes.

Jesse reflected that he used to get bored of the teacher’s routinely repetitive teaching process and of the class materials the teacher brought to class. He even emphasized in the interview, with frustration, “I think nobody likes it.” But, his ensuing remarks during the
same interview revealed that he was strongly extrinsically-motivated to improve his English reading. He said, “But, we must do it.”

**Classroom interaction: Teachers were strangers**

Jesse’s responses to my inquiry about classroom interaction in his previous EFL classroom were very unique as opposed to those of Gloria and Harry in that he used the word “strange” to describe his relationship to his classroom teacher. Jesse explained that he felt uncomfortable interacting with his teacher for the answers to his questions, saying, “I think it’s more comfortable if I ask my classmates. Because when we talk with a teacher I feel a little bit strange.” The word “strange” in his response implies that interaction and communication between the teacher and Jesse happened infrequently, and also denotes that the classroom was ruled by the Confucian hierarchical relationships between the teacher and students which, perhaps, Jesse now knew was different than in the U.S. Even though Jesse thought it was permitted to ask his EFL teacher questions, because of this discomfort, he only asked questions after class as he did not want to interrupt the teacher’s talk. As he told me, “In class my teacher told very fast so I don’t want to stop.” His disposition in his previous EFL classroom appeared very similar to that of Harry’s assessment of his teacher’s privileges to talk in class. This reluctance to interact with his teacher over questions led Jesse to respond to the teacher’s questions only when personally asked. Despite his unique use of the word, “strange,” still, however, Jesse’s classroom experiences in the Chinese high school in China were very similar to those of Gloria and Harry.

Students in his class worked on their own for the day’s assignment without class activities. He indicated that he discussed his reading with peers only to answer the questions
the teacher asked of the class. According to both survey and interview responses, he was involved in extrinsically-motivated interaction with peers, helping one another understand the meaning of reading materials, as well as English grammar and vocabulary from those readings.

**Engagement in reading: I read only for scores**

The primary activity in his previous EFL reading class was that of answering generic comprehension questions. In this activity, Jesse explained that he mainly focused on comprehension of a text in reading so as to answer questions provided by the teacher. Like Harry, Jesse’s English reading was strongly extrinsically-motivated, aiming at gathering intricate details and information from the text. He seemed to have a sole goal of improving English reading skills in order to achieve high scores in the English proficiency exam.

Indeed, Jesse was heavily reluctant to read in English. He explained that he read the English textbook only to improve his English reading scores on the university entrance exam. He also indicated during the interview process that he was involved in English reading only in his English reading class and only with those materials provided by the teacher. To my question whether he had ever felt interested in reading further on the same topics from the textbook, he repeated that he only read in English for his coursework. In both survey and interview responses, he confirmed that he did not do any extended out-of-classroom reading.

The most salient aspect of Jesse’s reading pattern in English was that, among the case study participants, he was the last to engage in English reading. This disposition of his English reading from his previous EFL classroom later influenced his participation in group
work in my class; he was often distracted and showed a lack of interest in activities throughout this study.

The PrOCALL Approach

Response to instruction: A computer makes me interested

From the beginning of the semester, Jesse’s interaction with a computer looked extraordinary, navigating through websites, even during his tasks. He looked so immersed in that interaction that he rarely paid attention to me, during my instruction, to make sure that he was listening. In his interview, he told me that it’s convenient to search for information when using a computer. He continued talking about experiences working with a computer, sharing the following:

Just like it. Yes, I like it, because using computer, I think using computer can make me more interestingly in study… I don’t know. When I face computer I think it’s interesting… and we can do exercise or search information more easily.

From this quote, apart from explaining the convenience of using a computer to information search, Jesse was noting that the use of a computer automatically triggered his interest in online activities.

Jesse’s discernible enthusiasm for the use of a computer in his English learning continued to grow throughout the semester. Later, after exposure to the PrOCALL approach, Jesse again told me in his interview how much he enjoyed using the computer in classroom activities. He said, “Just like it. [I] can [search for] information quickly… When you have some idea, you can just write down and can…” Obviously, Jesse liked having easy access to
information on the internet. In addition, I noted that he preferred using the keyboard for writing during his group work.

Jesse’s description of his experience with the cultural project made me feel deeply honored. He told me that, through the project work, he could learn about cultural differences. He said, “It (the culture project) can make you to know the other country’s culture. Like my topic write about American culture, so I need to know it and then I can write down it.” Simultaneously, he pointed out that cultural differences made him feel challenged because of his unfamiliarity with other cultures. He said, “…[but] sometimes I didn’t like it, because it’s not familiar for me.” As in Harry’s case, cultural differences probably made it difficult for him to understand the content of the contextual, cultural information. This was clarified when I asked him how he would feel if he was writing about the Chinese culture for his project. To my question, he replied, “Yes, that’s easy to write because I know [it].” As can be seen above, Jesse’s experience, like Harry’s, highlights the idea that target culture learning should accompany language skills learning to help students more effectively understand target culture situations.

*Classroom interaction: Just on our project*

At the beginning of this study, Jesse rarely got involved in individual interaction with me. This reminded me of what he said, “I feel a little bit strange,” when describing his interaction with his teacher in the previous EFL classroom. In the early phase of this study, he seemed to be maintaining the same previous pattern in my ESL classroom. He did, however, show his willingness to take part in more formal interaction, such as open
discussion with me in the larger context of the classroom. The following excerpt from Video 3 provides evidence of this:

(The class discussion started with my question, “What is the most interesting or exciting thing from the reading?,” after the participants read ‘American football’ and ‘Association football.’)

MK: How are the rules different between soccer and the American football?

Jesse: You cannot use hands in soccer.

MK: Right. Soccer players cannot use their hands except whom?

Jesse: (He seemed to try to remember an appropriate English word but failed)

MK: A goalkeeper can. The other players can also use their hands when throwing the ball.

Jesse: (He nodded)

This excerpt illustrates Jesse’s contrastive classroom interaction with me; he seemed to be uninterested in the interaction with me on a more personal level, whereas he became an active participant in the interaction on a larger level of classroom discussion.

Toward the end of my study, Jesse infrequently attempted to raise his hand to ask questions of me. As I will explain below, however, my observations indicated that Jesse mostly sustained his previous patterns of classroom interaction in the way that he was more dynamically involved in the interaction with peers than with me, his instructor, seeking to meet teacher’s expectations without strong motivation to engage in personal interaction.

Regarding the formal interaction of coursework-related discussion I utilized throughout the class and this study, Jesse told me that it not only helped him advance his speaking and listening skills, but also made reading more interesting especially when group members had divergent ideas. He explained, “Maybe, he [my partner] will think another way. So, we can discussion and then… can make the reading more interesting... because we all have our opinion and then we can make our partner to be agree with that, to me. So, it’s
interesting…” Discussion also helped him understand reading better by catching on parts he might miss from a text. He responded, “Maybe when I was reading I will ignore something, and my partner maybe he will read this part that I ignore. So, when we exchange our idea, I can know more about the article.” In addition to his enhanced interest in reading and learning through discussion, Jesse also noted that his group would occasionally extend their discussion when working on an interesting topic, and, in the process, learn more about each other’s cultural backgrounds. Just as Harry commented on how he shared his interest in cultural differences with his partners, especially with Sean, Jesse said:

Sometimes… we have article about American football. And, after we discussion, we talk about soccer in Korea. And we [I and Sean] talk about something about soccer in Korea after we discussion about the article… [I connected a topic to related ones] when I read article I’m interested in. [My peers did the same. So,….] He will ask me, like Sean, he will ask me something about China and I will ask him something about Korea… [Harry won’t because] we are all in China.

This was clarified in the videos recorded in Level 1 of a pre-project session, during the time when the participants read a broad range of various topics online. Jesse showed his interest in particular reading topics, such as traditional holidays and American football and soccer. He was reciprocal in his inquiries with his partners. Like Harry, Jesse did not speak Chinese at all in discussion during this period.

The challenges Jesse encountered in this period of early PrOCALL adoption were related to English vocabulary, which Gloria and Harry pointed out as well. This challenge frequently gave rise to trouble understanding one’s fellow group members. He acknowledged, “Sometimes, when I explain my idea, sometimes Sean cannot understand me.
I think that’s the most difficult thing between us.” Jesse more specifically explained that, on occasion, he did not know the words to be used in their discussion. He echoed the other case study participants, stating, “I think vocabulary is the most difficult thing.”

As PrOCALL exposure lengthened, in Levels 2 and 3 of a project session, Jesse and his partners, for the most part, maintained their early interaction patterns. When I asked him about any change in his classroom interaction, as a result of PrOCALL, he simply replied, “The same.” Expanding a little further, he contended, “The project is the only thing I need to do.” Clearly, here Jesse’s understanding of the relevance of PrOCALL to his English learning is still framed in terms of fulfilling class expectations consistent with the skills-based learning orientation in his previous EFL classroom. This must be a response likely influenced by the traditional, Confucian values-based classroom participation of his previous EFL setting. The videos recorded in this period of a project session show Jesse working on his own with sporadic brief interactions with his partners. In most cases, Jesse was not an initiator of conversation.

Jesse’s informal interaction with his peers occurred on rare occasions in class. However, as Harry indicated earlier, Jesse and his partners extended their discussion outside of the classroom through email exchanges.

Throughout his exposure to the PrOCALL approach, there were ongoing challenges for Jesse. As described earlier, his English proficiency made him struggle to continue the group project. First, English pronunciation made it difficult for him to understand conversation. Influenced by their native languages, his peers from different countries pronounced the same English word differently. As he shared with me:
I think understanding is the most difficult... Maybe, there is a new word and when we speak English, we have... it’s different from... Chinese and Korean to speak English. Like... Some Indonesia students, they say *the to da*. That’s the different...

Another struggle with English proficiency was, as he reiterated in his last interview, a lack of vocabulary, something he had mentioned to me earlier in the second interview. English words that were unknown to him gave him trouble in being able to continue his conversation with partners. He said, “I think the... some words I didn’t know. It’s also difficult.” About this, he added, “Most time, I just check words because I don’t know how to explain my meaning.”

This challenge at the linguistic level made Jesse decide to choose Chinese when having to explain something complicated to his group partner, Harry. This was in contrast to his predominant use of English in discussion during the pre-project session. It was hard for him to not use his own language in spoken conversation, which was also true for Harry. To my clarifying questions about his use of Chinese during the interview process, Jesse confessed, “When I talk with Sean [who speaks only in English to me], I, of course, use English. Sometimes, when I talk with Harry if I cannot explain what’s my meaning, I will use Chinese.” Continuing, he explained: “Sometimes... Harry ask me what should I do. Then, I told him but he cannot understand me... Yea, I say in English. And, like three or four times and he cannot understand me. Then, I will speak in Chinese.” Indeed, in the videos recorded in Levels 2 and 3 of a project session, Jesse and Harry alone talked a lot in Chinese. Sean was in most cases not in their conversation. In this way, discussion itself was a challenge to Jesse.
Insofar as he had challenges at the linguistic level, such as pronunciation and vocabulary, he had to strive to keep up with class discussion. Like Gloria and Harry, because of his struggle with English skills and easy access to the context available to use Chinese with other Chinese peers, Jesse’s fracturing silence happened in his own language in the ESL classroom, speaking more frequently in Chinese to his Chinese peers in their interaction.

