Case Studies: Text, Technology and Readers in a University ESL Classroom

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1. Introduction

In the ESL classroom context, learners encounter adjustment issues due to cultural conflict as well as linguistic differences (Miller, 2003; Yoon, 2008). ESL learners must deal with the manifestations of the mainstream culture-based standards and benchmarks indispensably related to their academic success. In this learning environment, classroom interactions among teachers and students associated with classroom activities (Cazden, 2001; Gay, 2010), a distinct US university classroom norm, are expected to be the best tool to foster classroom learning (Ellis, 1999; Pica, 1994). However, these patterns of interactions may conflict with ESL students' previous less interactive classroom participation from their prior EFL context due to difference in classroom culture. Therefore, the literature speaks to the idea that ESL students have to navigate cross-cultural experiences in their classroom learning and that ESL teachers have a significant role to play in addressing this challenge (Miller, 2003; Yoon, 2008).

In this study[1], I sought to account for East Asian students' cross-cultural transition to US university ESL classroom culture within a technology-mediated language teaching approach, PrOCALL, by examining the target students' previous EFL learning experiences in their high school English reading class and the influence of PrOCALL on their previous English reading orientations acquired in their prior EFL classroom.

2. Literature Review
2.1. Project-Oriented Computer Assisted Language Learning

In second/foreign language learning, it is important for both learners and the instructor to create mutually engaging environments with increased interaction in order to learn a new language in a more natural, integrated setting. Project-based learning (PBL) was developed as an approach for integrating project work into content-based instruction (Stoller, 1997). Innovators argued that providing students with a project in the school setting not only facilitates learners' active involvement and higher order thinking skills for both language and content learning, but also offers learner autonomy in selecting their group topic and planning their work process (Stoller, 1997; Wrigley, 1998).

The project-oriented computer assisted language learning (PrOCALL) approach came about as an innovative feature of project-based learning (PBL) (Debski, 2000). PrOCALL seeks to enhance learners' awareness of the target culture through project work in the target language using technology, more specifically computers. This approach has particular advantages when it comes to teaching reading and generating cultural awareness. Advocates of web-based reading point to how the proliferation of text on the World Wide Web provides learners with easy access to authentic and diverse materials to read in the target language (Asaolu, 2006; Andrews, 2000; Gaspar, 1998; Johnson and Heffernan, 2006; Lee, 1998; Luck, 2008; Sinyor, 1998; Warschauer, 1999). Due to the diversity of

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[1] As part of the researcher's doctoral dissertation study, this paper presents findings relevant to one of the research questions that framed her dissertation study. A pilot study was conducted in Summer 2010 and the dissertation study in Spring 2011.

materials available online and representations of text together with pictures, audio/video, colors, and hypermedia functions, learners are more engaged in their reading online (Abuseileek, 2008; Chun, 2001; Chun & Plass, 1996; Cobb and Stevens, 1996; Ercetin, 2003; Lin & Chen, 2007; Liu, 2004; Murphy, 2007; Yanguas, 2009). Further, during online reading, learners not only interact with the diversity of internet text in the process of a data search (Murphy, 2007; Hadley, 2001; Sinyor, 1998), but also collaborate with peers to cognitively comprehend their readings (Osuna & Meskill, 1998; Kramsch, A'Ness, & Lam, 2000).

In the PrOCALL environment, when learners are involved in web-based reading (Andrews, 2000; Lee, 1998; Sinyor, 1998), they can be engaged in reading activities that are also "cultural activities" (Gaspar, 1998, p. 71). Students search and collect authentic materials about a cultural topic on the internet, and select the data relevant to their own topic. When learners come up with their group's final product using data gathered in the internet, they are also reflecting cultural learning. Studies have shown that learners' cultural awareness has been increased by the implementation of multiple types of projects. For example, Webpage creation has been administered as a group project in single PrOCALL classes (Jean-Ellis, Debski, & Wigglesworth, 2005; Lewis & Atzert, 2000) and in combined types of classes (Kumamoto-Healey, 2000; Toyoda, 2000). The computer becomes a mediator that connects the target culture to non-native learners, helping learners apply their prior knowledge or information from the internet to their current topics.

2.2. Transactional Theory of Literacy

Rosenblatt's (1978, 2005) transactional theory appropriates the concept of transaction as an analytic tool for understanding the relationships between a text and a reader. In this theory, reading is a special event that takes place within a particular personal, social, and cultural context, involving a specific reader, a specific text, and a specific time and place. A reader is "someone whose past experience enables him or her to make meaning in collaboration with a text" (2005, p. x), as a result of the reader's personal engagement in a reciprocal relationship with the text. Meaning is constructed "during the interplay between particular signs and a particular reader at a particular time and place" (p. x) by bringing her/his own experiences, her/his thoughts and feelings, and her/his personality to the text. The theory posits a "complex, nonlinear, recursive, self-correcting transaction" (2005, p. 9) in a reader's response to a text.

