

Appendix A

Context of Theoretical and Methodological Frameworks

It is my contention that in developing a theoretical framework and context for the investigative approaches used here, it is necessary to ground the research in what has been previously discovered and published regarding the role of out-of-class interactions in language learning. Alternatively, the investigation must also be open enough to allow for unforeseen factors that emerge and that will assist in the description of teachers' perceptions, a phenomenon that is presently unknown. This section provides summaries of three case studies, using three different investigative approaches to understanding interactions that informed the investigative choices for the thesis presented.

Interactions: Linguistic approach

Following is a summary of a study conducted in Brazil by Douglas Altamiro Consolo (2000), of nine English as a Foreign Language (EFL) teachers (four native speakers²⁸ [NS] and five non-native²⁹ [NNS] speakers) working at two private language schools and a university. Their students ranged from intermediate to advanced levels of proficiency in English, and from age 13 to 44. Data were collected through observation of classes by a non-participant observer. Lessons were audio taped and transcribed, and after the lessons both students and teachers filled out questionnaires. Although there were some obvious differences between my study and Consolo's, regarding location, age of students, EFL vs. ESL, methodology, etc., one of the questions he was looking

²⁸ "Native speaker" generally refers to speakers who speak the language as their first language LI. Consolo described the NS in his study as either growing up and educated in English-speaking countries or born in Brazil from English-speaking ancestry and growing up bilingual (2000, p. 94).

to answer is significantly related to the ICI study presented here: *In whole-class instruction, are there observable features of TT(Teacher Talk) that foster EFL students' contributions to CD (classroom discourse)?*

Consolo himself appears to follow a sociolinguistic and/or interactionist stance, stating, “My position here is that interaction is better accomplished when negotiation takes place; that is, when the verbal roles taken up by classroom interactants (a teacher and his or her students) are nearly symmetrical” (2000, p. 93). Unfortunately Consolo discovered that most of the speech acts observed followed a typical interactional pattern often reported in linguistic studies—termed an “IRF” pattern—in which the teacher initiates (I) a predicted student response (R) and then follows up (F) with an evaluation. There was no significant statistical difference between the language produced by the NS and NNS teachers or their students in the study, and the majority of interactions were teacher-controlled. Consolo concluded “although recent methodologies emphasize communication in foreign language teaching, it seems that this tendency has not significantly modified the roles of teachers and students when they interact in the classroom” (p. 101). For tables on Consolo’s study outlining the categories and quantity of acts measured in an average lesson, and the relation between teachers’ acts and students’ oral participation, see Appendix A.1.

Interactions: Action research approach.

Following is a summary of a paper written by Bonnie Norton reviewing two action research studies. The central implication of Norton’s paper (Norton, 1998) is that “language teachers need to validate the lived identities and histories of language learners—whether adult or child” (p. 7). Specifically, Norton argues that teachers need

²⁹ “Non-native speaker” generally refers to speakers who learned the language as students themselves.

to be mindful that the practices adopted in the classroom do not inadvertently perpetuate the alienation and isolation that language learners frequently experience. Norton's critique is a good means of informing the investigative approach presented, as it covers common classroom practices in two very different contexts but discusses practices that are common in all language learning contexts.

Norton presents data from two different Canadian studies to support this proposition. The first set of data reviewed came from her research on adult immigrants, (Norton Peirce, 1993) and the second set came from what Norton terms as "Toohey's work" on immigrant children. The first study used in-depth interviews with adult ESL speakers, while the second study was an ethnographic participant observation study of a multilingual grade 1 mainstream classroom. Norton comments that she was struck by the similarities between the data sets, though they were drawn from different studies, different times, and with different learners. In both studies, the teachers may have assumed that their classroom practices were designed with the best interests of the students in mind. Data 1's teacher may have been trying to incorporate the lived histories of the L2 learners into the classroom. Data 2's teacher was perhaps encouraging learners to be responsible. The research suggests that the practices adopted by both teachers served to isolate and alienate the language learners in the classroom. Norton argues that the practices observed in both studies did not do justice to the complexity of student identity and the influence of community in the language learning process.

Regarding conceptions of identity, Norton Peirce (1993) argues that "identity" is not a fixed category, but one that is multiple; it is a site of struggle, and in a constant state of flux. A learner's identity is negotiated and renegotiated in different

Consolo described the NNS in his study as "mostly nationals who had once been EFL learners" (2000,

communities, whether in the home, workplace, classroom or playground, and with reference to intersecting categories of gender, race, class and ethnicity.

In the first data set, Mia’s case, while adult immigrants’ experiences in his or her native country may be an important part of a learner’s identity, these experiences are constantly mediated by the learner’s experiences in the new country, across multiple sites, at different times. Mia’s teacher validated only one aspect of the student’s identity—an essentialist, ethnic identity—paying little attention to other sites of identity formation. Norton argued that this did little to develop a sense of community in the classroom, a community in which social relationships—and language learning—could thrive.

In the second set, “Toohey’s Work,” the identities of the ESL students were also described as “essentialised” supported by statements of how the student’s saw themselves during a lesson (e.g., “I was English”), which defined their relationship with the rest of the class; a set identity was also symbolised by their physical positioning in the front of the classroom. Norton’s paper does not answer the questions regarding specific influences of teachers’ perceptions on practice, nor does it identify specific conceptions from the teachers’ perspective. Rather, the critique strove to contribute to the ongoing discussion and research by identifying practices directly influenced by the teachers’ beliefs about culture and community, and by noting the influence these practices appeared to have on the ways students identified themselves in those situations.

Norton’s findings were smoothly stated and provide a forum for debate. “I have suggested that language learning will thrive when teachers validate the complexity of student identities; when there is a sense of community in the classroom; when learners

have an investment in the contributions of their fellow students; and when knowledge is communally shared and valued” (Norton & Toohey, 2004, p. 8). This article is relevant to my study in three ways:

1. It is a working example of the effects of differing perceptions on practice in the classroom.
2. It provides good insight on community and identity.
3. Norton’s conclusion gives support for the proposition that teaching practices influence how students think about themselves in addition to learning a subject, and that some of these practices are influenced by teachers’ personal beliefs.

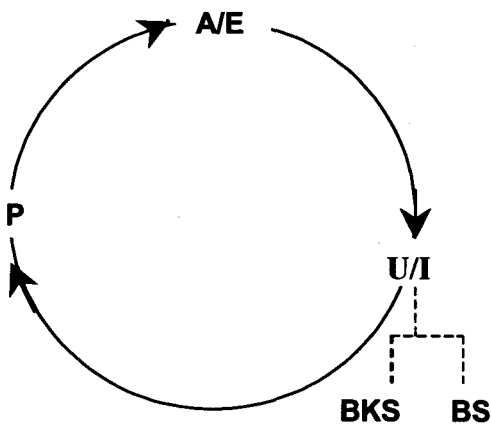
Interactions: Ethnographic approach

One of the better-known studies on L2 teaching was conducted and published by Devon Woods, who used an ethnographic approach to investigate the planning and interpretive process of eight ESL teachers (Woods, 1996). The teachers were tracked from the time they were given the course assignment through the conclusion of the course. The teachers and their classes were observed, and lessons were videotaped for use as a tool to elicit introspective data from the teachers. Teachers were also interviewed, and data was collected from the teachers’ notes and lesson plans. Woods outlined the planning and decision process as a non-linear progression that was informed by contextual factors at the level of the course and at the level of a lesson.

One outcome of Woods’ investigation that informs the current study is his model of how teaching practices are consistently influenced by decisions that teachers make during a specific lesson (see Allwright’s and Wood’s models illustrated in Chapter 7). Additionally, Woods identified ICI as one of the influences at work in the planning of a lesson. In particular, he outlined the influence of ICI on particular plans

and how spoken and unspoken events influenced specific decisions during a lesson. Teachers’ planning processes were evidenced not only in how general discourse was organized but also in how a student’s specific utterance (in meaning or at the sentence level) was perceived and responded to within the lesson. Woods commented in detail on the influence the teachers’ prior experiences—he uses the terms “background knowledge structures” and “belief systems”—had on the way teachers interpreted and understood events that happened during actual teaching practices. He also discussed the blurriness between knowledge and belief systems, particularly when investigating teacher thinking and teaching practices in situ. Woods introduced the following diagram to show the influence of teachers’ prior experiences on how teachers’ perceive, interpret and understand events in the classroom (see Figure A.1).

Figure A.1. Inclusion of teachers’ experiences in classroom planning and decision-making



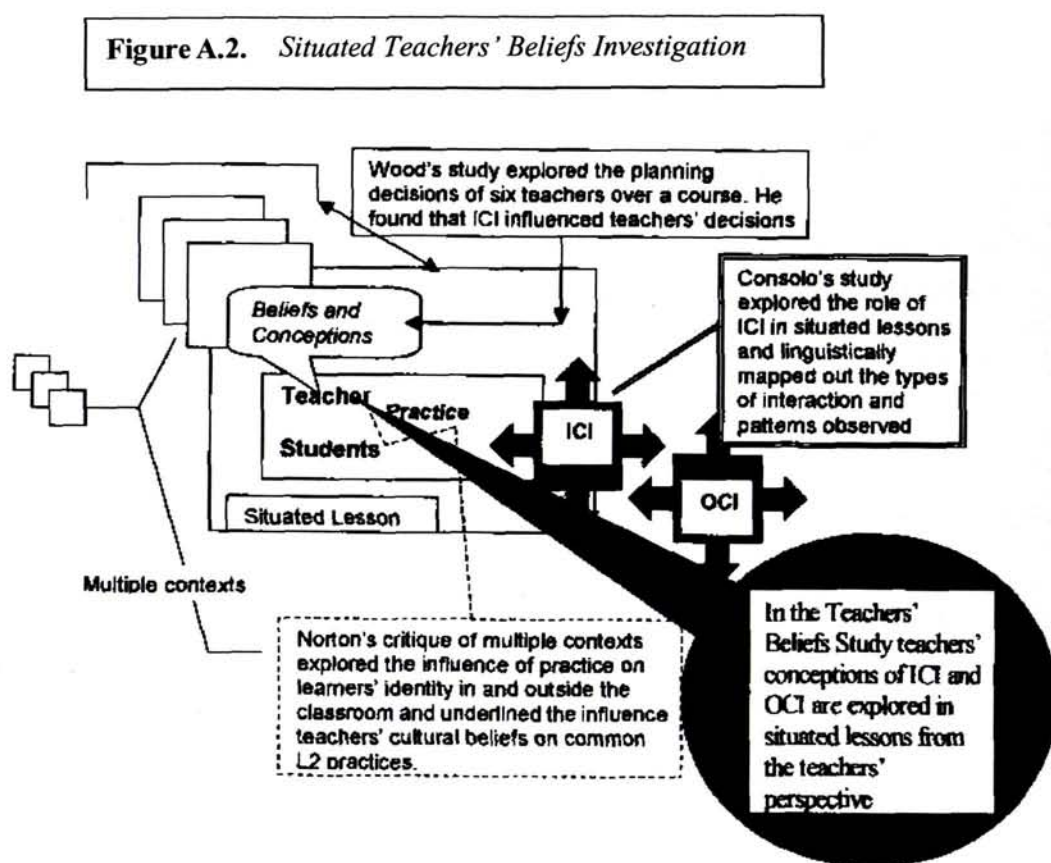
A/E = action/ event
U/I = understanding / interpretation
P = Planning

BKS = background knowledge structures
BS = belief systems

- Woods (1996, p. 73)

Teachers' beliefs about ICI and OCI: Situation of investigative approaches

In the summaries of three studies above, the findings that informed the current investigation were outlined; each study also took a different investigative approach in exploring factors that are important to the study presented. In Norton's critique, the studies are situated in multiple contexts and data is collected across lessons. Woods' study is situated in a particular course across lessons. However, the contexts for Consolo's study and the current Teachers' Beliefs Study are both situated in specific lessons (see diagram of multiple contexts, multiple lessons and situated lesson in Figure A.2).