**Engagement in reading: So many new words**

While underscoring that using computers made him more intrigued in reading, Jesse, in the end, made little progress in terms of his engagement with English reading throughout the PrOCALL instruction.

Early in this study, Jesse placed his focus on the first paragraph in reading online because he thought that most articles provided their main ideas in the first paragraph. Aside from describing his reading strategy, what actually drew Jesse into the content of a reading were topics, such as soccer and traditional Chinese and Korean celebrations. When he was reading about topics such as these, Jesse was occasionally engaged in extended discussions with his partners in group discussion, as observed in the video observations. His English reading was consistently focused on his goal of improving reading skills and strategies even though he demonstrated his interest in some select topics.

Jesse’s pattern of English reading remained the same throughout the PrOCALL approach. He still focused on the main idea in reading because, to him, that was the only thing he needed to work on in the group project, which Harry also indicated earlier. Jesse asserted, “The main idea… Just main idea and what it is talking about. We need [it] for the project, just need the main idea.” Furthermore, during this period, Jesse and his partners did
not extend their discussion any longer about the group topic or about the materials they compiled. He explained, “We just do our part… At the beginning of the project, we talk about what should we do. Yeah, so, what parts should we do. And then, we do ourselves and then put them together.” Here, contrary to my hope that use of PrOCALL would engage students in meaning-making around a topic of shared interest, the primary purpose of Jesse’s reading in the project work, according to him, was to gather information and complete the project as a class assignment.

In his last interview, Jesse told me of his continuing disinterest in English reading because of the daunting number of unknown English words. He responded, “I don’t think it’s interesting… [There is] no reason. I would like [reading]. Actually, I like reading in Chinese book. [But not] in English because there are so many new words.” The PrOCALL approach did not seem to have changed his focus on English reading only as a means to meet classroom expectations. Even with his interest in using computers to read, English reading, for Jesse, was still “homework.” As he put it:

I know… I don’t like it, but I have to. I have to like it. I have to do it… I just do it so. Because I need to do it, I just do it. Because it’s a homework. It’s a project. That’s why I need to do… it’s not not happy. I just… it’s a normal thing I need to.

Eventually, there was no difference after exposure to PrOCALL in Jesse’s engagement in reading. As in his previous EFL classroom, he only read in English as a task of his class. His reading in English was extrinsically-motivated, as his goal was to complete his assignment for the class and to improve his English reading skills.
Summary

Similar to the cases of Gloria and Harry, Jesse went through teacher-centered instruction in English reading class in his high school influenced by the Confucian values inherent in East Asian societies. His English reading was focused on less challenging linguistic skills, such as comprehension, motivated by the desire to deliver acceptable class and, ultimately, exam performance. Interactions with his peers in English reading were also extrinsically motivated, oriented toward helping one another improve basic linguistic skills.

Fascinated by the PrOCALL approach, more specifically by the simple use of a computer, Jesse came to feel much interest in reading online. Because of his challenges with linguistic skills, such as English vocabulary, however, he continued to show his pattern of extrinsically-motivated reading, finding it difficult, even with the computer, to make meaningful sense out of online material. One noted benefit, as a result of exposure to PrOCALL was that Jesse became more aware of cultural differences as he talked with his group partners for project about cultural aspects among China, Korea, and the U.S. Like Gloria and Harry, Jesse was dependent on Chinese language when facing situations in which he could not effectively communicate his intended meaning with his partners in English. He negotiated his cultural pattern of silence by using Chinese in interactions in the ESL classroom setting.

Sean: Tranquility Itself

Twenty-four-year-old Sean was born in Anyang, Gyunggi, in South Korea. At age 10, Sean had vessel and brain surgery, which was repeated up until his high school time. Because his recuperation from the surgeries was of primary concern to his parents, their support went
more toward that than to his academic performance and accomplishments. He and his parents worked through the struggles of this process. During a member check in the second interview when I asked him to clarify my understanding of his earlier critical self-appraisal of his schooling, he added, “My father was looking for my improving… healthy… But my father didn’t give me a pressure to study, something like that.”

Sean started learning English in 7th grade, but, because of the attention given to his medical condition, did not place much emphasis on it. He told me that he remembered people around him commenting on the importance of English language proficiency in life, but that he did not understand it. At college in South Korea, he eventually realized the need for English proficiency because it was required that students reach a certain proficiency level for graduation. Moreover, job seekers were also required to provide their English proficiency exam scores for employers. As Sean said, “Everybody talked to me but I still couldn’t understand at that time. But after I go to university I realize that’s important. English is important… because every university and to get a job require English scores.”

Sean, the only college graduate in my class, had first been in the university intensive ESL program 2 years ago for a period of 11 months in order to improve his English skills while still a college student in South Korea. That was his first foreign experience learning English abroad. After graduation from college in his home country in 2010, he decided to pursue his graduate degree at the same US university where he had first attended the ESL program 2 years ago. He registered for the ESL program again in Fall 2010 before being able to be accepted by the Graduate College. He started his second semester in the program when selected to participate in this study.
In the first class meeting, Sean came to the class ahead of time. I found him sitting in the dark classroom without the light on. It was pretty dark inside because of the snowy and gloomy weather. Together with Gloria, he was waiting for me and the rest of his peers to arrive. I remember noticing him, tall and thin, looking so quiet and thoughtful with his pale, white skin and contrasting black hair. That day, he listened to me, so solemnly and attentively, never seeming to want to interrupt a conversation or initiate a conversation with anyone else in the classroom. He did not even seem to breathe, blink, or move at all. Tranquility itself! But once I approached him, beginning a conversation, he grew a shy smile on his face, making an effort to talk nicely and slowly, doing his best to make his English sentences grammatical and meaningful. Sometimes his repetitive correction of English words and sentence structures in our conversation helped me guess his intended meaning. Then, in patiently working through his communication with me, tranquil Sean seemed to come to life. Seeing that he was the only one of my students who was preparing for admission to graduate school, aiming to receive passing scores, not only on the university English proficiency exam but also on the Graduate Record Examinations (GRE), he was very self-conscious of his English. He was also a bit more cautious about my research study, deliberating before deciding to participate, leaving the room, for more careful consideration, with the materials that I provided him.

I remember challenging myself to get to know Sean better over the course of this study. Sean’s limited English proficiency, specifically in listening and speaking, made him struggle to communicate with me. I also found myself making an effort to choose words and sentences that might help him understand me better in our conversation. The following
vignette from my field notes about my first meeting with him documents the challenging nature of communication between us:

At around 3:20pm, Sean showed up, which was 20 minutes later than expected. He asked me if he could speak in Korean and I said no. Other students from other countries were asked to use only English so I wanted to be fair to all interviewees. During the interview, he seemed to struggle to recall what he had done in his high school English class. Sometimes, I had to help him refresh his memory by asking follow-up questions. His English vocabulary knowledge also seemed to be extremely limited, as oftentimes he struggled to find appropriate words to continue our conversation. To questions on a deeper level of consciousness, he could not answer me. For example, he said he avoided making eye contact with his English teacher by staring at the board during the teacher’s talk. I was curious about why, but he could not seem to explain why. This habit of avoiding eye contact must have been built up over a long period of time, so I encouraged him to go back to his experiences in elementary school or in his family. What led him not to want to make eye contact? What is a classroom teacher to Sean? What is the relationship between the teacher and Sean? Sean had a hard time understanding my questions and my words. For example, when I used the word ‘avoid,’ he did not understand it, repeating it to himself over and over again. So I had to reconstruct my intended question using different words, such as ‘did not want to,’ instead of ‘avoid.’ Overall, his low English proficiency as well as his trouble retrieving his memory made him struggle to continue our talk.

In line with my first impression of Sean as tranquility, his interaction with me and his peers was much less dynamic than any other participants in this study. It seemed that he showed little progress after exposure to PrOCALL because of his low English proficiency, his lack of experience, and perhaps his personality.

In the EFL Classroom Context

*English reading instruction: Actually, I slept a lot*

As was the experience of all my other case study participants, Sean also experienced teacher-centered English reading instruction in the EFL context. In his survey and interview
responses, he explained that he learned all English skills in a comprehensive “English” class together with 35 other students. He was unengaged and bored, saying, “Actually, I slept a lot. Every English teacher was bored. So I don’t remember exactly.” In this class, only the teacher talked and students listened. The teacher oftentimes did not allow students to ask questions. There were no class activities.

Unlike the other cases in this study, in his English reading instruction, Sean told me, the teacher used only a textbook as teaching material. He reflected on his experiences: “Almost all [teachers used only a textbook]. Of course not, I didn’t like that book. It’s bored.” Before getting started with a new chapter, the teacher had students check English grammar points introduced at the beginning of each chapter. As he said, “Before [starting] the chapter… at first, [we] learn grammar and then use exercise, kind of exercise… Reading section has grammar.” After checking grammar, the teacher, by himself, would either explain a reading, the meaning of its words and sentences, or have students read it on their own without his assistance. In his instruction, the teacher generally placed his explicit focus on grammar and generic comprehension. Then, there were no follow-up activities. As Sean shared with me: “Maybe nothing. Just done.” Occasionally, the task of working on new vocabulary words from a chapter was given as a homework assignment.

**Classroom interaction: I only read the book**

Sean was not involved in any interactions with his teacher in his English reading class. It was not unheard of for students to ask questions in class, according to Sean. As he told me, “Each class… there are some students who study very well. Sometimes they ask questions to teacher.” Sean’s response, “Sometimes they ask questions to teacher,” reminded
me how much the elites were honored in schooling in my home country; only the elites
actually asked questions to a teacher in class. Who got to ask what to whom, how, and why
were all clearly stratified in society.

But, for Sean, he reserved his questions until after class and was reluctant to interact
with his teacher for fear that the teacher would discover his low English proficiency. As he
shared with me: “[I] didn’t want to ask a lot to the teacher. Because I thought when the
teacher answer the question and if I can’t understand, it means that my skills are poor… As I
said, I didn’t study hard.” Because of his self-conscious reaction, which is true, in my
opinion, for almost all students in my country, Sean sought support from a private tutor at
home to answer his questions. He said, “I didn’t study hard. I just want the class to finish on
time. Actually, I don’t want to study. If I questioned I really want to know, I usually ask
tutor.” In line with this guarded interaction pattern, he responded to the teacher only when
individually nominated, avoiding eye contact. During teacher talk, he only looked at the
board and made notes. As he put it:

Teachers want student to look at the book. Otherwise, teacher thought
students are not concentrate… In reading section, [I] only read the book. So…
I was looking on the blackboard, not the teacher… because I have to note
some information teacher wrote on the blackboard and the teacher writing is
very fast so I don’t have time to have eye contact... There is no special reason.
No reason, just my behavior… Maybe from… when I was young… I think
elementary school… at that time almost class based on book, no many
material... so just look at the book…

Even though Sean did not illustrate the specific reasons that he ignored eye contact
with his teachers, I know from personal experience, as explained in my personal and
professional reflections, that Korean culture does not consider eye contact important.
Again, unlike the other cases in this study, Sean’s inactivity in interaction was extended to the relationship with his peers. In his survey and interview responses, Sean affirmed that he did not take part in any interaction with his peers at all in English reading class.

*Engagement in reading: I just felt bored*

Sean was not interested in English reading in his high school. Affected probably by his teacher’s approach to instruction that emphasized the importance of grammar, generic comprehension, and vocabulary, Sean placed his explicit focus on basic comprehension in reading. In a classroom without any interactive tasks, he got easily bored and was not motivated to improve his English reading skills. He said, “At that time I didn’t think about English is very important for my future and that was bored.” Sean’s response here implies that he was by no means motivated to read in English. This remark leads me to further assume that Sean was an extrinsically-motivated learner; he would make an effort to improve his English reading once he fully realized the necessity of English reading proficiency. Unfortunately, since he did not perceive any need to engage with English reading in high school, he simply felt bored.

On the occasions when Sean felt interested in reading further about specific topics from his reading class, he would involve himself in the out-of-classroom reading on those topics, not in English, however, but in Korean. Although there were some topics that made him feel interested in pursuing further reading, they did not seem to help him extend his involvement in English reading for pleasure.
The PrOCALL Approach

Response to instruction: A computer is useful

When the PrOCALL session started for this study, Sean did not seem to feel comfortable reading online. With a palpable anxiety in his interview, he responded, “[I’m] not familiar with using computer. I usually read articles by book, because my test is PBT (Paper-Based Test) TOEFL. So, I didn’t use computer. So, I cannot concentrate more than book.” Noticeably, this account about using a computer was based on whether Sean recognized he needed it to take the English proficiency exam. He felt he could adequately prepare for a paper-based exam without needing to use a computer, so did not feel especially interested in using computers as part of his English learning.

Later in the PrOCALL approach, I found that Sean made progress in using the computer. In his interview, he explained how he liked using it, saying, “[I like it] because I can find a lot of information.” He revealed that he made the most of an opportunity to use a computer in order to complete the tasks that I assigned to the class, such as data search and compilation, getting to be more engaged in the activities online than ever before.

In regard to the PrOCALL-based cultural project, Sean asserted that it had not led to any new cultural learning. His group’s topic was love but he did not recognize any culturally different conceptions of ‘love’ among China, Korea, and the U.S. He explained, “As you know, my project name is love, about love. So, I really don’t realize which difference between American love and Korean love. Almost similar.” His response about the same topic was opposite to Gloria’s in which she criticized how American music video showed too many sexy scenes compared to Chinese music videos. My impression was that, perhaps,
because Sean was not inclined to be enthusiastic about the topic, attached to his stereotypical concept of love, he never got interested in the project itself, and hence did not pay special attention to any possible learning about cultural differences.

**Classroom interaction: Nothing but the project**

During the course of this study, as was true in Jesse’s case, Sean did not interact with me except unusual after-class questions largely about class information. He did not attempt to partake in open discussion in PrOCALL instruction. However, he made a difference in his interaction with peers as a result of PrOCALL activities. At the start of the PrOCALL session, Sean never initiated a conversation with his peers nor expressed any eagerness to take part in large group discussion. His brief interactions took place in a very straightforward manner, only during group work such as data compilation and discussion. In his interview, he made an effort to explain why he liked group work, saying, “I can share with my classmates strategy to figure out which is the main point and something like which is main idea.” I noted, however, in discussion, that Sean was so passive that he usually accepted others’ opinion. He said, “Usually just accept and… I don’t know how can I do, what should I do in this situation.”

Further elaborating his inactive role in group decision-making in Levels 2 and 3 of a project session, Sean described how he just let others identify the project topic. He told me, “They choose themselves.” But, at the same time that he took on a passive role in peer interaction, Sean also understood, at least, hypothetically what linguistic and social benefits could be derived from that approach to learning. As he said, “Discuss[ion] with other
classmate is good because I can improve my speaking. I think it’s kind of another way to familiar with together [with other people].”

A definite challenge in group work, for Sean, was listening and speaking in English. When he asked questions of his partners, he said they answered in an unexpected way because of their misunderstanding. As he put it:

I think the most problem is [that] I cannot conversation… speak together as much as I want to… When I ask about the topic, my classmate doesn’t understand. And also when my classmate asks me about that, I can’t explain it. I don’t understand.

Sean’s self-appraisal of his English skills, it seems, likely kept him from more active peer interaction.

It was not just English proficiency and a passive nature that challenged Sean’s interactions with his peers; the very nature of group work was difficult for him. For example, he could not finish the project as soon as he would have liked to because he had to wait until his peers completed their parts. Inevitably, he had no choice but to wait and, often, then had to work even more to finish up the project to his satisfaction. He complained, “I have to wait and I spend more time because their data was not very clear, so I have to fix them.” From the complaints about his partners, I understood that the PrOCALL approach posed an opportunity for him to learn to work with others effectively and responsibly. From him I also learned about how students’ decisions about project completion may have been related to their perception of its importance to their lives. Students, according to Sean, were just aiming at improving their TOEFL scores. As he put it:
They [Harry and Jesse] are not very like this [the project] and… You know the ESL program grade is not very strict than the university class. So, maybe they don’t want to concentrate about it. They just want to wait… they just waiting for TOEFL score… Yeah, they finally finish but… not very good.

This being so, students in the intensive ESL program were likely to aim at preparing for the English proficiency exam to ultimately obtain their desired results and so would be less likely to become authentically motivated by the communicative nature at the heart of PrOCALL instruction.

In his last interview, Sean exhibited pervasive negative attitudes regarding his interaction as a result of PrOCALL, saying, “In my opinion, almost the same... I think no change [in my classroom behavior]. [At the] beginning of [the] semester, maybe I was shy and I didn’t talk with them too much. And, I think still I’m not enough speaking in class. Yeah, I think no change.” However, during this study, I perceived that Sean was an absolutely hard worker. I came to believe that his self-regulatory learning orientation and his lack of experiences interacting with peers in his previous EFL classroom led him to feel this negativity. The following excerpt from Video 4 provides evidence about his hard work and his limited interaction:

(The participants were working on their rating reports due the following day.)
Sean: (talking to Jesse, but inaudible)
Jesse: (now talking with Harry, explaining what he said to Sean, which I could understand from the context, but was inaudible)
Harry: So, Sean, sorry to interrupt you. So, that means you will [be] done first and you will send your part for Jesse and Jesse done his part. Then, Jesse [will] send it to me. Then, I get some down.
Sean: Yeah.

4 The real names of the ESL program and of the university Sean mentioned have been replaced.
Harry: Okay. That’s great. So, do you know Jesse’s email address?
Sean: Yeah, I know…
Harry: *(a little later)* Sean, excuse me. Are you need my email address? Or, you only send it to Jesse? Jesse already know my email address.
Sean: *(pointing to Jesse with his finger)* [to] him…
Harry: Okay.
*(Right after class, in the middle of their conversation)*
Sean: *(inaudible)*
Harry: Tomorrow, we don’t have a class. We don’t have a class, tomorrow. So, I don’t have any idea you can meet us. Sending email will be okay. We always check our email.

In this video excerpt, Sean was developing a table on his own to include in his group report, whereas Jesse and Harry were frequently whispering. Sean seemed to have a clear learning goal in my course inasmuch as he would consider his work toward that end. As can be seen in the excerpt above, however, Sean displayed very limited interactions with his peers throughout this study.

In the last interview, Sean added that he hoped he could work more effectively with his peers, wanting to have many meetings in order to sufficiently discuss a group project in the future.

Sean maintained his previous silence-based behavior in my course. His fracture of silence was constrained by many factors, as mentioned earlier, such as his limited English proficiency, his lack of experience interacting with peers, and probably his own personality. One unique situation for him in this study was that, unlike the other Chinese participants, he was the only Korean so there was no opportunity for him to communicate with other Koreans. He spoke only in English and, toward the end of the project work, it was obvious that his interaction patterns with his group partners had remained the same over the course of the semester.
Engagement in reading: Only interesting topics

Early in PrOCALL, Sean placed his focus on developing skimming skills in reading online. As he explained, “When I’m reading in the lab, I focus on skimming, because too long article and not enough time. I’m not good at skimming, because it’s too long. Otherwise, I can’t finish on time.” He described his own skimming strategy as follows:

Maybe, I read each paragraph of first sentence. And, if I cannot catch the main point with the first sentence, and I read the second sentence, and the last sentence. That’s all. I don’t read the middle. Because every article the first sentence is important. So I read that first.

Later on in PrOCALL instruction, Sean maintained most of his patterns in English reading, focusing his attention on the introduction of a text and on practicing skimming skills. These reading patterns are illustrated by the quote below:

Some articles attract the reader by introduction. Introduction needs to attract the reader. So, if I read introduction, if it’s exciting, I can read the rest of them. I can keep going, keep reading. [Then, skimming] because sometimes I found article that has very long work, it’s very long, maybe tired about it.

In this period, Sean was most interested in topics such as sports, movies, and surprising news. So, for example, when reading news articles about events such as earthquakes, he connected the situation in the article to his concerns. He took the following as an example, saying, “The Japan earthquake… I wonder if the Japan earthquake affect the Korean area, the radiation problem, and how many people die with the earthquake… personal concerns.” But, then, he clarified that, during the project work, he and his partners discussed only topics for the project, such as mp3 players, and did not extend their discussion
further. He continued, “We talk about the mp3 player brand and a lot of products. So, we discuss about what kind of mp3 player product is good to introduce. We didn’t talk about other stories.” Here, I could understand that Sean only explored pieces of information in reading that were capable of supplementing his group project. Again, tranquil Sean, while apparently aware of the social benefits of computer use in English learning, how discussions with peers could, potentially, help students learn more about each other and their interests, continued, despite PrOCALL, to retain his passive approach to interaction and engagement.

Over the entire course of this study, Sean was eager to improve his reading skills. His extrinsic motivation to improve his English proficiency exam scores, however, pushed him to only focus on enhancing some skills and did not help him extend his interest to more comprehensive, authentic reading activity.

**Summary**

Sean had special circumstances in high school that gave him little time and energy to devote himself to his academic achievement. He acknowledged that he was unmotivated and that the teacher-centered English reading instruction made him tired of the reading class. Like his peers in this study, the teacher’s English reading instruction was routinely monotonous, mostly focusing on basic linguistic skills, such as grammar, comprehension, and vocabulary.