In Woods' study ICI are explored as a factor that influences teachers' decision making; in Norton's critique ICI are explored as one factor that influences student identity; and in Consolo's study the ICI that occur in a specific lesson are the focus of

the investigation. In all three of these studies, data on ICI is collected through observations, and in Norton’s critique, through statements from students. In contrast, this Teachers’ Beliefs Study explores ICI and OCI through the teacher’s perspective in interviews where specific lessons are described. OCI are mentioned as a factor that influences student identity in Norton’s critique, but OCI are not mentioned in Woods’ or Consolo’s studies.

In Consolo’s study, the teacher is observed as one of many participants in the ICI that occur in the classroom. Although Consolo reports that those teachers initiated and organized the majority of interactions, the teachers’ beliefs or conceptions are not mentioned as factors. In contrast, Norton’s critique explicitly describes the actions that occur in lessons (organization of classroom, student sitting, and spoken and unspoken interaction) as representative of how teachers perceive student identity, and as influential in how students perceive themselves. In Woods’ investigation, the process of how teachers conceive and practice planning and decision-making in the classroom is the focus of the investigation, and differences and similarities in these processes are outlined (see Figure A.2). In the Teachers’ Beliefs Study, teachers’ conceptions of ICI and OCI are the focus of the investigation; so unlike the previous studies, here the teachers’ conceptions are identified and categorised.

Experiences of specific lessons and courses are described differently in all four studies. In Consolo’s study the ICI are mapped and categorised, and the experience of the ICI in these lessons is described through Consolo’s interpretation. In Norton’s critique, individual’s experiences of identity within a particular context are explored through general comments collected from the participants. Both the Woods study and the Teachers’ Beliefs Study explore teachers’ specific experiences of lessons, along

with the influence of background experiences that occurred outside the classroom and were spontaneously reported by teachers during the investigation.

Figure A.2 summarises the findings and diagrams the differences in investigative approaches used to better understand interactions in the studies reviewed, and visually compares these with the Teachers' Beliefs Study, situating the latter theoretically and methodologically. In many ways the current investigation investigates phenomena in a different way than has been previously reported; however, the primary factors in this Teachers' Beliefs Study (ICI, OCI, teachers' conceptions and beliefs, and teachers' experiences) have all emerged previously as important and influential factors in second language learning and teaching. Therefore, while these previous studies did not act as a precedent for this investigation, they did inform the researcher's decisions initially in choosing the investigative approaches to apply, and later in modifying and adopting new approaches during the investigation.

A.1 Consolo's ICI IRF patterns

The following refers to the acts that Consolo (2000) identified in ICI in his study; see a copy of his Table 5.2 (pp. 98-99). Consolo was interested in understanding English as a foreign language (EFL) students' participation in ICI and exploring EFL teachers' talk (TT), among both native-speaking (NS) and non-native speaking (NNS) teachers of English as a second language. Consolo illustrated that the majority of student and teacher speech patterns followed typical IRF patterns: see the larger number of average speech acts, informative responses, "elicitation" and "evaluates" in his Table 5.2 that fit this pattern.

TABLE 5.2
Acts in Teacher and Student Talk: Average for Whole Lessons

Category: ACTS	NS Teachers		NNS Teachers	
	Teacher Talk	Student Talk	Teacher Talk	Student Talk
Markers	42	3	52.4	5.8
Starters	35.2	1	49.2	2.4
Elicitations	115.4	15.8	181.8	26.4
Rhetorical questions	2.4	—	1.6	—
Comprehension checks	31.2	—	60.8	0.6
Confirmation checks	18	5	35.2	4.6
Clarifications	10.8	4.4	19.8	2.6
Directives	29.8	—	50	—
Informatives	159.6	26.2	151.2	46.8
Comments	24	1.4	39.6	6.4
Clues	21.4	0.6	27.2	—
Models	15.4	0.4	27.4	0.4
Bids	—	2.4	—	1.2
Nominations	6.2	1	21.4	3
Acknowledgments	45.2	32.8	106.8	29.2
Affirmative replies	3.8	19	7.2	20
Negative replies	1.8	5.4	3.2	7
Choice replies	—	13.2	—	0.6
Repetition replies	—	4.6	—	8.6
Informative replies	45.8	107	48.8	173.2
Offer replies	—	1	—	1
Reactions	0.6	19.2	11.6	12.6
Protests	—	2.8	5.8	8.8
Corrections	4.6	—	11.2	—
Evaluates	21.4	0.4	30	0.8
Metastatements	13.2	—	15.6	—
Apologies	0.8	—	1.2	0.6
Thanks	0.2	—	0.4	—
Encouragements	0.2	—	2.4	—
Conclusions	9	0.4	4.8	0.4

5. TEACHERS' ACTION AND STUDENT ORAL PARTICIPATION

99

TABLE 5.2 (Continued)

Category: ACTS	NS Teachers		NNS Teachers	
	Teacher Talk	Student Talk	Teacher Talk	Student Talk
Terminates	6	—	14.4	—
Greetings	0.2	0.4	1.8	—
Partings	1	—	1	—
Asides	1	—	2.33	—
Translations	0.6	0.2	0.2	0.8
Total of Means	666.8	267.6	986.33	363.8

Consolo concluded that the frequency and types of acts indicated that much of the classroom communication was for the purpose of information exchange; he found no significant difference between how spoken interaction was managed between the NS and NNS teachers. Consolo claimed, "Although recent methodologies emphasized

communication in foreign language teaching, it seemed that the tendency had not significantly modified the roles of teachers and students when they interact in the classroom” (p. 101). From the stance of the thesis presented it is interesting to note that the use of L1 in “translations” and the use of L2 in discussing “asides” (experiences not related to the specific topic of a lesson) were limited. OCI experiences were not specifically described as topics in OCI in Consolo’s study, and the time spent on social interactions such as greetings and partings where it could be expected that students’ or teachers’ outside experiences might be discussed, was also very limited.

A.2 Questions For Teacher Belief Study

The questionnaire below was sent out to the all the EAP teachers either by email or post on December 23, 2004 and again on March 13, 2005. Eight out of 28 respondents replied. At the end of the questionnaire, the publications that had arisen from the investigation or were associated with research for the investigation were provided for the respondents. Updates of progress on the Teachers’ Beliefs investigation, conference presentations and resulting publications were provided, along with changes in the researchers’ contact details and updates on participants’ contact details, a total of four times in the form of letters and emails from the researcher to the participants of the study after the interviews had been completed.

Questions For Teacher Belief Study

Please answer these questions with time frames ending December 2003 NOT to present. Close approximates of time frames are fine (please add any lines or additional information you think needed). I'm interested in total years of teaching experience particularly in EAP, all ESL, other languages, and other subject areas. Also, I would like to know how many languages you've studied and for how long (please list English if it is your second language).

Teaching experience:

I've taught EAP courses for _____ (number of years, and months if applicable)

I've taught ESL courses for _____ (number of years, and months if applicable)

I've taught content courses for ESL students _____ (number of years, and months if applicable)

Other: Any specialised courses with the purpose of increasing English language proficiency _____ (number of years, and months if applicable).

Total amount of time teaching ESL as of Dec 2003 _____

Other language(s) teaching experience:

I've taught _____ to (all ages) for _____ (number of years, and months if applicable)

I've taught _____ to (all ages) for _____ (number of years, and months if applicable)

I've taught _____ to (all ages) for _____ (number of years, and months if applicable)

Any other subject areas:

I've taught _____ to (all ages) for _____ (number of years, and months if applicable)

I've taught _____ to (all ages) for _____ (number of years, and months if applicable)

I've taught _____ to (all ages) for _____ (number of years, and months if applicable)

Total teaching Experience as of Dec 2003: _____

How much of your teaching has been to adults?

How much of your teaching has been to students of other ages i.e. (primary school, high school, etc)?

Have you had overseas work experience? If yes, please list the countries, number of years and the language that was used in the workplace.

- 1.
- 2.
- 3.

Language Experience:

Please list your first language or language(s).

- 1.
- 2.
- 3.
- 4.

What country (ies) did you grow up in?

What was the primary language used in your home growing up?

What was the primary language you were educated in (K-HS)?

What other languages have you studied formally? Please list (include type of learning i.e., self, from a book, in a small language class, with a private tutor, in a language institution, as a high school or university subject etc, and length of time) and how you would rate your proficiency at the time you completed study in a comment form Example: *“I did well in my high school French; my writing and reading proficiency was in the upper beginner range; my speaking and listening was in the lower beginner range.”*

Formal language studies

	What language	type(s) of study	how long
1.			

Proficiency:

	What language	type(s) of study	how long
2			

Proficiency:

	What language	type(s) of study	how long
3.			

Proficiency:

	What language	type(s) of study	how long
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4.

Proficiency:

Total formal language learning experience as of Dec 2003. _____

What other languages have you studied informally? Please list (include type of learning i.e.,... spoke with family members, did a language exchange, used L2 in a country where the target language was spoken, on vacation, living abroad, etc) and how you would rate your proficiency at the time you completed study in a comment form Example: *"I lived in China for three years at the end of this time my spoken proficiency was upper intermediate; my listening was the same, but my reading and writing were a bit lower."*

Formal language studies

	What language	type(s) of study	how long
1.			

Proficiency:

2	What language	type(s) of study	how long
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Proficiency:

3.	What language	type(s) of study	how long
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Proficiency:

4.	What language	type(s) of study	how long
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Proficiency:

Thank you so much for your help!

Here's a list of the publications starting from most recent.

1. Kimberly Bunts-Anderson (2004/2005), "Differences between teachers' experiences and beliefs: In and out-of-class interaction in second language learning relations to practice. Cuba paper, Common Ground Conference publication. Initial acceptance currently in final refereeing process. Abstract available: <http://learningconference.com/Background> (International Journal of Learning, Common Ground Publishing, <http://commongroundpublishing.com>)
2. Kimberly Bunts-Anderson (2004, Fall), "Understanding EAP teachers' beliefs: In-class interactions," *Academic Exchange Quarterly* 8(3). Refereed; available: <http://www.rapidintellect.com/AEQweb/index.htm>
3. Kimberly Bunts-Anderson (2004), "Teachers' conceptions of language learning: Out-of-class interactions," Inaugural Conference of the Independent Learning Association, Melbourne University, Melbourne Australia, 2003. Refereed conference proceedings, available: <http://www.independentlearning.org>
4. Kimberly Bunts-Anderson (2002, November 18), "Teachers' beliefs and practices study," abstract of long paper, presented at the Current Issues in Phenomenography Symposium, Australian National University, Canberra, Australia, 2002. Hosted by the European Association for Research on Learning and Instruction. Online abstract available: <http://www.earli.org/about/sigs/10> or <http://www.anu.edu.au/cedam/ilearn/symposium/abstracts.html>
5. Kimberly Bunts-Anderson and Victoria Yew (2002), "Can field research be generalisable and deep?" In J. Clark (Ed.), *Partners in learning voices in the field*, Field Based Learning 2001 Conference Proceedings (refereed conference proceeding), Australian Catholic University, School of Education, Australia (ISBN 0 949 233 110), p. 48-55.

A.3 EAP Teachers of Intermediate to Advanced Level Proficiency in English

Information on general email going out to all staff at NCELTR and on posters (Sample A below) specifically sought volunteers with recent or current experience teaching students of intermediate to advanced level proficiency in English (see paragraph 2).

Sample A



Hi my name is Kimberly Bunts-Anderson and I am a Doctor of Philosophy student in the Division of Linguistics & Psychology at Macquarie University. I'm writing to ask if you would like to participate in a study that looks at ESL teachers' beliefs and practices. Much of the past research in second language learning has focused on the relationship between learners' beliefs and second language learning. However, little is known about what teachers' think and how this relates to actual teaching practices.