It seemed that, with PrOCALL, while Sean was aware of the potential benefits of technology-mediated English reading instruction, he simply applied this same routine focus, evidenced in the attention he described as “skimming,” to a new instructional environment. He named his English proficiency and challenges with group collaboration as obstacles for
his failure to make a difference as a result of exposure to PrOCALL. Again, Sean, critical of his peers’ focus on exam preparation, nonetheless seemed to participate in his English learning with the same extrinsically-motivated objective. Throughout PrOCALL instruction, Sean maintained his silence-based values of the previous EFL classroom, rarely fracturing his previous EFL interaction pattern with his peers and me.
CHAPTER 5. FINDINGS, IMPLICATIONS, AND CONCLUSIONS

In this study, I sought to gain an understanding of how the PrOCALL approach to ESL reading instruction facilitates East Asian students’ cross-cultural transition within the context of a university intensive ESL program. To accomplish this, I explored East Asian students’ experiences in their previous high school EFL reading class, the influence of these experiences on their ESL learning in the US university intensive ESL program, and their responses to PrOCALL instruction.

To address my guiding research questions, I obtained baseline data about the participants’ previous English learning experiences in their countries of origin. An anonymous survey and an ensuing class-administered survey revealed shared classroom participation patterns among this East Asian student population. Based on subsequent data collection and analysis, I selected 4 case study participants. I commenced an interpretive sociocultural case study by utilizing a technology-mediated language teaching method, PrOCALL, and by investigating its influence on East Asian students’ transition to US classroom culture in my university ESL reading class. These participants were interviewed and observed throughout the study about their experiences with PrOCALL.

Review of the Case Studies

Through the case studies, I sought to provide an in-depth interpretation of the cross-cultural transitions made by students from East Asian countries in an American university ESL reading class facilitated by PrOCALL. Each case study participant constituted a special, unique case of a cross-cultural experience. I was informed by New Literacy Studies, sociocultural theory, and transactional theory in examining these case study participants’
cross-cultural classroom transitions from the more teacher-centered, skill-based philosophies and practices of their home countries to the more learner-centered, communicative approaches of the U.S.

In Chapter 1, I presented the purpose and guiding questions of this study, placing emphasis on exploring how the PrOCALL approach facilitates East Asian students’ cross-cultural transitions to the communication-driven ESL classroom culture. I also provided theoretical frameworks for the study, such as New Literacy Studies, sociocultural theory, and transactional theory. In Chapter 2, I presented a comprehensive review of the related literature. To provide insight into the participants’ previous cultural setting, I reviewed Confucian values as an important part of their sociocultural background. I also introduced the concept of cultural discontinuity to explain the inevitable phase of cultural contact and conflict the participants go through in their transition. Then, language teaching theories were reviewed to illuminate the interrelatedness between current language teaching approaches in the field and PrOCALL. After reviewing the previous PrOCALL studies, I introduced the term negotiation of silence to discuss the possibility of PrOCALL as a transition program in the US university ESL environment. In Chapter 3, I provided details about the methodological approach and methods, such as the research setting, the participants, survey instrument, and methods for the data collection and analysis employed in this study. Chapter 4 presented four case studies to illustrate my findings about the participants’ cross-cultural transitions; in these case studies, I narrated the participants’ insights into their experiences of their previous EFL classroom learning and their transition to the university ESL classroom’s norms and practices. In this chapter, Chapter 5, I discuss the findings from the case studies in
relationship to the guiding research questions. This chapter also provides implications and
directions for future research.

**Discussion of Findings**

In order to understand the processes of the case study participants’ cross-cultural
transitions in their university ESL reading course, in this section, I highlight aspects of the
participants’ experiences that are specifically related to this study’s guiding questions. Those
questions were:

1. In the EFL (English as a Foreign Language) environment of their home
countries, what were East Asian students’ prior language learning experiences
with respect to:
   a) English reading instruction?
   b) Classroom interaction?
   c) Engagement in reading?
2. Early in their exposure to a PrOCALL approach in a U.S. university ESL
environment, how do these prior language learning experiences influence East
Asian students with respect to:
   a) Response to instruction?
   b) Classroom interaction?
   c) Engagement in reading?
3. At the end of their exposure to a PrOCALL approach, how has the
PrOCALL approach influenced East Asian students with respect to:
   a) Response to instruction?
   b) Classroom interaction?
   c) Engagement in reading?
Findings Related to the Guiding Questions

Research question 1

In the EFL (English as a Foreign Language) environment of their home countries, what were East Asian students’ prior language learning experiences with respect to English reading instruction; classroom interaction; engagement in reading?

Prior English reading instruction. In order to answer this first guiding question, I explored the case study participants’ previous experiences in their EFL reading classrooms. I did this by conducting a class survey, interviews, and an initial video observation. From the collected data, it was clear that all participants were basically educated in traditional teacher-centered classrooms that reflected Confucian values of East Asian societies. The information provided below highlights more specific details that emerged about the case study participants’ experiences in their previous EFL reading instruction setting.

In accordance with Confucian values, in the English reading classrooms of my case study participants, the teacher was ostensibly the central figure, dedicated to learners’ improving their English reading skills and preparing for the college entrance exam. Consequently, the teacher was likely to be the only speaker in class. As Gloria, Harry, and Sean pointed out, the teacher rarely or never even allowed students to ask questions. The participants were not given opportunities to be exposed to class activities after the teacher’s reading lesson, except in Gloria’s case in which she remembered, albeit infrequently, having class activities, such as pair/group discussions.

In this teacher-centered classroom, the teachers used a textbook as the primary teaching material. For Sean, especially, the textbook was the only teaching material his
teacher used. In the case of Gloria, Harry, and Jesse, teachers occasionally used supplementary materials, such as English newspapers. Videos and workbook were also oftentimes used.

In typical reading instruction in these teacher-centered classrooms, teachers placed their focus on basic language skills, such as vocabulary (in the cases of Gloria, Harry, and Jesse), grammar (in the cases of Harry, Jesse, and Sean), comprehension (Gloria and Sean), and reading speed (Harry). In teaching reading, some teachers used the grammar-translation method; that is, both Harry and Sean had teachers who translated English sentences into their native language. All participants, except Harry, indicated that they felt bored in reading instruction in their previous reading classes. A context-specific finding was the degree, in some cases, of an overbearing emphasis on English instruction as a tool for university exam preparation. Gloria and Harry explicated that their classes very tightly focused on preparing for the college entrance exam. In China, as Harry revealed, it was so overwhelmingly competitive that test-takers felt stressed.

In sum, the EFL reading classroom in all four cases was traditionally teacher-centered with teachers focused on basic linguistic skills in reading. Teachers were privileged authority figures for whom most or all of classroom interaction was reserved. This resulted in the mostly non-communicative activities the teacher used to teach English reading. It negatively affected interaction and engagement, as I will discuss more, below.

Prior English classroom interaction. In relation to, more specifically, the classroom interaction my case study participants experienced in their countries of origin as a result of their teacher-centered learning environments, all participants unanimously said that they
interacted with/responded to the teacher in class only when personally nominated to do so; all said that they reserved their questions for more private interaction after class. Additionally, Gloria, Jesse, and Sean explained their disinclination toward interacting with their English teachers for their own specific reasons: Gloria did not want to gain her teacher’s special attention; Jesse did not want to interfere with the teacher’s talk; Sean was reluctant to ask questions of the teacher for fear that the teacher would discover his low English proficiency. Sean, instead, had a private tutor at home to whom he directed his questions. As opposed to the three case study participants, Harry did not avoid interactions with his teacher. But, he explained, he was very attentive during teacher talk to show his respect to the teacher.

For only one participant, however, did the lack of interaction with the teacher translate into a lack of interaction with peers. Sean, seemingly devoid of any personal interest in English reading class, said he did not interact with his peers at all due to the absence of class activities. Conversely, Harry and Jesse explained that there was some interaction in class with peers as they helped one another with the teacher’s assigned, traditional, vocabulary and grammar exercises. Gloria, likewise, mentioned some peer interaction over basic reading comprehension.

Overall, then, from the case study participants’ accounts of their experiences in traditional, teacher-centered English reading class in their countries of origin, we see that teacher authority also translated into limited opportunities for peer-to-peer interaction. The participants’ primary goal in their classroom interaction was to meet teachers’ academic expectations.
Prior Engagement with English reading. In relation to their engagement in reading in their EFL classrooms, most of my case study participants said that they felt bored in their high school English reading classes, although each for their own reasons. Gloria explained that she did not enjoy reading the textbook because of its simplified words and content. Moreover, her lack of vocabulary knowledge made her unengaged in reading. Jesse said he was bored by the textbook’s topic. For Sean, he found it hard to get motivated with his English unless it was related to a specific improvement goal. Of all my case study participants, only Harry indicated that he liked and felt engaged by his teacher’s teaching materials, such as videos and English newspapers.

When asked about how they engaged with their English reading, my case study participants said they focused on different things: Gloria and Harry focused on vocabulary-building; Jesse and Sean focused on text comprehension more generally. My conversations with them about their reading led me to understand that Jesse (who confessed in the last interview that he enjoyed reading in Chinese) cultivated only extrinsically-motivated efferent reading habits; he read only for English class and only for improving his English exam scores. The other three case study participants showed both extrinsic (efferent) and intrinsic (aesthetic) motivations in their conversations with me about reading. Gloria read English text mostly to improve her reading skills, but, simultaneously, was excited about English reading if it contained what she referred to as “stories.” Harry would do extended reading on specific topics, such as sports, games, and culture, preferring, however, to do them not in English, but in Chinese. Sean was also engaged in extended reading, however, not in English but in Korean, only to pursue his own interests about some select topics.
In sum, all the case study participants in this study were not fully-motivated readers in their EFL reading class. From their reports of reading, we see that these participants’ motivation came from different sources: either extrinsic (efférent) motivation to prepare for the English university exam or limited intrinsic (aesthetic) motivation to learn more about content that interested them. From this, we may understand that East Asian students’ experiences learning English reading in their countries of origin, influenced by traditional, Confucian values related to teacher authority, do not provide them with opportunities to develop the kind of skills related to peer interaction nor with the dispositions related to authentic engagement in reading that we would like to have them use in US university ESL classrooms.

Research question 2

Early in their exposure to a PrOCALL approach in a U.S. university ESL environment, how do these prior language learning experiences influence East Asian students with respect to response to instruction; classroom interaction; engagement in reading?

Early responses to PrOCALL instruction. In being introduced to the technology-mediated language teaching approach, PrOCALL, that I used in my ESL reading classroom, the case study participants in this study experienced cultural conflicts related to classroom norms and practices. Some experienced discomfort and others heightened interest in using computers as part of their English learning.

Gloria and Sean were two of my participants who acknowledged they felt uncomfortable working on the computer. Gloria explained she was confused about the entire process when following the instructions I provided for the class, having particular trouble searching for information online. Sean indicated that he felt uncomfortable reading online,
rarely being able to fully concentrate on online text on a computer monitor; he preferred reading print materials. Jesse and Harry, however, showed the opposite responses. Jesse, very different than Gloria and Sean, said that he felt more interested when reading online. He was not able to articulate why he felt this way, but he told me that using computers to read online made him feel more intrigued than when he was reading print materials. Harry was already familiar with using computers so did not talk about having any trouble conducting his tasks online. He further insisted that computer skills are necessary at work and in life.

These results make me wonder about the influence of previously-used instructional materials on participants’ responses to reading online in my PrOCAL L approach. Gloria and Sean, whose teachers used a textbook as primary teaching material, were uncomfortable with the introduction of a new expectation for reading, in this case, online reading. On the contrary, Harry and Jesse, whose teachers used supplementary teaching materials such as English newspapers and videos in addition to a textbook, seemed to welcome a different way of learning English reading. They were comfortable working on the internet, even though they had no previous experiences using computers in their previous EFL classroom.

*Early effects of PrOCALL on classroom interaction.* First, in terms of interaction with me, their instructor, early in their PrOCALL adoption, all participants showed interest and comfort in their interactions during assigned class activities. Most specifically, I was able to note their willingness to enter into classroom conversations, especially upon my invitation. In spite of this general willingness to be involved in classroom interaction, each case study participant demonstrated their own form of interactivity. Gloria showed her willingness to interact with me by raising her hand to ask questions and by responding to my open
questions. Harry showed extreme attention to me when I was talking in class. In his effort to be attentive and to follow all of my instructions, he asked me for help when needed and participated in open discussion. In contrast to Harry’s obvious efforts to please his teacher, Jesse rarely cared about interacting with me; he, for the most part, focused on the day’s class assignment and did not make any attempt to speak to me. But, on a class level, Jesse would get actively involved in open discussion and did not share his reservation with me with his broader peer community. Somewhat likewise, Sean was inactive and limited in interaction with me, never voluntarily initiating a conversation in class, nor participating in open discussion. But, after class, Sean occasionally would let down his guard and ask me some questions.

Second, in terms of their interaction with peers, for all participants early adoption of PrOCALL seemed to produce interaction with their peers. For example, Gloria became an active participant in discussion with her partner, Yvette. She checked her work with Yvette and willingly made corrections if she were wrong. In informal interaction, such as chatting after their class work, Gloria would continue to interact with Yvette, albeit in Chinese.

My other case study participants, Harry, Jesse, and Sean, all worked as a group. In the formal interaction in group discussion associated with early PrOCALL use, I observed Harry to listen carefully, respect his peers, and extend the discussion further into specific topics. I watched Jesse be actively involved in exchanging questions and answers in discussion, especially on those topics intriguing to him. I saw Sean also show his interest in specific topics in discussion, extending the conversation by providing further information for his
peers. Unlike Gloria and her partner, Yvette, these three did not engage in extensive informal interaction, like chatting. During this period, the three all used only English in group work.

In their classroom interactions with peers, participants pointed out that there were challenges. For example, Gloria had a hard time reaching an agreement with Yvette in selecting and organizing data for the group assignment. Harry, Jesse, and Sean also faced their own challenges in group work. Harry faced challenges in English vocabulary and pronunciation. Due to his low vocabulary knowledge, it was difficult for him to explain his intended meaning in discussion. At the same time, his peers did not understand him because of his pronunciation. Jesse encountered difficulties in discussion due to his low English vocabulary knowledge. It was challenging for him to select appropriate words and understand words his peers used in discussion. Sean occasionally had trouble actively discussing his reading due to his low understanding of English and his lack of prior knowledge in specific topics, such as history and art.

In sum, the case study participants responded to the PrOCALL instruction in their own ways related to classroom interaction. In one-on-one interaction with the instructor, Gloria was actively involved in interacting with me, as opposed to her previous EFL stance of no teacher contact. Harry maintained his previous pattern of willingness to interact with the instructor. Jesse and Sean, however, showed their previous patterns of reluctance. In classroom interaction such as open question and discussion, all the case study participants but Sean were actively involved in interaction with me. In terms of their interaction with peers, the case study participants showed improvement from previous extrinsic, goal-oriented patterns of peer interaction to a little more intrinsically motivated interaction in discussion.
especially on specific topics that were of interest to them. I noted this improvement and considered it important because of the challenges I knew many of them faced, and felt intimidated by, in their English vocabulary, pronunciation, and comprehension.

_Early effects of PrOCALL on engagement with reading._ Early in their exposure to PrOCALL, the approach seemed to produce the effect of moving only one case study participant more toward an intrinsically-motivated aesthetic stance in reading. Gloria, who already showed an aesthetic reading disposition in her preference for “stories,” sustained her previous pattern of reading, focusing principally on content and, she revealed, moving further away from a focus on vocabulary-building. Harry, as well, explained that, with PrOCALL, vocabulary-building was less of a focus for him. However, with PrOCALL adoption, he continued to focus on other strategies, such as identifying main ideas in reading and summary, maintaining his previous extrinsically-motivated efferent stance. Like Harry, PrOCALL seemed to produce, for Jesse, a shift in reading strategy application. Instead of focusing on comprehension, he also began to place an emphasis on identifying main ideas. Sean, more specifically, referred to his use of skimming skills to identify main ideas, instead of his previous focus on broad comprehension. Therefore, at the beginning of their use of PrOCALL, case study participants seemed to continue the kind of reading behavior they had described for themselves earlier, noting, however, small shifts in the attention of that behavior.
Research question 3

At the end of their exposure to a PrOCALL approach, how has the PrOCALL approach influenced East Asian students with respect to response to instruction; classroom interaction; engagement in reading?

Later effects of PrOCALL on response to instruction. Participants’ accounts of their experiences with PrOCALL indicated that it had a positive effect on their general response to instruction. Gloria, for example, maintained that she enjoyed the web-based activities due to easy access to information through search engines. She also pointed out that the different modes/features on the computer helped her understand her reading better. Harry told me that he benefited from use of a computer in my class, making the most of the convenience of searching for and compiling data. Both Jesse and Sean reiterated Gloria and Harry’s reactions, also explaining that they enjoyed the easy access to information that using a computer provided in a classroom.

When asked specifically about the use of PrOCALL in relation to the cultural project that was the main assignment for my course, three of my case study participants noted enhanced awareness and learning. Gloria, Harry, and Jesse all explained that, due to the project work, they became more interested in cultural differences. Only Sean claimed that he did not grow in his awareness or learning of cultural differences through his PrOCALL project work. Insofar as the participants’ enhanced awareness of cultural differences may enable them to understand their experiences with cultural conflicts in the ESL classroom, three of four participants’ positive feedback on the cultural project may show a potential of PrOCALL instruction in the ESL classroom as a transition tool.
Later effects of PrOCALL on classroom interaction. As a result of their exposure to PrOCALL in their English instruction, three of my case study participants noted that it produced improvements in their formal class discussion by making them more cooperative. However, even Sean, who did not explicitly describe any noticeable changes in his own interaction that he attributed to PrOCALL, confirmed that, through discussion, he knew he could learn from his peers and could negotiate with them when in conflict. All four participants described how PrOCALL enhanced their informal discussion by the opportunities it provided them to engage in inquiry and feedback in their out-of-class interaction.

Admittedly, just because most of my case study participants noted positive changes in their interaction as a result of PrOCALL does not mean that its use was easy for them. The biggest challenge in using this approach, as reported by all participants, was English language skills. Gloria perceived insufficient vocabulary, Harry lamented weaknesses in speaking and listening, Jesse felt frustrated by pronunciation problems (his own and others’), and Sean had difficulty with English comprehension, generally. Not surprisingly, then, all the case study participants but Sean, the only non-Chinese in the case studies, noted increased native language use as a result of their PrOCALL work. The Chinese participants showed their successful negotiation of silence through their own native language use. For instance, in more challenging classroom situations, Chinese participants communicated to one another in Chinese to discuss the data and their project. They all said that they did this because of their limitations in English vocabulary knowledge and listening/speaking proficiency, among other
things. Because of the challenges posed by their English language proficiency, being cooperative and patient with group work became another prominent challenge.

Later effects of PrOCALL on engagement with reading. Early in exposure to PrOCALL, only Gloria displayed intrinsic/aesthetic English reading engagement, with Harry, Jesse, and Sean still mainly engaging in their English reading from an extrinsic/effferent perspective, with an emphasis on, for example, identifying main ideas and supporting details. This is the kind of emphasis that their previous EFL experiences in their countries of origin – given the traditional approach to instruction, heightened, in some cases, by a teach-to-the-test culture – would have prepared them to take. At the end of their exposure to PrOCALL, it appeared that Sean had joined Gloria in having some of an intrinsically-motivated aesthetic stance in English reading, but, on the whole, the approach seemed to do little to intervene in these previously-conditioned behaviors. Students tended to maintain their previous patterns of skill-based reading, placing importance on the improvement of their English language skills in English reading.

Implications

PrOCALL studies thus far have primarily focused on learner autonomy, collaborative learning environments, use of technology as a mediator, and awareness of the target culture in the foreign language learning classroom to enable students to learn the target language and culture. As mentioned earlier, one of the issues that PrOCALL studies have not fully addressed is EFL learners’ cross-cultural transitions in the ESL classroom context, initiated by an inquiry into what experiences EFL learners bring with them to the target language and culture context. This inquiry is important because learners’ educational backgrounds and
cultural values need to be understood so we, as ESL researchers and instructors, will be better able to design, implement, and assess specific language teaching approaches that invite these learners to more comfortably partake in the communication-oriented classroom norms and practices of American universities.

In this regard, this study sought to explore how a technology-mediated language teaching method, PrOCALL, facilitated the cross-cultural transition of students from East Asian countries into ESL classroom culture. More specifically, I wanted to understand how the PrOCALL approach could ease the “negotiation of silence” that characterizes East Asian students’ ESL experiences in US university classrooms where active voices are encouraged. Here I have used the phrase “negotiation of silence” to refer to the work that these learners have to do to confront and overcome the learning behaviors and dispositions into which they have been socialized by the Confucian values of their home countries. These values emphasize obedience and, in the classroom, manifest themselves in a very teacher-directed culture of top-down, traditional instruction, with limited opportunities for peer-teacher or peer-peer interaction and lack of communication over authentic materials. By framing my inquiry around guiding questions having to do with previous English reading instruction, interaction, and engagement in reading, I hoped to shed light on the effect of previous EFL reading instruction on East Asian learners’ experiences in an American university ESL reading class and the influence of PrOCALL as a transitioning tool.