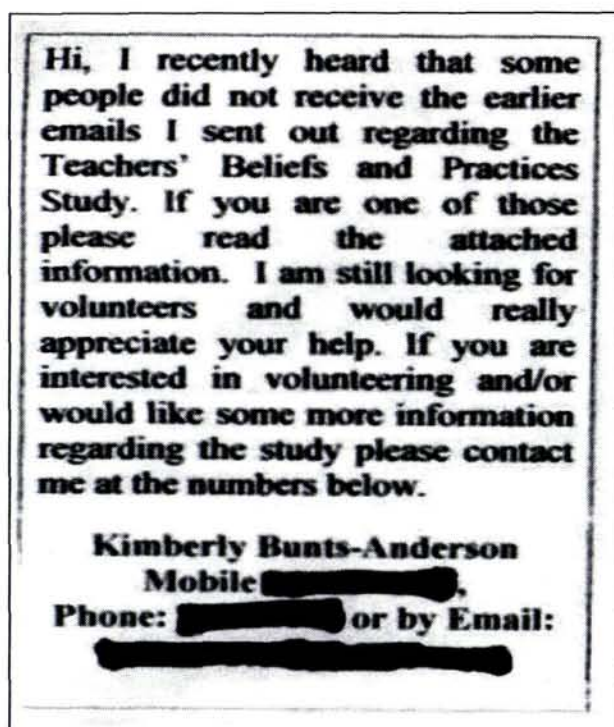
This study addresses this issue by asking teachers themselves what it is they know and believe about a specific phenomenon, 'the role of out-of-class interactions' in second language learning/teaching. I am seeking ESL teachers with current or recent experience teaching ESL learners in Australia at the levels of intermediate to advanced proficiency (i.e. those with the listening and speaking skills to communicate effectively outside the classroom). No expert knowledge of social interactions, language theory or teaching methodologies is needed. The study will focus on your own teaching experiences.

Participants in the study will be asked to take part in one audio taped interview which takes no more than one hour and will be scheduled at your convenience. Identities of participants along with any specific information about individuals and their employers will be kept strictly confidential.

If you are interested in participating in the 'Teachers' Beliefs and Practices Study' please contact Kimberly at Mobile: [redacted] Phone: [redacted] or by Email: [redacted]

Respondents to advertisements (Sample B) were asked to confirm student language proficiency when teachers initially contacted the researcher to participate in the investigation (either by phone or by email).

Sample B



All 28 EAP teachers included in study were also asked to confirm that they were teaching students of intermediate to advanced level students just prior to recorded interviews, before signing the information and consent form (Sample C below).

Sample C

INFORMATION AND CONSENT FORM

Name of Project: **Teachers' Beliefs and Practices**

You are invited to participate in a study of ESL teachers' beliefs regarding the role of out-of-class interactions in the process of learning English as a second language. The purpose of the study is to develop an understanding of the relations between teachers' beliefs and teaching practices.

The study is being conducted by (Researcher) Ms. Kimberly Bunts-Anderson, Doctor of Philosophy candidate in the Division of Linguistics & Psychology at Macquarie University [redacted] and (Research Supervisor) David Hall, Head of Division of Linguistics and Psychology [redacted]

Participation is voluntary. If you decide to participate, you will be asked to participate in one interview, which takes no more than one hour, and will be audio taped. The researcher may also need to contact you again to clarify information that is obtained from the interview. If you would be interested in participating in any follow up studies that may arise from this project please inform the researcher. Participation in future studies is purely optional however and is not a requirement of the project.

Any information or personal details gathered in the course of the study are confidential. No individual will be identified in any publication of the results. Only the researchers will have access to the data. If you decide to participate, you are free to withdraw from further participation in the research at any time without having to give a reason and without consequence.

I, _____ have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name:
(block letters)

Participant's Signature: _____ Date: _____

Investigator's Name:
(block letters)

Investigator's Signature: _____ Date: _____

The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Ethics Review Committee through its Secretary (telephone [redacted]; email [redacted]). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix B

B.1 Sample of Introductory Questions from 2 Transcripts

In line 5, the participant describes students' problems with OCI; the interviewer asks for clarification. In line 17, the same participant describes students' problems with ICI, and the interviewer asks for clarification.

Transcript 1 (excerpts)

P: The focus of the class is on preparing for university. The students are very highly motivated.

I: Have they (students) been in Australia long, or—?

P: Varies, some have just come for that course, so they come a week before and then they start the course; some have been here for some months, up to 6-8 months, preparing to get their English to a level [where] they can do the course.

I: Okay, and what would you say about the level of the students' speaking and listening skills? Would you say they are pretty high, or—?

P: Not really. I'm quite often surprised because they do quite well in their tests, but when I have a conversation with them I find that ... and they do okay in the classroom, but if I have a private conversation with them outside the class I'm surprised at what they don't understand, and at what they can't say.

I: Do you have the opportunity to talk to students about any sort of interactions they are having outside the classroom?

P: I try. I find especially on a Monday, when I go in I try and elicit from them what they've done over the weekend and I don't find them very ... cooperative, they don't seem to want to talk about that; they seem to want to get into the work. Once they get into the work, they're energetic. Even if I say, did anyone go out on the weekend, or, okay, so did anyone go to the city (inaudible), and if someone does say something, we get into a conversation. I really try and get them to talk to me. You know ... "Did you speak English over the weekend? Who did you speak English with?" ... I try to do that but they don't seem interested in doing that. They seem to be focused on ... I get the impression, on the work.

I: Is that because they consider it so important to get into university?

P: I think so. [In] other classes I've taught that haven't been this direct-entry course, I've found them much more happy [I: Yeah] and in fact wanting to have conversations. But I find this course is a lot more focused that way. It could also be me. I don't know ... but yeah ... that's my impression.

I: So you say that when you talk to them outside the classroom you are always a bit surprised at their lack of conversation skills ... um ... Have any complained that they're ... having problems communicating with people outside of the classroom?

P: Not to me.

I: Not to you?

P: No.

I: And are there any tasks on the course where they are ... asked to talk to people, like interview people, or something outside of the classroom?

P: Well they do, do a research project [I: Right] and some of them choose to do an interview ... but they don't have to do an interview.

I: Okay. So, they have a choice?

P: Yep. But we do try to get them into groups to discuss things [I: Uh ha] as much as possible in the classroom, but that's academic content. [I: Uh ha]. But I find with the class of ... only Chinese, I am constantly saying, "Please speak English." I know they are discussing the principles we do need in Chinese and they know the importance of sticking to English, but they slip into Chinese. And I think it's because they all speak Chinese and it's natural for them.

I: But you think they do have the ability to discuss it in English if they—?

P: Mmmm, yes I think it's harder for them but I think they can.

In line 6, the interviewer asks about the teacher's perception of students' ICI ability in L2. In line 15, the interviewer asks about the teacher's perception of OCI ability in L2.

Transcript 2 (excerpts)

I: Your students tend to just have come and not have been in Australia that long, so they then did not do any general English courses here in Australia?

P: Yah, I think based on their IELTS, which was close to the required one but not quite. I think the decision was made here that they must be pretty good so they'll go into A1, A2, A3 rather than do General [names of different courses].

I: Have you found that to be so? Are the levels pretty high?

P: Well if I assume correctly that they are in my class because of their IELTS score, which wasn't that shabby, that's why they are there. Their speaking must be reasonable by implication and in general, that's true.

I: Okay.

P: I've got a couple of students, one in particular, whose speaking is really poor, but most of the ones that I've taught in A2 and A3 have been quite reasonable in all skills. With no particular, you know, weakness in any of them.

I: Do they mention having any problems interacting with people outside of the classroom?

P: I gave them an essay topic once in the first couple of weeks about that and "Culture Shock," something like that. A good, you know, first essay topic I think; then they did mention those sorts of things—people not wanting to understand what they tell us, something like that. But they do allude to that, but I think in general they are pretty stoic about that and they just do their best and don't really complain about it to or even mention it to me. They do struggle with it, I'm sure.

B.2 Point Summary of Lesson with Reflection after Tasks

List events in lesson	P: Today is Monday so that's good and bad. They're fresh but they're also probably . . . they didn't sleep enough because they had a long weekend, or? I think my class is a little bit tired today; actually, they looked a little bit tired. We did the homework check; it was a semi-dry thing about progress structure. Then I thought they are not really looking very enthusiastic, are they, and I thought [we should do] something else. So I had this activity with a consensus agreement to discuss activity, with match the job to the person; it was fun. They were enthusiastic about that. Then I gave them brainteaser filler with some type of little riddles; that was good too. Then I gave them an essay under test conditions. So, it was a real contrast of activities. They went from being a formal homework check that was a little bit dry; actually, a girl gave a presentation after that which was good. Then we had a little break, then the discussion activities, and then another break, and then plan and essay and write an essay under test conditions IELTS style.
➤	
➤	
Reflect	
➤	
➤	
Reflect	
➤	
Reflect	I. Um hum.
➤	P: This was also reasonably good because that second part of the lesson got them going.
➤	I: Right.
Reflect	P: They'd woken up by that stage and they were into it much more. I thought, okay I can give them this rather severe activity, this, you know, this writing an essay activity. So I think I try and be aware of their affect and class dynamic as much as I can....
➤	

B.3 Point-by-Point Summary of Lesson, then Reflection

<p>List events in lesson</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>Reflection</p>	<p>I: Can you think of a lesson you taught recently . . . and tell me little bit about it, what was your focus and what happened?</p> <p>P: One I did recently was to help them with their summary writing test they were having last week [I: Okay] We had I had a tape of a lecture on corporate culture [I: Right] which was a topic that relates to another test they were having which was an essay test. So the content related to the essay test but the work we did on the lecture related to a summarising test. [I: Okay] So . . . it also followed a building up of those skills, so we had done other processes of summarising before, so this was the last practice before the test. [I: Okay] So we, I played the tape and, ah, they took notes [I: Ah ha] and then I played it again and they took notes again . . . to complete their note taking and . . . then they summarised the lecture. I don't think I gave them any opportunity this time for discussion and I think they did this one on their own. [I: Okay] Other times we've done a lot more, um, structuring but this was the last one before the test. [I: Okay] At the same time as they were taking notes, I was taking notes and then while they wrote their summary, I wrote a summary. And instead of actually marking their summary, I actually gave them a copy of my summary . . . as a guideline for them to look at theirs and for them to get an idea of what we do and don't put in a summary.</p> <p>I: And did that work out really . . . pretty well?</p> <p>P: I think so . . . I got a note from [name] saying that I must have done something right on the summary writing teaching I'd been doing because they'd done well.</p> <p>I: Oh good.</p>
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Appendix C

C.1 Samples from Transcripts of Introductory Demographic Questions

Transcript 1 (excerpts)

I: Thank you. Um, what class are you currently teaching?

P: I've got one class three days a week; it's Academic 2. Their levels are from 1 to 3 and it's arbitrary where they were assigned, 2 or 3 I think, but anyway I'm teaching Academic 2. That assumes you're upper intermediate roughly, level and ...

I: Okay, and how many classes do you have in level 2?

P: One group three times a week, Monday to Wednesday.

I: All right, and this class that you are teaching right now, what week are you in? Are you in a 10-week ... ?

P: Week 4. A co-teacher teaches Thursday and Friday as well.

I: Um hum.

P: So there's five days, two teachers.

I: And so you've already gotten to know the students?

P: Yep, oh yah.

I: And what background are the students from in your class?

P: Ethnically they are mostly Chinese, as is the case these days in ESL. Um 80%, 90% Chinese students; there is one Thai student and one Italian actually, which makes the atmosphere very different from what it would be otherwise.

I: Um hum.

P: And what is it? That's all, actually, oh and two Koreans. Two Koreans [students] as well.

I: So it is mixed a bit.

P: Out of 14 there are 10 Chinese and 4 non-Chinese (students).