In the sections below, I identify implications of PrOCALL as a way through which ESL students can gain exposure to expectations they will encounter in their future college
coursework. I begin by explaining the changing demographics of university campuses that merit attention to the design and implementation of such a model/project.

**Changing University Demographics**

Student populations in US higher education institutions are becoming more and more diverse in terms of race and ethnicity (Knight and Hebl, 2005; Chang, 2002; Moses and Chang, 2006). This presumes that individuals from various backgrounds, reflecting different cultural values, are interacting with one another in the learning environment of classroom (Mehan, 1998; Vygotsky, 1978, 1986). The enriched interactions contribute to students benefiting from the diverse human resources and environments that they create, expanding their knowledge and understanding of others, and, ideally, reducing their stereotypical biases. In this respect, my study on the experiences of East Asian students transitioning from their previous EFL classroom culture to the current ESL counterpart is of special attention. The transition of this student population to a target culture dramatically different from their own makes an exemplary case of mixed cultural values and traditions. Rapid growth of East Asian student populations within the last decade reinforces the importance of understanding their educational background and the role of US university intensive ESL programs in their cultural transition.

Locally, according to *Prospectus* (2011), the Alumni Magazine of the College of Business at the university in which I conducted this study, there has been unprecedented growth of the Chinese student population during the last decade. As the magazine put it:

> After all, given the college enrolled only *20 undergraduates* from the People’s Republic as recently as 2003, the exponential leap in Chinese enrollment between then and now left more than a few veteran hands
breathless at the scope and speed of the change... Let’s make this clear from the start: staff members in the Union Pacific Undergraduate Programs Office in the College of Business did not simply walk in one spring morning in 2010 to discover that nearly 400 Chinese undergraduates would be enrolling that fall. (p. 16)

This article documents that, in less than 10 years, Chinese enrollment in the College of Business has increased 1900%. This is representative of a growing trend nationwide in international Asian enrollment.

As the data in Figure 4 indicate, below, provided by the Institute for International Education’s “Open Doors” report, in the 2009-10 academic year, China had the most 40,115 international undergraduates in the U.S.

Figure 4. Top 25 nations of origin of international undergraduates studying in the U.S., 2009-10 (U.S. Colleges Seek Greater Diversity in Foreign-Student Enrollment, retrieved from http://chronicle.com/article/US-Colleges-Seek-Greater/129098/)
This article predicts that, while the number of Chinese international undergraduates is already impressive, the “number is expected to grow as more Chinese families become able to afford to send their children to study abroad” (Wilhelm, 2011, para. 3). The data clearly indicate the dramatic prevalence of East Asian students on US campuses and their continued growth as part of US higher education.

The same is true of graduate level study. The following quote indicates how fast the number of Chinese students is growing in U.S. graduate programs.

Interest from China is again driving up applications to American graduate programs, according to a new report from the Council of Graduate Schools. For the seventh consecutive year, Chinese applications experienced double-digit growth. Applications from prospective Chinese students accounted for nearly half of all international applicants to graduate programs...The real story, again, is China, Mr. Bell [director of research and policy analysis at the graduate-schools group and author of the report] said. China is not only the largest sending country for international graduate students, but the growth in applications from China outpaced that of all other countries. Forty-seven percent of all foreign applications for fall-2012 graduate spots are from China. (Retrieved from http://chronicle.com/article/Chinese-Students-Account-for/131416/)

And, because of the benefits associated with a diverse student body, such as “creativity, flexibility, interpersonal skills, leadership abilities, pro-social behavior, and ability and desire to interact with diverse others” (Knight and Hebl, 2005, p. 548), more universities are making diversity a central part of their enrollment imperative. This may mean, as we have seen, increasing enrollment from overseas, especially from East Asian countries.
To better support the diversity of students on American campuses, it will be crucial to understand different educational backgrounds and cultural values in order to provide appropriate services for smooth transition and academic success.

Aspects of PrOCALL as a Transition Facilitator

Findings from my case studies suggest that these East Asian learners experienced ways in which English-language schooling in their countries of origin was reflective of larger societal Confucian values. With the information these case studies provide, as researchers and instructors, we are better able to understand how particular aspects of our taken-for-granted US classroom culture pose deep and abiding challenges to these learners, challenges that, I believe, it is our responsibility, especially given their increasing presence on our college campuses, to attend to. It stands to reason that insufficient English proficiency and insufficient knowledge of US teaching and learning culture will make the transition to the ESL university classroom take longer. Findings here suggest that a particular teaching approach, PrOCALL, can be a helpful transitioning tool in some ways. Given what I learned from the case studies, I believe PrOCALL can create a positive change in the way these learners use computer skills, interact with others, and understand cultural differences. Findings also suggest, however, that the Confucian-inspired educational value systems in which East Asian students are socialized may be, perhaps, too ingrained to be influenced by a short-term educational intervention such as the one I used here. Cultural values around student-teacher interaction and the importance of test preparation and performance may be aspects of the cross-cultural transition, of the negotiation of silence, that will take a longer time to resocialize.
Keeping in mind the mild to moderate effects demonstrated and attributed to PrOCALL in this study, I suggest that a PrOCALL-based cultural project is a useful transition tool in university ESL skill level classes. The PrOCALL-based cultural project, with relevant alterations, can become “a theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity” (Ladson-Billings, 1995, p. 469).

In sum, the fast growing number of East Asian students, more specifically Chinese students, on US college campuses has implications for business-as-usual in university ESL programs. Considering these students’ educational backgrounds in the EFL context is necessary in order for ESL instructors to practice culturally responsive pedagogy (Tharp, 1989) and facilitate their transition into a new classroom culture. This study demonstrated that many things provided by the PrOCALL approach are largely absent in East Asian EFL classrooms and so students need opportunities when they come to the US university to learn to do them.

A particularly promising outcome of this study is that exposure to PrOCALL may have influenced East Asian students to more actively interact with peers and the instructor. Its role as a mediator in this negotiation of silence has implications for instructors: it can (1) provide activities that have learners challenge their previous patterns of learning only skill-based English reading to meet teachers’ academic expectations and expand this into more intrinsically-motivated aesthetic reading, and (2) facilitate learners’ cross-cultural transition to US university classroom norms through interactive, collaborative project work. In this
regard, the PrOCALL project utilized in this study serves as an example of a university ESL reading class informed by a sociocultural approach to teaching ESL reading.

**Directions for Future Work**

During my teaching experiences in the intensive ESL program, I frequently heard in the instructors’ meetings how US instructors were surprised and frustrated by East Asian students’ classroom behavior. They did not understand their approach to class work or their strange-looking interaction patterns. They talked about these learners behaving as “infants,” exhibiting “learning disabilities,” having “psychological issues,” and using “weird pronunciation.” They often felt, as referenced at the beginning of this dissertation, that “teaching ESL is like living on Mars.”

While I know the good intentions of my colleagues, I understand that these responses are coming from their misunderstanding of their East Asian students’ backgrounds. One particular interest I have for future research is to study more specifically the misunderstandings that US instructors have of their East Asian learners and how these are rooted in cultural values in relation to teaching and learning of English reading.

It is worth considering how East Asian students feel in their new US classroom contexts with instructors showing, what are to them, strange-looking facial expressions and gestures. What if US instructors could be facilitated in seeing themselves, not their students, as cultural “others”? Therefore, as a future goal for my working in the field, I would like to design and implement a tutoring project for US ESL instructors. A tutoring process would assist these instructors in understanding conflicts they might feel from the cultural differences East Asian students present in the classroom. At the same time, a similar tutoring
project for the students would help them understand their challenges in transitioning to the US classroom culture and provide possible solutions.

Another interest I have stems from what I learned in this study: the participants faced challenges in interaction during their project work primarily because of their undeveloped English language skills, such as pronunciation and comprehension. No matter how well a course project was developed with an intention to enable students to challenge cultural conflicts in the classroom, learners’ English proficiency was a barrier to prevent them from overcoming such challenging situations. To prove the value of PrOCALL instruction beyond what I explored in this study, I hope to conduct a study pinpointing these particular challenges in classroom interaction, especially that of English pronunciation, vocabulary, and comprehension. A further study will help me gain a more comprehensive understanding of their specific linguistic challenges and successes in the cultural EFL-ESL reading transition.

**Conclusion**

In conducting this study, I sought to gain an understanding of how the PrOCALL approach to ESL reading instruction facilitates East Asian students’ cross-cultural transitions within the context of a US university intensive ESL program. I drew on New Literacy Studies, sociocultural theory, and transactional theory to explore East Asian university ESL students’ classroom experiences as cultural crossings from the more teacher-centered, skill-based EFL classroom learning to the more learner-centered, communicative approaches of the U.S. I did this by practicing a technology-mediated language teaching instructional approach, PrOCALL, in my ESL reading class and examining its influence on the case study participants’ experiences with their transition. By infusing a cultural lens into the usually
linguistic domain of university intensive English instruction, I sought to address the issue of cultural discontinuity and transition that exists in the US university ESL classrooms. In so doing, I attempted to push the field to consider the necessary relationship between culture and language in teaching and learning.

Using an interpretive sociocultural case study approach, the guiding questions of the current study examined East Asian students’ experiences in their previous EFL classroom, the influence of these experiences on their ESL learning in their US university intensive ESL program, and their response to the PrOCELL approach in the process of their transition to the ESL classroom culture. My findings support the understanding that East Asian students’ English-learning experiences are influenced by the Confucian value of silence, and a PrOCELL approach can be used, with some success, as a way of transitioning these learners to the more collaborative and communicative norms of US classrooms.

Given young people’s tendency to enjoy activities using digital technologies, this study provides an example of how, by incorporating technology into language teaching and learning and by designing more challenging and engaging classroom activities, ESL instructors can help East Asian learners in their “negotiation of silence” and in making more meaningful crossings from their own classroom culture to another.
APPENDIX A. A LETTER OF APPROVAL OF THE STUDY

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

DATE: January 4, 2011

TO: Migyu Kang
38 Schilletter Village, Unit A

CC: Dr. Katherine Richardson Bruna
N165C Lagomarcino Hall

FROM: Office for Responsible Research

TITLE: Asian Students’ Negotiation of Silence in the University Intensive English Reading Class: An Examination of Cross-Cultural Transition within a Project-Oriented CALL Approach

IRB ID: 10-556

Submission Type: New Exemption Date: January 4, 2011

The project referenced above has undergone review by the Institutional Review Board (IRB) at Iowa State University and has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b). The IRB determination of exemption means that:

• You do not need to submit an application for annual continuing review.

• You must carry out the research as proposed in the IRB application, including obtaining and documenting informed consent if you have stated in your application that you will do so or if required by the IRB.

• Any modification of this research should be submitted to the IRB on a Continuing Review and/or Modification form, prior to making any changes, to determine if the project still meets the federal criteria for exemption. If it is determined that exemption is no longer warranted, then an IRB proposal will need to be submitted and approved before proceeding with data collection.

Please be sure to use only the approved study materials in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.

Please note that you must submit all research involving human participants for review by the IRB. Only the IRB may make the determination of exemption, even if you conduct a study in the future that is exactly like this study.
APPENDIX B. INITIAL ANONYMOUS SURVEY

Initial Anonymous Survey for the Study of

ASIAN STUDENTS’ NEGOTIATION OF SILENCE IN A UNIVERSITY INTENSIVE ENGLISH READING CLASS: AN EXAMINATION OF CROSS-CULTURAL TRANSITION WITHIN A PROJECT-ORIENTED CALL APPROACH

Migyu Kang
Principal Investigator

This survey questionnaire was designed to discover your experiences in your previous English reading class back in your country of origin. Your participation is voluntary. You will anonymously fill out the survey. Any information you provide will be confidential and identifiers of participants will not be used in any reports, presentations, or publications.

I. General Information:
In this section, please provide your general information.

1. Age  ___________________ years old
2. Gender  ___________________
3. Country of origin  ___________________
4. Your first language(s)  ___________________
5. Approximate class size of your high school English reading classes  _________________
   (e.g., 30 students, 40 students, etc.)
6. Your major  ___________________

II. Classroom Experiences in Your Country:
Please think about what you did in your high school English reading classes back in your country of origin. Then, make a circle around an appropriate number for your response to each statement.

1. English Reading Instruction

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. The teacher used only an English reading textbook and no other supplementary materials such as newspaper/magazine articles or websites were used. 1 2 3 4 5

2. In addition to the English reading textbook, the teacher used supplementary reading materials, such as newspaper/magazine articles or websites. 1 2 3 4 5
3. The teacher led class activities to promote interest before/after reading, such as songs, discussions, or role plays.

4. The teacher allowed students to ask questions any time during class.

5. Only the teacher talked during class and students listened.

2. Classroom Interaction

<table>
<thead>
<tr>
<th>Teacher-Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

1. I felt comfortable asking my teacher a question during class.  
2. I felt comfortable asking my teacher a question before/after class.  
3. I asked questions to the teacher if I had them.  
4. I answered the teacher’s question only when asked.  
5. I made eye contact with my teacher.

<table>
<thead>
<tr>
<th>Student-Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

1. I asked my classmates questions if I had them.  
2. My classmates and I talked to each other to help us understand the meaning of reading material.  
3. My classmates and I helped each other understand English grammar and vocabulary words from a reading.  
4. I discussed a reading text with my classmates only to answer the questions the teacher asked of us.  
5. I discussed a reading text with my classmates to pursue my own interests related to its topic.

3. Engagement in Reading

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. In my high school English reading classes, I read my English textbook only to improve my English reading skills so I could get high scores on my English test.
2. I read my English textbook only to answer the questions the teacher asked of us.

3. I read my English textbook for personal reasons not related to improving test scores or course performance.

4. I connected a topic from a reading to my prior knowledge/experience.

5. Because of what I read in my English reading classroom, I did out of classroom reading on that topic for personal reasons.

Thank you so much for your participation!
Please provide as much information as you can.
APPENDIX C. CLASS-ADMINISTERED SURVEY

Initial Survey for the Study of

ASIAN STUDENTS’ NEGOTIATION OF SILENCE IN A UNIVERSITY INTENSIVE ENGLISH READING CLASS: AN EXAMINATION OF CROSS-CULTURAL TRANSITION WITHIN A PROJECT-ORIENTED CALL APPROACH

Migyu Kang
Principal Investigator

This survey questionnaire was designed to discover your experiences in your previous English reading class back in your country of origin. You may have already completed the survey anonymously. For my research, you will fill out the survey in this reading class again. All information from the class-administered survey will be reported out using pseudonyms.

I. General Information:
In this section, please provide your general information.

Your Name: ______________________________

1. Age                               ___________________   years old

2. Gender                            ____________________

3. Country of origin          ___________________

4. Your first language(s)   ___________________

5. Approximate class size of your high school English reading classes _________________
   (e.g., 30 students, 40 students, etc.)

6. Your major                 ___________________

II. Classroom Experiences in Your Country:
Please think about what you did in your high school English reading classes back in your country of origin. Then, make a circle around an appropriate number for your response to each statement.

1. English Reading Instruction

   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
   1                     2            3                    4           5

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</thead>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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2. I read my English textbook only to answer the questions the teacher asked of us. 1 2 3 4 5

3. I read my English textbook for personal reasons not related to improving test scores or course performance. 1 2 3 4 5

4. I connected a topic from a reading to my prior knowledge/experience. 1 2 3 4 5

5. Because of what I read in my English reading classroom, I did out of classroom reading on that topic for personal reasons. 1 2 3 4 5

Thank you so much for your participation! Please provide as much information as you can.
APPENDIX D. INTERVIEW GUIDES

Interview Guides for the Study of

ASIAN STUDENTS’ NEGOTIATION OF SILENCE IN A UNIVERSITY INTENSIVE ENGLISH READING CLASS: AN EXAMINATION OF CROSS-CULTURAL TRANSITION WITHIN A PROJECT-ORIENTED CALL APPROACH

Migyu Kang
Principal Investigator

Purpose of the Interview

The purpose of the interviews is to obtain an in-depth understanding of students’ experiences with respect to their previous educational contexts in their countries of origin and to a PrOCALL (Project-Oriented Computer Assisted Language Learning) approach in their American university ESL context, including their classroom interactions and their engagement in reading.

Sample Interview Questions

1. Interview 1 with Consenting Asian students (Week 2)

The first interview will be conducted for all consenting East Asian participants in week 2 about their educational experiences back in their country of origin in order to collect more descriptive and expansive accounts of previous language learning experiences. These interviews will be audio recorded and take approximately 20 minutes. The interview will be conducted with the following primary questions.

(1) Questions for basic Information

Q1: Prior to your enrollment at ISU, Have you ever lived in a foreign country to learn English? If yes, in which country and how long? Please explain.

Q2: In addition to general information provided in your survey, is there any other basic information that is important for me to know about your English learning history prior to ISU enrollment? Please explain.

(2) Questions for educational experiences in English reading class

Response to an instruction (English reading instruction)

Q1: How did you like your English reading teacher’s teaching method? Please describe.

Q2: How did you like your teacher’s teaching materials? Please describe.

Q3: What did the teacher focus on in reading class, comprehension, speed reading, vocabulary words, or discussion? How did you like it? Please describe.

Classroom interaction in a high school English reading class

Q1: If you had questions during class, who did you ask? Who did you feel more comfortable asking? Please explain.

Q2: If you had questions for the teacher, when did you ask the teacher your questions? Please explain.
Q3: Think about what you usually did during class. Did you ever work with a partner? If yes, how and for what purpose? Please explain.

*Engagement in reading in a high school English reading class*

Q1: What did you most focus on when reading in English? Please explain.
Q2: What kinds of tasks did you do after reading? Please explain.
Q3: Have you ever felt that you wanted to read more about the same topic because the reading material interested you? If yes, what did you do for your interests? Please explain.

2. Interview 2 with the Participants (Week 6)

Interview 2 will be conducted before the start of the course project to learn my participants’ initial responses to the PrOCALL approach, their classroom interaction, and their engagement in reading. The interview will take approximately 20 minutes with the following primary questions.

*Response to the PrOCALL approach*

Q1: How did you like using the computer and why? Please explain.
Q2: How did you like working with a partner and why? Please explain.
Q3: How did you like discussing with a partner and why? Please explain.

*Classroom interaction*

Q1: How did you divide the workload of class activities between you and your partner, and how did you work with a partner? For example, did you sit next to each other and use one computer, or did you work for your part sitting away from your partner? Please explain.
Q2: Could you tell me about your discussion with your partner for the project? Please explain.
Q3: What was the most difficult thing when working with a partner and how did you get over it? Please explain.

*Engagement in reading*

Q1: What did you focus on when you read? For example, did you focus on vocabulary, grammar, speed, or comprehension? Please explain.
Q2: What did you usually talk about with your partner after reading? Please explain.
Q3: While talking with your partner after reading, did you focus on the reading or did you extend your reading to other topics, your previous knowledge, or your experience? How was your partner’s reaction? Please explain.

3. Interview 3 with the Participants (Week 13)

Interview 3 will be held, in week 13, after the participants complete their course project. The participants will be asked about their responses to the PrOCALL approach, their classroom interaction, and their engagement in reading. The interview will take approximately 20 minutes with the following primary questions.

*Response to the PrOCALL approach*

Q1: How did you like using the computer and why? Please explain.
Q2: How did you like working with a partner and why? Please explain.
Q3: How did you like discussing with a partner and why? Please explain.
Classroom interaction
Q1: How did you divide the workload of class activities between you and your partner, and how did you work with a partner? For example, did you sit next to each other and use one computer, or did you work for your part sitting away from your partner? Please explain.
Q2: Could you tell me about your discussion with your partner for the project? Please explain.
Q3: What was the most difficult thing when working with a partner and how did you get over it? Please explain.

Engagement in reading
Q1: What did you focus on when you read? For example, did you focus on vocabulary, grammar, speed, or comprehension? Please explain.
Q2: What did you usually talk about with your partner after reading? Please explain.
Q3: While talking with your partner after reading, did you focus on the reading or did you extend your reading to other topics, your previous knowledge, or your experience? How was your partner’s reaction? Please explain.
APPENDIX E. DESCRIPTION OF RESPONDENTS IN THE ANONYMOUS SURVEY

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<thead>
<tr>
<th></th>
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<th>Percent</th>
</tr>
</thead>
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<td></td>
</tr>
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</tr>
<tr>
<td>Max.</td>
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<tr>
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<td><strong>Gender</strong></td>
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<td></td>
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<tr>
<td>Female</td>
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<td>39.3</td>
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<tr>
<td>Total</td>
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<td>100</td>
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<td></td>
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</tr>
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APPENDIX F. DESCRIPTION OF RESPONDENTS IN THE CLASS-ADMINISTERED SURVEY

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APPENDIX G. ANONYMOUS SURVEY RESPONSES, FIVE LEVELS (n=61)

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The bold-faced numbers in Appendices H and J indicate that the responses to the same statements were above 50% in both of the surveys. The original survey statements were shortened on the leftmost column.
APPENDIX I. CLASS-ADMINISTERED SURVEY RESPONSES, FIVE LEVELS

(n=6)

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<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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APPENDIX J. CLASS-ADMINISTERED SURVEY RESPONSES, THREE LEVELS

(n=6)