Transcript 2 (excerpts)

I: Since November? Okay. What course are you currently teaching?

P: APP.

I: APP. Could you tell me a little bit about it? Like about the focus of the course?

P: Yes, it's an accounting preparation course. It's for students from overseas who want to do a master's in accounting but have to improve their English to a higher level [I: Uh huh] and if they pass this course they get direct entry into their master's programme.

I: Ah right. Okay, so is there sort of an exam or something at the end they have to ...

P: [inaudible] ... tests all the way through the course.

I: Okay so you have a good idea pretty much through towards the end of the course whether they're going to pass or not because of the ...

P: A pretty good idea, yes.

I: Okay. And ... the students in the class you are teaching now, they are all adults, but what are their ages?

P: I haven't actually checked their ages, I think the youngest would probably be about 23 or 24 and I'd say they probably go up to mid to late 30s.

I: And gender?

P: Well I have ... well, two have dropped out half way through, and but I started with 15 students—four boys or men ...

I: Mm, and what are their backgrounds? Where are they from?

P: Well ... all my class is Chinese [I: Mm hmm] We get a large number of Chinese students doing this course.

I: Are they from the same ... are they Cantonese or Mandarin language backgrounds?

P: Most of them speak Cantonese. [I: Mm hmm] That's the most prevalent ... well most of them speak one, and usually only one or two speak the other.

C.2 Sample of Interviewer's Questions to Situate Discussion on One Lesson

The phenomenographic approach worked well in centring the conversation on a situated lesson rather than having the teachers discuss general beliefs. In most cases, the participants chose the last lesson they had taught (Sample C). In a few situations, the teachers had just started a particular course and felt that they hadn't had a chance to get to know the students yet, so they chose the last lesson in the course they had just finished. If the participant was uncertain about which lesson they wanted to talk about, the researcher suggested the most recent. In a few instances, the participants expressed concern that the topic of a lesson might not be appropriate or that they had not been satisfied with the outcome of a particular lesson. The researcher would reassure the teacher that the purpose of the investigation was to understand his or her own perceptions, not monitor the success of particular approach (see Sample A). In all situations, the participants chose the lesson described. In some situations, teachers discussed previous teaching experiences initially, but the focus of the discussion was centred on a recent or current teaching situation. If a teacher started to speak of a lesson and then decided to describe a lesson from another course instead, the researcher would again confirm the language proficiency of the students, demographic information, etc. (see Sample B, below).

Sample A

I: So in this particular class do you remember a lesson, maybe the last lesson or maybe one of the last lesson you taught, can we talk about that?

P: A lesson about anything?

I: Yes.

Sample B

I: Right, right. Well what I want to do is talk about a particular situation with a class that you have recently taught. So you let me know what class you would like to talk about. So just think about a particular lesson that you've taught and

it maybe the first scenario would be the best because you had them for awhile so you might remember a lesson from that group which is fine. Which one would you like to talk about?

P: Do I have to talk about a specific class time?

I: Yes.

P: They're generally, the last couple of weeks I've been teaching Academic 2 and Academic 3 and General 4, so ...

I: How about yesterday?

P: Well let's see; yesterday I taught SEP which is very unusual, but on Monday and Tuesday I taught General 4 and there were two students that had been in the class before.

I: Okay, do you want to talk about that?

P: Yah, that would be okay.

I: All right. You said, General 4—this is generally English?

P: Yah, level four, which is a high 5.4 level, the highest of general English.

I: Okay, so is their ability above intermediate?

P: Yah, it's high intermediate?

I: All right, so they have the ability to interact well outside of the classroom.

P: Yah.

I: Okay. All right, so what class do you want to talk about, Monday or Tuesday?

Sample C

I: Okay, so what week are you in, in the course that you are teaching right now?

P: Prepare?

I: What week?

P: Oh! Week ... not yet, they just started week two.

I: Okay. Do you know the students pretty well yet?

P: Yah.

I: Or just getting to know them?

P: Depends? For a group with a 15-week course, yes I know them well, I would say.

I: All right, well what I'd like to talk to you about is a class [P: Uh huh] that you've taught recently. When is the last time you taught this particular class?

P: Here today. [I: You taught today?] P: No, this morning.

I: Oh good, then we can talk about this morning ... [P: Yah, yah] and it will be fresh. All right, so what happened this morning? What did you do in class today?

P: Well ... today we presented the topic of ...

Appendix D

D.1 Teacher Training in 28 Transcripts

The count for the number of times “teacher training” emerged in 28 EAP teachers’ descriptions of lessons is illustrated in the data presented below. The first column is a list of transcript numbers. All twenty-eight transcripts contained at least one instance of teacher training, described explicitly or implicitly. The second column lists the number of times that teacher training was mentioned explicitly in transcripts; these were situations where the teachers used terms specifically referring to teacher training. In column 3 teacher training emerged implicitly through the teachers’ descriptions of their experiences either as teacher or learner.

<i>Teacher Training</i>		
<i>Inside Classroom Interaction</i>		
<i>Transcript number</i>	<i>Explicitly</i>	<i>Implicitly</i>
1		1
2	2	4
3	3	2
4	3	2
5	2	1
6		1
7		1
8	2	1
9	3	2
10	2	3
11	2	4
12	1	1
13		1
14		1
15		2
16	1	3
17	1	1
18	6	2
19	2	2
20	2	
21	1	2
22	1	2
23	2	3

Teacher Training		
24		1
25	3	2
26		1
27	5	2
28	2	3
Total	46	51

D.2 Use of Professional Teaching Terms by 28 EAP Teachers Describing Teaching, Learning and Subject in Situated Lessons: ICI

The data below illustrates the use of professional teaching terms in the teachers’ descriptions of situated lessons. Terms that indicate purpose of ICI (“new vocabulary,” “repetitions,” “oral practice,” “oral presentation,” etc.) and how learning is perceived through the role of ICI in tasks (“negotiate,” “provide feedback,” “error correction”) are evident across all twenty-eight transcripts (see Section 6.2 for more detail). The uses of spoken interaction in teachers’ descriptions of teaching and learning are also illustrated by specific terms used to describe types of words in interactions (“jargon,” “grammar terms,” “academic terms,” “vocabulary”) and terms used to describe teachers’ perceptions of change in specific interactions (“fluency,” “intonation,” “pronunciation”). ICI are consistently included in teachers’ descriptions of how learning is assessed at the subject level, with terms such as “arguments,” “presentations,” “real world topics”; and in a broader sense, when teachers describe the importance of concepts such as “motivation,” “working together” and “support,” the ways that learners and teachers participate in ICI are described as connected to specific and perhaps general perceptions of how learning and teaching instances are evaluated.

T-#	<u>methodology</u>	<u>teaching</u>	<u>learning</u>	<u>subject</u>
1	task-based, brainstorm	set-up activity, check understanding	identify main points, motivated, product	writing skills, summary, academic structure (2)
2	using your own experiences as building blocks	evolving, guiding, facilitating, exploring	linking new with real world, ownership	vocabulary (10), academic structures
3	PPP, content based	elicit tasks, present	product, produce	academic structures
4	methods, mixed approach, systemic, communicative	supportive	motivated, structure, ability	academic structures, concepts
5	a warmer, task	model	topics, ownership	academic skills
6	scaffolded, problem solving, teacher-centered, student-centered	supportive, syllabus, built trust, motivational tools	student groups and pairs, work together, analyze, actual	essay writing
7	activities, introduce tasks, exercises	repetition, scanning, prediction, learner topics, group activity, elicit	presentation skills, intonation, pronunciation	oral presentations
8	phenology, communicative	students needs, adapt materials, give feed-back	self-correct, approach (3), register	essay
9	building on what they thought they needed, lots of class discussion, pair	individual consultation, group task, error correction	negotiation, error correction	exam preparation
10	warmer, exercise, focus, brainstormed,	co-teacher, student needs, curriculum	critical thinking, critiquing,	vocabulary (5)
11	working in groups, improving structure, move around groups, present self-correction, activities, PPP, meta-	student samples, learner-centered, teacher-centered, receptive learning, elicit information, humanistic	language fossilized, pre-existing expectations, learning plateau, learning activity, self-	focus on fluency not accuracy
12	pronunciation work, field work, experiential learning	background, scores, practice, correctable tasks, assess tasks, error correction, structured	concept development, applying, clarifying, following a model	research skills, essay writing
13	problem solving, student centered, assessment, approval	student questionnaire, student survey, text types, feedback	task fulfillment	oral presentation
14	pronunciation, listening exercise, PPP	jargon, test, assessment, articulation, opportunities for real life practice	motivation, self-correct, test assessment	academic structures, essays
15	registers, helping and reminding students	phenology, orthography, grammar rules, introducing topics,	maintaining vocabulary, read their own writing and self correct	new vocabulary, pronunciation, topics
16	modeling, activities, field, tenor, mode	register, feedback, marking, present, journaling	sentence fragments, words, plurals, multi-model	structure, self confidence
17	communicative, task based, media mix, problem solving activity	needs analysis (2), make it interesting, role-play	can do the task, practice skills	arguments
18	activities, class activities, material, ice breaker	teacher focused, text based, book based	doing computing, work together, practice problem	listening exercise, sentence structure
19	syllabus, tasks, TESL, lecture style	teacher-centered approach, learner-centered approach, feed back, lecture style	unmotivated	real world topics, writing structures
20	assessed tasks, practiced tasks (2)	evaluator, facilitator	learning strategies, problem solving, contribute to	Australian culture, note-taking
21	multiple literacy, functional systemics activity, activity (2)	grammar terms	input-output, upper-intermediate	language as medium
22	formal listening, activities, structures	analogy, tools, topics, initial assessment	read long texts, dynamic learning	written academic structures
23	oral assessment, written assessment	choosing problems, topic introduction, self correction, modeling	self correction, academic structures	essay, main correction points
24	task-based, structures, negotiated syllabus, class constructivism	languages and medium, teaching styles	deconstructing, connecting to grammar, learning styles	academic English, real academic texts
25	scaffolding, elicited (4), Co-operative	Co-teaching, working together, group endorsed solution, needs analysis	making connections, passing assessment, developing strategies	academic structures, literacy
26	brainstorming, interactive activities	grammar errors, fluency, activity(3), writing exercise, curriculum prescribed, approach activities, group activity, captive subjects, in-text referencing, common errors, reading activity, writing activity	practice, mixed group, sharing ideas	the Harvard system, text types
27	interactive work, brainstorming, active participation	conversation class, open-ended questions, reflections	lack motivation, a big learning curve, personality type, ability, grammatical contraction of	developing a questionnaire, format
28	Cooperative learning (3), small group work (6), field assessment, testing	work together on tasks, check answers, micro and macro levels, evaluate, assess, build trust	giving opinion, academic writing, note-taking	argument

D.3 Terms and Phrases from 28 Transcripts Describing Pre-Existing Knowledge, New Knowledge and Subject Materials

The data in the spreadsheet below contains terms used to describe knowledge and subject materials across the group of transcripts. Terms for subject materials were evident in at least one instance (and usually multiple instances) across all transcripts. Reference to new or pre-existing knowledge did not emerge in all transcripts. In situations where terms or phrases indicating reference to knowledge were evident, the ICI were described as part of the process of concept and skill development. Regarding the acquisition of new knowledge, descriptions were provided that included the role of ICI (“new vocabulary,” “new academic structures,” “turn of phrase”), and regarding the development of spoken skills through class discussion, terms such as “predicting,” “reflection,” and “presenting” were used. OCI were less explicitly described but were inferred in terms such as “experience,” “understanding,” and “knowledge”; the use or knowledge acquired through OCI was not clarified in detail.

new knowledge	pre-existing knowledge	materials
writing structures, vocabulary (2)	not good at accessing, learner weakness	tapes, overhead projector (OHP), model
vocabulary , academic structures	vocabulary revision	visuals, topics, articles,
structures		handouts, visuals
vocabulary (5)	they have experience	OHP, visuals, listening
new topics, concepts, vocabulary, abbreviations	learner's personal experience	exercise sheet, white board
new topics	had minimal skills	essay questions, topics
predicating was a new concept, presentation structure, culture		internet, OHP, board, worksheet
vocabulary/ structures	knowledge	
understanding meaning, skill building	reinforcing understanding	students own writing, topics, questions
new words (4)		
start thinking in L2, academic structures	less English than expected, concept of being resourceful	support materials, overheads, photocopies, models (5), OHP (2), worksheet
case studies, concept development	honing skills, dragging in language knowledge	extracts, authentic materials
to turn a phrase, topics	cultural beliefs	OHP, board
academic structures, essays		worksheets, blackboard games, overhead
presentation skills, grammar	students had never thought critically about anything	taped lecture, critical thinking skills, topics, correction activities using their
structures, stress, intonation		OHP(2), texts, their own writing, tape
academic structures, academic vocabulary, cross-cultural knowledge	they didn't have the vocabulary, they had difficulty reading, gave opinions	sample text, texts (5), pictures, overheads, worksheets, visuals
	to actually use the knowledge they've got	reading texts (3)
new structures	not enough topic knowledge, drawing on students knowledge	newspapers (3), authentic materials (2), overheads
new topics (5), prefixes		taped, listening exercise (2), worksheet, form
	previous literacy, experience	
academic texts		texts
rewriting essays with corrections		student writing, students oral presentations
new words (6)		authentic texts (20), visuals, graphs, drawings
segments of a literature review		authentic research articles
		handout, overhead, marking scheme
study skills are new	plagiarizing, memorizing, basic grammar problems	texts, topics, language lab, overheads, reading texts, sheets, question types
reformulate a persons answer, academic writing	they have to change all they've known	worksheets, texts (6), video

D.4 Narratives: Descriptions of Experience: OCI

Data on the next page are in reference to descriptions of OCI and teachers’ use of narratives in describing experiences. Across all 28 transcripts, these narrative descriptions included reference to specific situations (people, time) and many described links between these experiences and knowledge, understanding and learning (see some of these excerpts bolded in data below).

Narratives: Descriptions of experience: OCI
I found that one student changed the dynamic of the class ... I had one student that I taught ... he was also aware of ... I had this class ..."
... my students will tend to support each other because ... I had an old student who wanted to come back to me ... so they are recalling the situation ... we got to talking about ... so the student told me about ... I guess I was thinking of perhaps when I was learning ... I enjoyed it except I never really did very well...
When I started my TESOL teaching course ... I noticed, like, one day a few weeks ago ... I had one student that stayed back after class ... maybe it's because I used it more because I traveled a bit ...
I started learning...I used to tell them ... It was important for me to ...
well I was in ... so the most helpful thing I think was ... I had a ...
you know we started talking about ... I came myself from a ... this was in the mid X's ... I remember learning ... I remember having ...
I felt part of a team ... now I remember ... I told them to go ... from living over there and going to school ... I also really enjoyed the ... my impressions are ...
... and that was sort of a cautionary tale for my students ... I didn't have enough of ... It was a very backward situation ... I wasn't a good learner ... and I thought why is that?
I felt part of a team ... now I remember ... I told them to go ... from living over there and going to school ... I also really enjoyed the ... my impressions are ...
There was one student ... he was telling us ... that was one example ... I have seen the differences in students ... there was this one girl...it was very interesting ... now I am speaking from personal experience ... it's not my belief but something from my own experience ...as a child...as an adult...I learned at the... there was this one teacher...at home we spoke...
I remember what my own learning was like , I had opportunities ... well it was an ...
I'm thinking back to a previous class ... I had an experience ...I find it difficult myself too ...
sometimes I think... there was this girl ... when I was
I gave an example...I was in that situation ... when I studied ...
I missed a lot of chances...when I was... there was this teacher ... I had this student
When I worked...when I was ...
Some years ago ... I hated my ... Its been a longtime ... I always liked ...
... the last 10 years...I've spent time ... In the past ... we were talking about ...
When I was... I was learning ... when people come up to me ... I remember ...
I happened to have ... I remember how different ... All I can say ... we found from my work experience... personal experiences. ...
I was thinking ... and I realised ... years ago ... for example ...
we did some ... I had exposure to ... I studied ... that comes from empathy from my own experience
... it was affecting the dynamics of 15 other people ... I had a student and he wanted to go ... I have studied ... as a child I could ... and when I was older I went ... I still remember studying ... I was using my knowledge of teaching ... because of one of my teachers in high school...
the university I first attended... I was thinking back to my first university and two particular lectures ...one of them ... I really wanted to speak ...
I remember thinking... when I first...there were these two students ... there was this one man ...
... the time I learnt the most ... the students that ... It was just a lucky situation my neighbor ... I found...I compared ... just by chance I was offered ... I was just thinking the other day ... we went to a restaurant...one course I did ...
I've done a fair bit of ... so I went to every ... I found that.
Occasionally there is another scenario...I had ... the only time I've ever done that was ...

Appendix E

E.1 ICI: Teaching

The excerpts on the next page show EAP teachers' experiences and descriptions of teaching in situations where ICI has emerged.

<u>Inside Classroom Interaction</u>
<u>Teaching</u>
".. setting up the activity, do some discussions or just brainstorm as a class then go back into groups and they present it at the end."
"The goal always for me is try to see that my students are able to go away and know something and be able to say something and talk about something. . that I hope is relevant to them and their being in the real world."
".. developing language skills needed for university (writing and reading). I expect them to bring in their own experiences."
"If I can get them talking I think it's a good practice to compare answers, opinions."
"I try to give them a feel for how grammar works. I put the stronger and the weaker students together, it was a really useful partnership. I went out of my way to break up normal partnership. I tend to work with the class in an informal way. I'm good at building them self-esteem but I am less comfortable with criticism."
"I constantly regroup them for different activities so they won't use L1 and they can practice their English. I guide them, I want them to do the work."
"I try to lives things up. Being able to distinguish between difficult and easy words for them. What they are likely to know and not likely to know. That's all very much intuition, I think too an also experience. .I focus very much on interaction I abhor the lecture approach I had in school."
"I just familiarize them and give them greater confidence. . All the way through is I give them positive feedback and that gives them greater confidence. . Speaking practice was always with a group including me."
I support them using dictionaries and getting help from peers. I control time and have an aim for a lesson sand a purpose but I don't make that the central focus. I plan activities around weak writing."
"I focus on listening and speaking because I think there is a link once those improve so will the writing and reading."
"I encourage them to ask questions, I use silence if I have a discussion that centers around what they need to do to develop their own language."
"I like to do it through examples use their own writing samples and correcting that. I see learning sometimes when they use a word spontaneously when they have more self-confidence. I was trying to get my point across and was uptight with timing, I got them to interact."
"when I worked in the. . when I was back packing."
"I was trying to get them to think about how the learn."
"We were able to develop our own way of approaching things" "I think its very important to, whenever students are learning, to show them the purpose, why they're learning it and give them the perspective in the future."
"Guided note taking (2). Most actually enjoy contributing to the class. They pay more attention to each other. They take on different roles--the students get immediate feedback form their peers."
"I shift the responsibility on to them"
"They were in groups, they had to have a thesis statement and a concluding argument with supporting ideas evidence example or whatever and present it orally. The other groups listened, decided which point of their argument was the strongest and then as a group I had them write a paragraph refuting it. The lesson was teaching them structure (arguments)."
"I see teaching as give and take, it's not just me giving, they have to give back. I handed back a written piece of work within 48 hours, they all rewrote it and handed it back and I saw big improvements"
"so then having these students picking up all these kinds of lapses and meanings and not lapses in meaning but lapses in what is said, that sort of disjunction between what is said and what is meant"; "I wasn't teaching them language, I was teaching them content"
"they are assessed only on writing so I focus on that."
"I put them into groups of different ability and different language groups and they have to choose a topic and then they have to construct sentences and go out and interview students at University."

E.2 OCI: Teaching

The following are excerpts of EAP teachers' experiences and descriptions of teaching in situations where OCI has emerged.

Outside Classroom Interaction

Teaching

"I encourage them to do things like talk to little old ladies on the bus...do anything to enjoy learning the language outside of class..."

"I try to build writing or structure around their own experiences and needs, it's more relevant"

"They don't want to socialize they are focused on writing."

"I tell them ways they can meet Australians and practice English"

"I tell them they have to just try. We don't talk about it."

"I haven't talked to this class about OCI"

"I emphasize to them that it comes from all kinds of sources. Be open to everything. The gut feeling is more like if I was learning I would benefit from that. So I give them that, you know."

"It's very interesting, they tend to focus a lot of grammar and writing English and reading English but not a lot of speaking English...I think [students] are concerned to make the most interactions outside the classroom....it's something they recognize...Whether they do that I think is up to the individual."

"I basically decide what the student needs; it could be anything, it could be confidence, it could be a need for extra help or it could be a need for how to use the library."

"I give them examples, gestures, and expressions that allow them a bit more time...to make a response or to ask a question."

"They're thrown a lot of jargon but not opportunities to use it, they make mistakes outside, I try to help with that."

"I made suggestions. I found things they could do on their own."

"those who were able to live there [second language country] and live a more natural life and use the language much more naturally outside of class [had better pronunciation]."

"We emphasize taking responsibility for own. Includes doing things outside class."

"assigned outside tasks are part of the course"

"we did some social things outside of class together...they were required to do a survey..."

"to be aware that there's a lot more out there they can learn from, 8:30-11:30 is not really where the bulk of their learning is taking place"

"they don't speak to me about these sorts of things, they talk to me about assignments and materials not so much about social interaction outside."

"they are motivated but it isn't part of the class. Some have very bad pronunciation but we don't work on it much, the focus is writing."

"I try to give them advice on what to do outside the classroom....If I see them working on vocabulary for example, I tell them about my own experiences learning."

"If I initiate it (discussions of OCI) they'll talk it about it more; unless I talk about it they probably wouldn't. Unless there's a problem with a home-stay mother for example. I don't have them long enough or have enough interaction with them individually to see myself [what's happening outside the classroom]."

"I gave them tasks as homework (strike up a conversation) then report back. I don't have time to talk about it much in class."

**E.3 Statistical Comparison Responses to Question of Student Ability: ICI and OCI
Difference in Words**

The illustration on the next page is a statistical comparison of differences in word count in the responses of EAP teachers to the question of student ability to interact inside and outside the classroom.

Statistics Report *****

	ICI/Yes	OCI/Yes	OCI/No	OCI/I don't know
Sample size (N)		28	28	28
Num missings		0	0	0
Minimum	1.0000	0.0000	0.0000	0.0000
Maximum	74.0000	26.0000	78.0000	44.0000
Std deviation	16.7960	23.2434	11.5641	
Variance	282.1058	540.2540	133.7288	
Std error	3.1741	4.3926	2.1854	
C.V.	133.6046	140.2617	206.2391	
Mean	12.5714	16.5714	5.6071	
Sum	352.0000	464.0000	157.0000	
95.00% Confidence Interval:				
lower limit	6.0586	7.5586	1.1230	
upper limit	19.0842	25.5843	10.0912	

***** The End *****

$$\bar{X} = 1/n \sum_{i=1}^n x_i$$

- Mean: The arithmetic average of the sample values.

It is the sum of the sample values divided by the sample size.

$$Var = 1/(n-1) \sum_{i=1}^n (x_i - \bar{x})^2$$

- Variance is a measure of the dispersion of a sample.

It is one of the most widely accepted measures of the variability of a set of data

$$s = \sqrt{Var} = \sqrt{1/(n-1) \sum_{i=1}^n (x_i - \bar{x})^2}$$

- Std Dev. Standard Deviation is the square root of the variance.

$$S.E. = s/\sqrt{n}$$

- Std Error. Standard Error. A measure of how much the value of the mean may vary from sample to sample, taken from the same distribution.

$$C V = \frac{100 \times s}{\bar{x}}$$

- C.V. The coefficient of variation.