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<th>Responses (%)</th>
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</tr>
<tr>
<td>CIT3: Questions to teacher</td>
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<td>CIT4: Responding only when asked</td>
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<td>CIT5: Eye contact</td>
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<td>CIS4: Discussion only to answer</td>
<td>4 (66.7)</td>
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<td>CIS5: Discussion for own interests</td>
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<td>ER1: Reading only for scores</td>
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<td>ER3: Reading for personal reasons</td>
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<td>ER4: Connecting to prior knowledge</td>
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<td>ER5: Out of classroom reading</td>
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The bold-faced numbers in Appendices H and J indicate that the responses to the same statements were above 50% in both of the surveys. The original survey statements were shortened on the leftmost column.
### APPENDIX K. PATTERNS IDENTIFIED BASED ON COMBINED ‘AGREE’ AND ‘STRONGLY AGREE’ RESPONSES

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<th>Theme</th>
<th>Category</th>
<th>Selected Statements**</th>
<th>Anonymous Survey</th>
<th>Class Survey</th>
</tr>
</thead>
</table>
| **Instruction Type**         | Teacher- vs. Student-centered   | ER13: The teacher led class activities to promote interest before/after reading, such as songs, discussions, or role plays.  
ER14: The teacher allowed students to ask questions any time during class.  
ER15: Only the teacher talked during class and students listened. | *High            | Low           |
| Cultural Values              | Teacher-Student Interaction     | CIT3: I asked questions to the teacher if I had them.  
CIT4: I answered the teacher’s question only when asked.  
CIT5: I made eye contact with my teacher. | High             | High          |
| Motivation                   | Student-Student Interaction     | CIS2: My classmates and I talked to each other to help us understand the meaning of reading material.  
CIS3: My classmates and I helped each other understand English grammar and vocabulary words from a reading.  
CIS5: I discussed a reading text with my classmates to pursue my own interests related to its topic. | High             | High          |
| Engagement in Reading        |                                 | ER1: In my high school English reading classes, I read my English textbook only to improve my English reading skills so I could get high scores on my English test.  
ER3: I read my English textbook for personal reasons not related to improving test scores or course performance.  
ER4: I connected a topic from a reading to my prior knowledge/experience. | High             | Low           |

*: indicating different responses between the two surveys  
**: The original survey statements were shortened.  
H: High responses (i.e., student responses above 50% to a specific level of the combined Likert scales)  
L: Low responses (i.e., student responses below 50% to a specific level of the combined Likert scales)
APPENDIX L. PROJECT DESCRIPTION

DESCRIPTION OF COURSE PROJECT FOR:
Cultural Project for Guided ESL Reading

IEOP Reading 4B
Spring 2011
Instructor: Migyu Kang

Overview and Instructions

The purposes of the course project in this reading level 4 class are to help improve your English reading skills/strategies and to help you adjust to American culture by engaging in collaborative online reading activities. The project was designed based on a technology-mediated language teaching approach, so you will work on your group project on a cultural topic using technology. The objectives of the project are as follows.

During the process of the project, you will

• Practice English reading skills/strategies with authentic materials from the Internet.
• Practice how to search and compile materials in the Internet.
• Become an autonomous learner that selects a project topic, sets own work process, and engages in activities.
• Adjust to American culture (both academic and non-academic) over the course of the project work.

STEP 1: My Favorite MP3 Player

STEP1 of the course project is a preliminary task before STEP2. The tasks were developed for you to primarily practice lower order thinking skills. Please visit a website by clicking the title of STEP1 on course website at https://sites.google.com/site/google.com.

A. Scenario

The Computer Science Department at a university is planning to purchase MP3 players for cross-cultural projects. The department has narrowed its choice to three MP3 players: iPod, Zune, and Sansa. For their final decision, the faculty wants to hear from a committee of students about their preferences and reasons. The department wants the committee of members of your group to make a formal presentation on the players before it makes a decision.

*Recommended reading: http://en.wikipedia.org/wiki/MP3_player

B. Process

In this project, you will be involved in the activities of searching, compiling, comparing, and contrasting features of three different MP3 players: iPod, Zune, and Sansa. This map-based tasks require you to follow the steps below.
1. Use the rating template to guide your group in what MP3 player features you need to compile.
2. Visit the manufacturers of the three MP3 players (Apple, Microsoft, and San Disk). On the map, Apple for iPod is pink, Microsoft for Zune is Orange, and San Disk for Sansa is yellow. Compile information on the MP3 players from the visits. *(Remembering & Understanding)*
3. Visit one or more nearby stores or search the Internet for one or more additional sources. *(Applying)*
4. Compare features of the MP3 players. *(Analyzing)*
5. Discuss the features of each MP3 player with your partner. Determine a rating for each and select your favorite. *(Analyzing)*
6. Develop and submit your final group report with the components of Introduction, Rating template, My MP3 player, and Resources. *(Analyzing)*

*Recommended reading:*  
http://reviews.cnet.com/mp3-player-buying-guide/?tag=contentBody;revCatWrap

C. Components of a Group Report

1. Introduction  
2. Rating template  
3. My MP3 Player (including conclusion)  
4. Resources

**STEP 2: Cross-Cultural Journey**

After STEP1 of the project, you will move on to STEP2 in which more student-centered project implementation will be offered. STEP2 of the course project was developed for you to practice higher order thinking skills. Follow the process below.

A. Scenario

Now that the Computer Science Department at a university purchased a specific MP3 player for the cross-cultural projects, the department wants a class of students to implement a project with respect to the target culture. This cross-cultural project enhances students’ target cultural awareness by comparing the target culture and their own culture.

B. Process:

Follow the process below to implement the project.

1. Each person must choose two traditional songs (or folk songs) to download to the MP3 player chosen in STEP1: one from your own country and the other from the United States. For example, if you and your partner are from different countries, you will have three songs total, with two songs from your two countries and one song from the US. However, if you and your partner are from the same country, your group will have two songs total. *(Remembering)*
2. Based on the themes of the songs, choose one cultural topic, such as food, clothing, shopping, politics, the weather, arts, the legal system, literature, popular music, special holidays, and so on. Submit a report on your group songs and cultural topic. Refer to guides to report writing for songs. (Understanding)

3. Collect data on your cultural topic from the internet. The data should be from your country, your partner’s country, and the US. Collect materials written only in English for your data. (Applying)

4. Compare and contrast the data from different countries. (Analyzing)

5. Develop an appropriate conclusion based on your data analysis, such as differences and similarities. Submit a data analysis report. (Evaluating)

6. Design and develop a group webpage to showcase your findings at http://ieopreading4b.wetpaint.com. (Creating)

7. Present your group project to the class. (Evaluating)

C. Components of a Group Webpage

1. Introduction
2. My MP3 Player and Folksongs
3. A Cultural Topic and Information about the cultural topic
   (You should present a specific topic.)
4. Conclusion
5. Resources
APPENDIX M. TIMELINE TABLE

COURSE PROJECT:
Cultural Project for Guided ESL Reading

Reading 4B, Spring 2011
Instructor: Migyu Kang

STEP 1: My Favorite MP3 Player

Timeline Table

<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
<th>Description</th>
<th>Milestones</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Task 1</td>
<td>Getting started</td>
<td>Submission of a project plan</td>
<td>Flickr.com, and peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Open a Yahoo account (for access to <a href="http://www.flickr.com">www.flickr.com</a>)</td>
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<tr>
<td></td>
<td></td>
<td>Student grouping</td>
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<td></td>
<td>Planning on group projects</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Task 2</td>
<td>Data Compilation</td>
<td>Report on data compilation</td>
<td>Google map, Google Earth KML file, and useful links on the course website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access a rating template</td>
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<tr>
<td></td>
<td></td>
<td>Gather data from visited websites</td>
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<tr>
<td></td>
<td></td>
<td>Visit useful and other links</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Task 3</td>
<td>Compare and contrast</td>
<td>Rating report and individual reflection</td>
<td>Google Docs and other word document programs, and peers</td>
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<tr>
<td></td>
<td></td>
<td>Compare and contrast data</td>
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<td></td>
<td>Develop a rating report</td>
<td></td>
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<td></td>
<td></td>
<td>Write a final group report &amp; individual reflection</td>
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</tbody>
</table>
# STEP 2: Cross-Cultural Journey

## Timeline Table

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Description</th>
<th>Milestones</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td><strong>Task 1</strong></td>
<td><strong>Getting started</strong></td>
<td>Submission of a project plan</td>
<td>Google Docs and other word document programs, and peers</td>
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<tr>
<td></td>
<td></td>
<td>Group discussion on folk songs</td>
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<td></td>
<td></td>
<td>Search for folk songs</td>
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<td></td>
<td></td>
<td>Decision on a cultural topic based on the themes of the songs collected</td>
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<tr>
<td>Week 11</td>
<td><strong>Task 2</strong></td>
<td><strong>Data Compilation</strong></td>
<td>Report on data compilation</td>
<td>Internet websites for your group topic, such as wikipedia.org.</td>
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<tr>
<td></td>
<td></td>
<td>Access internet websites</td>
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<td></td>
<td>Gather data on a cultural topic</td>
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<td>Sort out data for group projects</td>
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<tr>
<td>Week 12</td>
<td><strong>Task 3</strong></td>
<td><strong>Compare and contrast</strong></td>
<td>Data analysis report</td>
<td>Word document programs, peers, and <a href="http://ieopreading4b.wetpaint.com">http://ieopreading4b.wetpaint.com</a></td>
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<td></td>
<td></td>
<td>Compare and contrast the sorted data</td>
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<td>Develop rationales</td>
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<td>Develop a group webpage</td>
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<tr>
<td>Week 13</td>
<td><strong>Task 4</strong></td>
<td><strong>Final Product</strong></td>
<td>Final products: Group webpage, individual reflection</td>
<td><a href="https://www.youtube.com">YouTube</a>, flickr.com, Google.com, other free downloadable sites, and <a href="http://ieopreading4b.wetpaint.com">http://ieopreading4b.wetpaint.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a group webpage at <a href="http://ieopreading4b.wetpaint.com">http://ieopreading4b.wetpaint.com</a></td>
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<td>Upload (or provide the links for) the folk songs on a group webpage</td>
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<td><strong>Task 5</strong></td>
<td><strong>Project Showcase</strong></td>
<td>Group webpage and other options (such as handouts, PowerPoint Slides, etc.) for a presentation</td>
<td>Word document programs and any software program for PowerPoint slides</td>
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<td>Develop PowerPoint Slides (optional)</td>
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<td>Present a group project to the class</td>
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<td>Lead the discussion</td>
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APPENDIX N. SAMPLE GRAPHIC ORGANIZER

THINKING SKILL: REMEMBERING
DESCRIBING

Class ____________________      Name ____________________      Date ____________________

Directions: Do the following with your partner. (1) Click the link for Thanksgiving in America provided on the weekly schedules and read it. (2) Search for Thanksgiving in your country, using the right name for it, and read it. (3) Describe the two Thanksgivings in the box below. (4) Talk with your partner about them. (5) Revise your writing, if necessary, and submit it.

<table>
<thead>
<tr>
<th>THANKSGIVING IN AMERICA</th>
<th>THANKSGIVING IN YOUR COUNTRY:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
REFERENCES