Confidence Interval – the interval within which we consider hypotheses tenable and the limits defining the interval are referred to as confidence limits.

Confidence Coefficient - the probability that a stated interval contains the unknown parameter.

E.4 Comparison of 28 Teachers’ Responses to Question of Student Ability to Interact

Means for word count for ICI are provided in columns 5-7; total counts of words used appear in column 4.

		Student Ability to Interact ICI				
		A2	B2	C2	D2	Subtotal
	A1	4				4
Conceptions of ICI	B1	8	4			12
	C1		2	4		6
	D1			3		3
	E1				3	3
	Subtotal	12	6	7	3	28
	ICI Word Count Matrix					
Transcript #	Y/N	Certainty	Words Used		Certainty:	
1	Y	I	36		I=Implied	
2	Y	I	14		C=Certain	
3	Y	C	7			
4	Y	I	23			
5	Y	I	25			
6	Y	I	20			
7	Y	C	14			
8	Y	I	33			
9	Y	C	12	Mean (all)	22.25	
10	Y	C	1	Median (all)	18.5	
11	Y	C	11	StDev (all)	22.30035	
12	Y	C	15			
13	Y	C	5	Mean (Cer)	21.125	
14	Y	I	3	Median (Cer)	14	
15	Y	C	21	StDev (Cer)	27.28	
16	Y	C	25			
17	Y	C	30	Mean (I)	23.75	
18	Y	I	17	Median (I)	21.5	
19	Y	I	20	StDev (I)	14.2	
20	Y	C	5			
21	Y	C	4			
22	Y	C	117			
23	Y	I	23			
24	Y	C	25		Mean all	22.25
25	Y	C	14		Mean C	21.125
26	Y	I	12		Mean I	23.75
27	Y	C	32			
28	Y	I	59			
		Total	623			

E.5 Comparison of Responses Regarding OCI: Do Students Have the Ability to Interact, and Do They Interact?

These data supports the findings described in Chapter 7. The findings resulted from a number of data sorts and comparisons. The process is outlined in Sections 7.3.1, 7.3.1.1, and 7.3.12.

Q: Response	SUB/UNSUB ?	Rating	OCI CD levels	OCI CO D		Yes ,No, I Don't Know	Substantiated?
yes	substantiated	1		1 D2		yes	substantiated
yes	unsubstantiated	2		1 D2		yes	substantiated
yes	unsubstantiated	2		1 D2		yes	substantiated
yes	substantiated	3		1 D2	D	2 I don't know	Uncertainty
yes	substantiated	1		2 C2	C	1.444444444	yes substantiated
yes	substantiated	1		2 C2		no	substantiated
yes	substantiated	1		2 C2		yes	substantiated
no	substantiated	1		2 C2		no	substantiated
yes	substantiated	1		2 C2		yes	substantiated
yes	substantiated	1		2 C2		yes	substantiated
yes	substantiated	1		2 C2		no	substantiated
no	substantiated	3		2 C2		I don't know	Uncertainty
yes	substantiated	3		2 C2		I don't know	Uncertainty
yes	substantiated	1		3 B2	B	2.666666667	no substantiated
yes	substantiated	1		3 B2		no	substantiated
yes	substantiated	3		3 B2		I don't know	uncertainty
yes	unsubstantiated	5		3 B2		I don't know	uncertainty
yes	substantiated	2		3 B2		yes	unsubstantiated
yes	unsubstantiated	4		3 B2		no	unsubstantiated
yes	substantiated	1		4 A2	A	2.588235294	yes substantiated
yes	substantiated	1		4 A2		yes	substantiated
yes	substantiated	1		4 A2		No.	substantiated
yes	substantiated	1		4 A2		yes	substantiated
yes	substantiated	1		4 A2		yes	substantiated
no	substantiated	1		4 A2		yes	substantiated
yes	substantiated	1		4 A2		yes	substantiated
yes	unsubstantiated	2		4 A2		yes, assigned t	substantiated
yes	substantiated	2		4 A2		yes, assigned t	substantiated
yes	substantiated	3		4 A2		I don't know, so	uncertainty
yes	unsubstantiated	5		4 A2		I don't know	uncertainty
no	substantiated	2		4 A2		I don't know	uncertainty
yes	unsubstantiated	5		4 A2		I don't know	uncertainty
yes	unsubstantiated	5		4 A2		I don't know	uncertainty
yes	unsubstantiated	4		4 A2		yes	unsubstantiated
no	unsubstantiated	5		4 A2		I don't know, so	uncertainty

E.6 Responses Across Transcripts to the Question: Do Students Interact Outside The Classroom?

Column four indicates if statements or narratives of teachers’ experiences of students’ interaction outside of class were present in transcript. Uncertainty indicates teachers’ comments claiming limited or no awareness of students’ OCI.

DATA FOR OCI: DO THEY INTERACT OUTSIDE?			
TRANSCRIPT NUMBER	COMBINED CATEGORIES	YES OR NO?	SUBSTANTIATED?
17	BA	yes	substantiated
11	CC	yes	substantiated
1	AA	yes	substantiated
3	BB	no	substantiated
9	ED	I don't know	substantiated
10	ED	yes	substantiated
28	DC	I don't know	substantiated
21	BA	yes	substantiated
2	AA	yes	substantiated
19	CC	yes	substantiated
26	CC	no	substantiated
23	CC	yes	substantiated
22	ED	yes	substantiated
16	CB	no	substantiated
27	BA	yes	substantiated
14	DC	no	substantiated
13	DC	no	substantiated
13	DC	yes	substantiated
12	AA	yes	substantiated
4	BA	I don't know	uncertainty
17	BA	I don't know	uncertainty
7	CB	I don't know	uncertainty
8	BA	I don't know	uncertainty
18	BA	yes	uncertainty
6	BA	yes	uncertainty
5	BA	I don't know	uncertainty
20	AA	I don't know	uncertainty
24	BB	I don't know	uncertainty
15	BB	no	uncertainty
21	BA	I don't know	uncertainty
25	BB	yes	unsubstantiated

E.7 Student Ability OCI: Teachers’ Awareness

The data below illustrates the differences in responses to questions of students’ OCI ability and awareness of OCI opportunities.

DO THEY INTERACT OUTSIDE? (Question 2)				DO THEY HAVE THE ABILITY? (Quest. 1)			
Teacher's number	OCI Categories	Yes or no?	Substantiated?	Teacher's number	OCI Categories	Yes or no?	Substantiated?
17	A2	yes, assigned tasks	substantiated	18	A2	yes	substantiated
11	C2	yes	substantiated	21	A2	yes	substantiated
1	A2	yes	substantiated	19	C2	yes	substantiated
3	B2	no	substantiated	1	A2	yes	substantiated
9	D2	I don't know	unsubstantiated	24	B2	yes	substantiated
10	D2	yes	substantiated	26	C2	yes	substantiated
28	C2	I don't know	substantiated	28	C2	no	substantiated
21	A2	yes, assigned tasks	substantiated	2	A2	yes	substantiated
2	A2	yes	substantiated	27	A2	no	substantiated
19	C2	yes	substantiated	8	A2	yes	substantiated
26	C2	no	substantiated	9	D2	yes	substantiated
23	C2	yes	substantiated	20	A2	no	substantiated
22	D2	yes	substantiated	11	C2	yes	substantiated
16	B2	no	substantiated	12	A2	yes	substantiated
27	A2	yes	substantiated	13	C2	yes	substantiated
14	C2	no	substantiated	14	C2	no	substantiated
13	C2	no	substantiated	22	D2	yes	substantiated
13	C2	yes	substantiated	16	B2	yes	substantiated
12	A2	yes	substantiated	23	C2	yes	substantiated
4	A2	I don't know	uncertainty	3	B2	yes	substantiated
17	A2	I don't know, social	uncertainty	27	A2	yes	substantiated
7	B2	I don't know	uncertainty	28	C2	yes	substantiated
8	A2	I don't know	uncertainty	25	B2	yes	substantiated
18	A2	yes	uncertainty	6	A2	yes	unsubstantiated
6	A2	yes	uncertainty	7	B2	yes	unsubstantiated
5	A2	I don't know	uncertainty	15	B2	yes	unsubstantiated
20	A2	I don't know	uncertainty	17	A2	yes	unsubstantiated
24	B2	I don't	uncertainty	20	A2	yes	unsubstantiated

E.8 Descriptions of Student Learning and Object of Learning Found in EAP
Descriptions of Lessons

ICI emerges across the range most frequently in descriptions of student learning “process.”

<i>Inside Classroom Interaction</i>		
	<i>Student Learning</i>	<i>Object of Learning</i>
ICI		
1	Communicate what is understood, make language clearer	Conduct simple survey
2	Focuses on Countries and Economy and War, the lesson wasn't planned, it evolved from discussion about one student's country ... so they looked at what we said, to try and apply it [words and ideas], when they say something about their own countries ... they have to think about what they're saying.	I want to be able to give them some ability to be able to talk about the world, their place and to be able to say something that makes some kind of sense or relevance ... that actually produces some kind of thinking ...
3	They took notes, wrote a summary and then composed with mine as a guideline	I was teaching the students what to put and leave out of a summary, very focused
4	Supporting and critiquing and argument	Quantifiers, argue their own opinion
5	Use rules about quantifiers	Academic structures
6	The whole class worked on individual writing errors	Produce and correct essays
7	Use structure presented, find correct answers	Presentation scanning, developing reading skills
8	Cover those test skills for the test	Test preparation.
9	Mainly in their speaking actually and a little but in their writing I was seeing them take on board some of the things we'd read about ... or I had suggested ... speaking with more fluency and using some of the structures	Test preparation ... sort of individual reproductive skill I guess.
10	Be motivated, engage in, the interest factor must be really high, motivation 4, future goal 2, we work on ... building that whole register	It's very focused and decided
11	Working in groups understanding a model ... I just liked it at the end because ... the roles had changed, instead of students they were becoming the experts.	The structure of a text, a discussion essay.
12	They had to read and present major points to group, be group summarised. It takes critical thinking skills.	The task was designed to involve many skills and give them practice rather than focus in assessment.
13	They had to present and provide feedback on other's presentations, learning happened when they took suggestions on board.	I wanted them to develop their own ideas in a general academic structure.
14	Actual usage to use words about something that happens	Academic writing specific to bookkeeping vocabulary, argumentative essay.
15	Correcting writing and presentations. It's easier to see improvement in writing than in speech	
16	There was a standard formula; I wanted them to get that	Essay structure assessed
17	Learn to work in groups	

<u>Inside Classroom Interaction</u>	
<u>Student Learning</u>	<u>Object of Learning</u>
ICI	
18 They tend to have done a lot of English in their high school in their countries so they've got it inside them and it's more a question of getting it out and getting them to use it ... I want them to discover answers for themselves	The job is to reconstruct the meaning ... it was very regimented; the curriculum was set
19 It depends on motivation then level of English	
20 it was new, they needed practice	
21 It was a mechanism for him to take on new knowledge. ... It is very much retrospective ... clearly expressed in their research reports.	
22 Learned how to present, argue and refute; they knew their part and were confident with the pieces. I think they walked out the door with a tool	Framework and structure of an argumentative essay
23 I put up a topic, I don't care how much they write--two lines or two pages--then I make a set of correction, generic problems, just a check list they have to check through.	Self-correct first before they hand it to me.
24 We analyse the kind of discourse used in an introduction. The students go to the library and find an example, sometimes in pairs.	I was teaching the students politics [and relationships between appointed and elected representatives of the people.] ... I think people learn very well through experiential learning. ... I think learning by doing something yourself and then discussing your understanding with other people who might have a different point of view is when accelerated learning takes place.
25 Getting them to look for gaps and repetition	Structure of literature reviews
26 Discussed what they wanted to survey with the group ... negotiated ideas for creating a survey	Understand the process of creating a survey and doing their own interview ... learning a referencing system ... they get confidence; it reinforces the fact that they know something
27 They can understand their own mistakes better than I can so I get them to provide feedback to peers ... we did work on questions; profile and topic questions and on grammatical construction of correct questions	Put together a questionnaire and conduct a survey ... we did some work on how to approach people. It was a teacher-centred activity because I was showing them how to do it.
28 They have to actually participate in small group discussion	

E.9 Experiences of Teacher's Role in Descriptions of ICI

Teachers Role

"basically they develop their own research questions, we just help them clarify what is needed . **Basically a guide** , a support giving structures rather than telling them what to do. But motivation is a big problem they are immature it feels like High school teaching."

"**we learn together, go on a journey...** I am the expert on how to communicate in English, they know what they need and how they will use it."

"to choose a topic, to choose a language focus then do all the skills around that. It is really complete and very successful"

"monitor, provide correction, feedback"

"I got them to write up the answers and then compare with others---they learn better. I introduce the topic **monitor** that they stay on topic so if they have a good idea I share it with the class... **Activities are top down** they tend to come from me but I shift a lot of the responsibility on to them."

"I tried to explain the best I could what the problem was...**I'm not parental but I sort of keep control** sometimes in a joking manner sometimes dead serious. Good teaching is when we are learning something together."

"I sort of guide them, I make them think about it. "

"I try to give them a balance of skills and content."

"my experience is that students tend to feel that they need help in everything... for me its about self-confidence and **helping them to find their strengths and weaknesses** in communicating in English...to just familiarize them and give them greater confidence with just dealing with the test."

"**guided them along that track...** moved them from... looking at it superficially to...engaging with critical aspects...I build interaction and communication...there is that interaction element but it is building towards critical thinking...my role is I think firstly what the students need...where are the students going...my roles lies **bringing the whole view together** and saying 'okay, they are going to go here and this is what they will need and this is where they are at, so tie that together and bridge that gap'...to give them that view--a view of the bigger picture...it is my role to...give that confidence...**my role would be in supplying help** and designing tasks that meet student needs...**I guided them** "

"by letting them see a model and then sort of getting that information across to them right away and saying 'this is really good'... we need to be there we can't say, we're just facilitators, we're really teachers otherwise we shouldn't be here. You know we've got to be an expert on something so basically it's explaining what needs to be done to be successful at whatever these students want to be successful at."

"**my job is to introduce the Framework** ; provide the tools they do the work. I gave them a performance template. Essentially I'm going to help you live it and your peers will help you clarify your ideas."

"**my job is to help them develop concepts but not actually impose my ideas.** "

"**I teach them how to write an answer.** "

"I focus on listening and speaking because I think there is a link once these improve so will the writing and the reading"

"**I highlight structures** , provide feedback, marking and particularly pointing out the good stuff."

"point out and correct errors (3)...get their interest and get their language to them, discover what makes them tick."

"I like variety because I feel that different learners learn in different ways and I like to expose them to different methodologies so that different ways will suit different people"

"**I just lead them in the right direction** facilitating the learning process"

"**with two other students I evaluated the presentation.** I evaluate, facilitate-I selected the activity because of a weakness in their own."

"what would be happening is deconstruction and analytical analysis process and I am basically facilitating that... **I'm just providing a schematic or scaffolding framework** for the students to process their recollection of the event..."

"**I sort of diagram the process...** I really like to teach students the skills that they need when they are clarifying situations, when they are talking orally... the lesson was to give them structure..."

"**[I see my role in teaching]as a teacher, as a friend, somebody they trust.** If I feel I have made every attempt to help them in their work and address problems then...I see teaching as a give and a take. It's not just me giving they have to give back."

"in researching and preparing for the class, doing a little lecture and **giving them background information**"; like drawing but I think I tend to be quite oral, quite verbal. Essentially I think it's my role as a language teacher Images and graphics are subsidiary there are a means to an end, the end is language."

"I wanted to **scaffold** and have them identify things for themselves without me telling them. If I **keep them interested** they are motivated."

"my job is to basically put what they've learnt into writing practice"; "I suppose it's **more like a supervisor**, a supervisory role in certain circumstances."

"I'm interested in interactive learning, I **think learning happens when you teach others** so I set up opportunities for that."

"**I teach them** to actively listen to other people they need written structure." "**I teach them** the building blocks for writing. **I tell them** what task we are going to do but I don't explain it. They work it out for themselves."

E.10 Experiences of Teacher's Role in Descriptions of OCI

Outside Classroom Interaction
Teachers Role
"I get to see the product not the process so I encourage them to live it but the choice is theirs. "
"I link what is learnt to what is out there...We learn together, go on a journey. I'm the expert in how to communicate in English; they know what the need and how they'll use it."
"I want to build a relationship with them...that's a lot of it actually...I want to be able to offer them support if they need it...I tell them stuff about me and what I have done so they also know a little about me...if they need anything they feel they can come and talk to me... "
"I give them tapes or I ask them to tape something to work on their own time. I tell them how it benefited me and guarantee that their listening will improve dramatically but most don't do it...I suggest things, they have difficulty meeting Australians and little time. "
"They have to take the risk"
"I try to take it out of an academic context and see it from a learner's point of view "
"They don't want speaking, just writing. I do generally some work on colloquial expressions"
"I encourage use of English in and outside class making friends not from same L1 background but beyond that its up to them... I give various pieces of advice but I try not to build up false hopes"
"Spoken communication it is just getting meaning out but in written communication there's a lot of organizational or specific things we need to follow... I don't think I've made that[interacting outside of the classroom] conscious enough in my mind as something to watch for. "
"my role would be in supplying and designing a task that says this is how we use the library and this is what we do in the library"
"[In class] that is the only time I'm actually there and hear them. I don't know what happens afterwards. Sometimes they ask questions and I welcome it. I hope what I say actually encourages them outside. There is a place for the discussions in class not just before and after class. I gave them feedback and if they are able to communicate meaning successfully its wonderful for their self confidence."
"I include tasks that have to be done outside and drill into them that practice outside is essential. Some cultural understanding is necessary at university."
"Think of ways (tasks) they can do where they can interact more genuinely."
"I try to give them practical advice and practice with real life for out there."
"I think students that learn outside make that choice it benefits but it is a choice."
"I encourage them and give anecdotes."
"They don't. I try to encourage them."
"they are encouraged to go to the ILC, I just keep reminding them and asking them-it's not compulsory."
"I try to make them aware, encourage, teach strategies..."
"We emphasize responsibility for their own learning."
"I have no idea what the situation was , I just provide a framework for the student to process their own recollection"
"[During outside class social event] I tried to get them to speak naturally to one another but many of them fell back on their L1....When they did their surveys they had real conversations but they deviated from the question so far they weren't able to get through all the questions in the time they had. So they were happy they had a conversation but weren't happy that they didn't get all the data."
"I get them to do naughty things like eavesdropping on busses just to pick up a word that's interesting"
"We have a couple of social events organized, it comes from the students. They call is a party and the students meet without the teachers there."
"Discussing OCI doesn't happen in this class. I can't recall it happening. I do direct them to writing practice, reading literature, using the internet, they show signs of doing it. I do encourage them to make friends but it isn't part of the course. "
"It's hard to do anything that's not part of the course."
"I keep encouraging them but they're immature and always have excuses"
"I've done tasks to help them with greetings, introductions outside but I'm focused on them writing—that's all I'm interested in... All I can do is encourage and tell them it's important."

F.1 Tenet: Conceptions held across a group are limited: Different research purposes and innovative applications

The tenet that the conceptions a group holds about particular phenomena within a situated context are limited in number and are interconnected has been replicated in phenomenographic studies and in research for a variety of purposes. The focus of many phenomenographic studies is investigating what is at the forefront of consciousness across a group of people in specific situations. Such studies have focused on the core learning concepts identified in a group of indigenous Australian university students (Boulton-Lewis et al., 2004), university faculty members' beliefs about utilising technology in teaching, (Abdelraheem, 2004) and student teachers' conceptions of literacy understanding (Carlsson et al., 2001). The belief that the world is a shared world and that there are patterns or connections between the beliefs people hold of particular phenomena is not just a phenomenographic tenet. Neurologists (Szegedy-Maszak, 2005) and researchers into unconscious awareness, for example, also report an interconnectedness across groups of shared images and beliefs.

One of the most interesting applications of this idea of shared perceptions came about through explorations into consumers' purchasing choices. U.S. Patent No. 5,436,830 is a notable example; it refers to Zaltman's Metaphor Elicitation Technique. The starting point for this patent came about through a commercial quandary: why was it that consumers would choose one product over another in comparison studies, but this preference was not influential in the actual purchasing decision? Despite the general preference for the taste of Pepsi over Coke in numerous blind taste tests, for example, Coke remained the number one purchasing choice of soft drink consumers. Emeritus Professor Zaltman of Harvard Business School (owner of the patent mentioned previously) sought to elicit the interconnectedness of unconscious awareness

by eliciting the metaphors that influence the thought and behavior of groups of consumers , individual interviews and the use of pictures and illustrations, Zaltman claims to elicit the deep metaphors that people associate with their thoughts or feelings of a particular subject; these deep or core metaphors are found embedded in a unique setting (Zaltman & Higie, 2005). The commercial application of this can assist business to develop an understanding of what consumers think and associate with certain products. Zaltman states that his travels around the world have convinced him that the menu of metaphors that people hold is limited.

Similarly evidence supporting conceptual interconnectedness of consumers was published more recently in an update on the Coke–Pepsi quandary. Researchers at Baylor College of Medicine offered 67 soft drink consumers “the choice, and in blind testing they preferred Pepsi. When they were shown the company logos before they drank, however, 3 out of 4 preferred Coke” (Szegedy-Maszak, 2005, p. 58) Further testing (questioning and brain scans) found that Coke’s label was associated with images and memories of self-image for consumers Pepsi’s label was not (McClure et al., 2004).

F.2 Comparison of ICI and OCI COD

ICI AND OCI COD

ICI OCI	ICI OCI	ICI OCI	ICI OCI
A1A2	B1A2	B1B2	E1D2
A1A2	E1D2	C1B2	C1C2
B1B2	E1D2	B1A2	B1B2
B1A2	C1C2	B1A2	B1B2
B1A2	A1A2	C1C2	C1C2
B1A2	D1C2	A1A2	B1A2
C1B2	D1C2	B1A2	D1C2

ICI AND OCI COD

ICI OCI	ICI OCI	ICI OCI	ICI OCI
A1A2	B1A2	B1B2	E1D2
A1A2	E1D2	C1B2	C1C2
B1B2	E1D2	B1A2	B1B2
B1A2	C1C2	B1A2	B1B2
B1A2	A1A2	C1C2	C1C2
B1A2	D1C2	A1A2	B1A2
C1B2	D1C2	B1A2	D1C2

THE MATRIX OF ICI AND OCI NUMBERS OF COD

ICI \ OCI	A2	B2	C2	D2
A1	4	0	0	0
B1	8	4	0	0
C1	0	2	4	0
D1	0	0	3	0
E1	0	0	0	3

From the Tables 1, 2, 3 it is clear how the 3-D graph was built.
The axes are: ICI – for the 5 categories of in class interactions,
OCI – for the 4 categories of out of class interactions, N - for the numbers of
combined ICI and OCI COD.

F.3 Data: ICI Category of Descriptions Sorted with Academic Complexity Course

In the follow-up study (De Guerrero & Villamil, 2002) more information regarding the participants’ education levels and teaching experience was provided than had been detailed in the initial publication reviewed in Chapter 2, Section B. However, De Guerrero claimed that “the data did not yield any significant pattern of responses according to variables such as gender, experience and academic preparation” (p. 100). De Guerrero claimed that this finding was expected due to the small sample size of her study (22 participants).

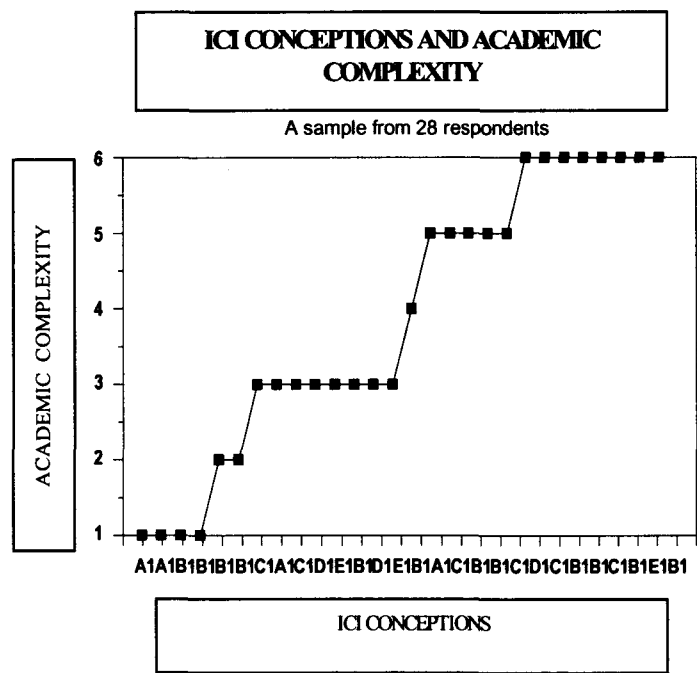
TRANSCRIPT NUMBER	ICI CONCEPTIONS	CLASSES	ACADEMIC COMPLEXITY
1	A1	BPP	1
2	A1	GE4	1
4	B1	BPP	1
3	B1	APP	1
6	B1	S E P	2
5	B1	GE4	2
7	C1	S E P	3
12	A1	IAP	3
11	C1	AC3	3
14	D1	APP	3
9	E1	IELTS	3
8	B1	AC2	3
13	D1	SIBT	3
10	E1	AC2	3
15	B1	SIBT	4
20	A1	PRE	5
19	C1	SIBT	5
18	B1	ST	5
17	B1	AC2	5
16	C1	SIBT	5
28	D1	AC1	6
26	C1	MPR	6
25	B1	AC1	6
24	B1	ST	6
23	C1	MPR	6
27	B1	SIBT	6
22	E1	BPP	6
21	B1	APP	6

In the teachers' beliefs study there were a similar number of participants (28) and from the data that emerged regarding teachers' expertise in the teachers' description the findings were similar to De Guerrero's with no significant patterns discernible between the categories that emerged and variables such as gender, experience and academic preparation across the group of 28 teachers' or with the 8 respondents that completed the additional questionnaire (Appendix A.2)³⁰. There also appeared to be no correlation between the conceptions described the 13 different types of courses (see Table 3.5) that the situated lessons were in. The courses (labelled classes) in Appendix F.3 were distributed evenly across transcripts but number of classes differed in each category.

Additional comparisons between NCELTR ratings of academic complexity of the 13 courses and the ICI and OCI COD were carried out to see if variables might influence the type of conception described in a situated lesson. According to the teachers and administration of NCELTR although student proficiency was considered similar across the courses there was some slight variation in course complexity associated with tertiary preparation and organization. For example, the general academic courses Academic 1, 2 and 3 were taken in progressive steps. No significant patterns emerged between the conceptions described and the complexity of the courses (see Figure 8.6).

³⁰ It should be noted that although additional detail on specific teaching experiences were provided to specific questions in the questionnaire there were also experiences particularly L2 language learning experiences that were described as influential in the interviews that were not included by the respondents in the questionnaire.

Figure 8.6. Comparison of Academic Complexity and ICI categories



It should be noted that a general pattern between the comparisons of academic complexity and the categories most prominently represented in transcripts was that classes rated as less academic by NCELTR predominantly emerged in situations where more limited conceptions of ICI and OCI had been described (See Appendix F.3) however given the small size of participant sample (28) and the large number of transcripts categorised as ICI and OCI categories A and B it cannot be claimed that this is a generalisable pattern.

F.4 Data: OCI Category of Descriptions Sorted with Academic Complexity of Course

TRANSCRIPT NUMBER	OCI CONCEPTIONS	CLASSES	ACADEMIC COMPLEXITY
1	A2	BPP	1
2	A2	GE4	1
4	A2	BPP	1
3	B2	APP	1
6	A2	S E P	2
5	A2	GE4	2
7	B2	S E P	3
12	A2	IAP	3
11	C2	AC3	3
14	C2	APP	3
9	D2	IELTS	3
8	A2	AC2	3
13	C2	SIBT	3
10	D2	AC2	3
15	B2	SIBT	4
20	A2	PRE	5
19	C2	SIBT	5
18	A2	ST	5
17	A2	AC2	5
16	B2	SIBT	5
28	C2	AC1	6
26	C2	MPR	6
25	B2	AC1	6
24	B2	ST	6
23	C2	MPR	6
27	A2	SIBT	6
22	D2	BPP	6
21	A2	APP	6

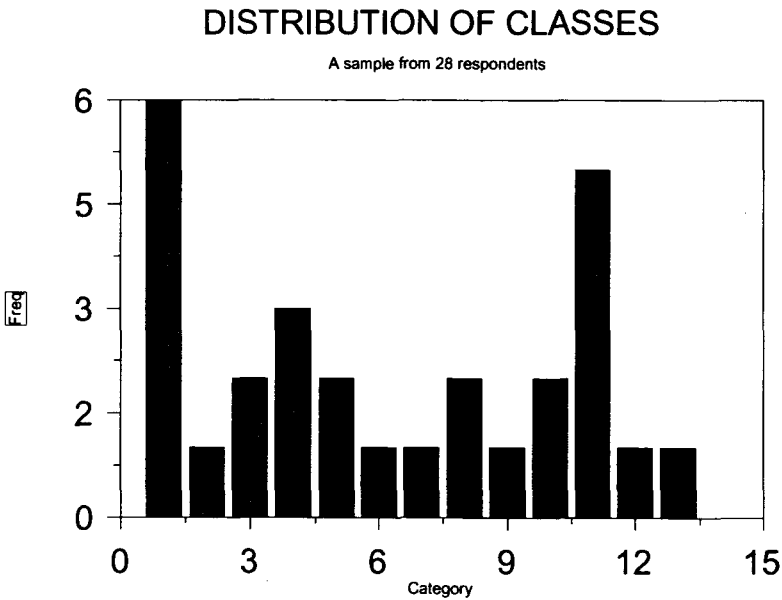
F.5 Comparisons of Classes and Categories: Distribution

INITIAL DATA FOR COMPARISON OF CLASSES AND CATEGORIES		
TEACHERS	CATEGORIES	CLASSES
1	AA	BPP
2	AA	GENERAL 4
3	BB	APC
4	BA	BPP
5	BA	GENERAL 4
6	BA	S E P
7	CB	S E P
8	BA	ACADEMIC 2
9	ED	IELTS
10	ED	ACADEMIC 2
11	CC	ACADEMIC 3
12	AA	IAP
13	DC	SIBT
14	DC	APP
15	BB	SIBT
16	CB	SIBT
17	BA	ACADEMIC 2
18	BA	ST
19	CC	SIBT
20	AA	PREAPP
21	BA	APP
22	ED	BPP
23	CC	MIXED PROGRAM
24	BB	STUDY TOUR
25	BB	ACADEMIC 1
26	CC	MIXED PROGRAM
27	BA	SIBT
28	DC	ACADEMIC 1

DISTRIBUTION OF CATEGORIES				
CATEGORIES	FREQUENCIES	REL. FREQ.	CUM. FREQ.	REL. CUM. FREQ.
AA	4	0.1429	4	0.1429
BA	8	0.2857	12	0.4286
BB	4	0.1429	16	0.5714
CB	2	0.0714	18	0.6429
CC	4	0.1429	22	0.7857
DC	3	0.1071	25	0.8929
ED	3	0.1071	28	1.0000

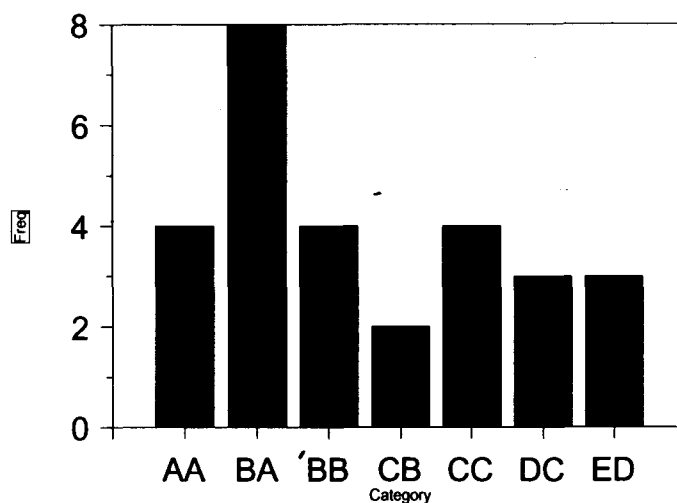
DISTRIBUTION OF CLASSES

NUMB.	CLASSES	FREQUENCIES	REL. FREQ.	CUM. FREQ.	REL. CUM. FREQUENCIES
1	ACADEMIC 2	6	0.2143	6	0.2143
2	APC	1	0.0357	7	0.2500
3	APP	2	0.0714	9	0.3214
4	BPP	3	0.1071	12	0.4286
5	GENERAL 4	2	0.0714	14	0.5000
6	IAP	1	0.0357	15	0.5357
7	IELTS	1	0.0357	16	0.5714
8	MIXED PROGRAM	2	0.0714	18	0.6429
9	PREAPP	1	0.0357	19	0.6786
10	S E P	2	0.0714	21	0.7500
11	SIBT	5	0.1786	26	0.9286
12	ST	1	0.0357	27	0.9643
13	STUDY TOUR	1	0.0357	28	1.0000



DISTRIBUTION OF CATEGORIES

A sample from 28 respondents



Distribution of classes between ICI and OCI categories.

ICI CATEGORIES	ICI CLASSES	OCI CATEGORIES	OCI CLASSES
A1	GENERAL 4	A2	IAP
A1	IAP	A2	ACADEMIC 2
A1	PREAPP	A2	S E P
A1	BPP	A2	BPP
B1	ACADEMIC2	A2	APP
B1	SIBT	A2	ST
B1	STUDY TOUR	A2	SIBT
B1	APC	A2	GENERAL 4
B1	ST	A2	GENERAL 4
B1	S E P	A2	PREAPP
B1	ACADEMIC1	A2	ACADEMIC2
B1	GENERAL 4	A2	BPP
B1	APP	B2	SIBT
B1	SIBT	B2	APC
B1	BPP	B2	SIBT
B1	ACADEMIC2	B2	S E P
C1	MIXED PROGRAM	B2	STUDY TOUR
C1	SIBT	B2	ACADEMIC1
C1	MIXED PROGRAM	C2	APP
C1	S E P	C2	MIXED PROGRAM
C1	SIBT	C2	MIXED PROGRAM
C1	ACADEMIC 3	C2	SIBT
D1	APP	C2	ACADEMIC1
D1	ACADEMIC1	C2	ACADEMIC3
D1	SIBT	C2	SIBT
E1	BPP	D2	BPP
E1	IELTS	D2	IELTS
E1	ACADEMIC2	D2	ACADEMIC2

Summary. The analysis of initial data shows that:

1. The classes are not distributed evenly among the categories, but are distributed across the range
2. The number of classes are different in each type of category,
3. ICI and OCI categories contain some of the same and also different classes.