In transactional theory, a reader's different attention to the relationships between her/himself and a text are described as two types of reading: efferent and aesthetic. Reading is efferent when a reader focuses attention more on the denotative, intellectual experiences with the text: the reader focuses her/his attention primarily on "what will remain as the residue after the reading – the information to be acquired, the logical solution to a problem, the actions to be carried out" (1978, p. 23). Something extracted from the reading becomes meaning to a reader as a result of "abstracting out and analytically structuring the ideas, information, directions, or conclusions to be retained, used, or acted on after the reading event" (2005, p. 11). Conversely, reading is aesthetic when a reader is more involved in the connotative, affective process of meaning making between a text and a reader. The reader interprets the meanings of "the images or concepts or assertions that the words in the text point to," focusing her/his attention on the "associations, feelings, attitudes, and ideas that these words and their referents arouse within him" (1978, p. 25). Aesthetic reading is a result of the reader's lived-through relationship with a particular text as her/his own special experiences.

3. Research Questions

The research questions that framed this study are as follows:

1. In the EFL environment of their home countries, what were East Asian students' prior language learning experiences with respect to engagement in reading?
2. Early in their exposure to a PrOCALL approach in a US university ESL environment, how do these prior language learning experiences influence East Asian students with respect to engagement in reading?

3. At the end of their exposure to a PrOCALL approach, how has the PrOCALL approach influenced East Asian students with respect to engagement in reading?

Here, "engagement in reading" refers to student exhibits of intrinsic motivation (Wigfield & Guthrie, 1997; Guthrie, 2001): engaged readers enjoy reading for its own sake and their focus is on meaning. They also like to share ideas and interpretations from reading.

4. Methods

Qualitative methodology is the primary approach to the inquiry I undertook in this study. In qualitative methodology, it is acknowledged that the experiences and perspectives of the researcher interact with the research in ways that are important and interesting to understand. Given the nature of my research questions, I chose a qualitative approach because it emphasizes questions of process and meaning-making (Merriam, 2002, 2009) with the "presence of voice in the text" (Eisner, 1991, p. 36). Qualitative research aims at discovering individuals' meaning-making out of their context-specific experiences, and the interpretations of this meaning-making by the researcher (Patton, 1990; Merriam, 2009) as an inductive process.

4.1. Research Setting

The setting for this study was an intensive ESL program at a large Midwestern public research university. The program accepts ESL students from around the world based on their English exam scores if they have primary languages which are not English. Once placed based on the results of the placement and diagnostic tests and oral interviews provided by the program, ESL students are offered English skills classes (e.g., writing, reading, grammar, and oral communication) to prepare themselves for academic content courses in American universities. All skills classes have six different proficiency levels going from level 1 for beginners to level 6 for advanced students.

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

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

The PrOCALL lab session began in week 2 of the 16-week semester with the purpose of providing the target students with opportunities to be familiar with the university ESL classroom norms, such as voice and assertion, through activities that I utilized in this study. For the project work in my class, the semester was divided into three levels as shown in Figure 1:
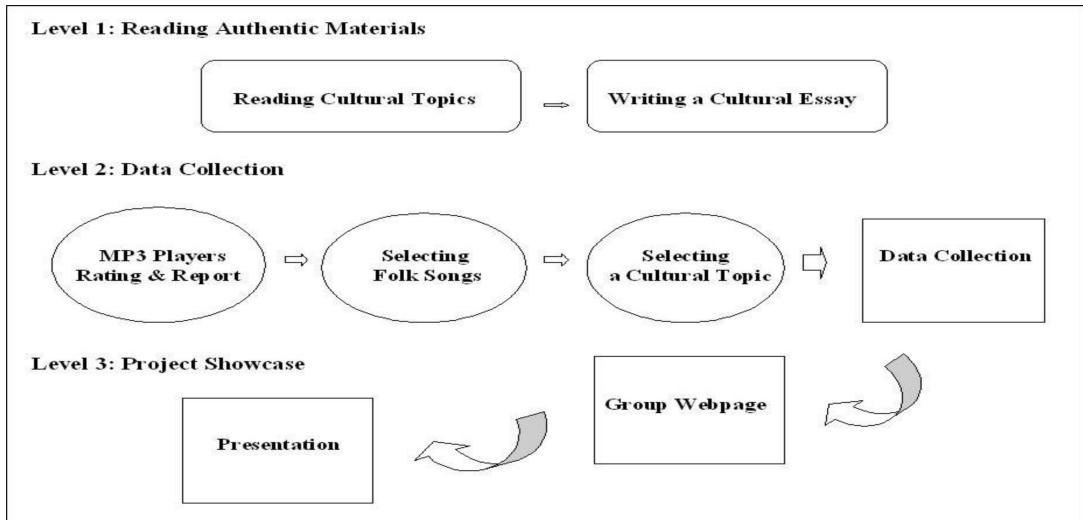
Level 1: Reading Authentic Materials

Reading Cultural Topics ⇒ Writing a Cultural Essay

Level 2: Data Collection

MP3 Players Rating & Report ⇒ Selecting Folk Songs ⇒ Selecting a Cultural Topic ⇒ Data Collection

Level 3: Project Showcase

Presentation   Group Webpage

Figure 1. Three-leveled PrOCALL Instruction

In Level 1, as a pre-project session between weeks 2 and 6, I practiced teacher-guided instruction. All instruction, online reading materials, and worksheets were provided in every session meeting. Students read authentic materials related to cultures in both the U.S. and their home countries. They visited websites I posted on the course website, read online materials within a certain amount of time, discussed their reading in a group setting, and took part in an open discussion about their reading. In week 6, they wrote a cultural essay which introduced their own culture through a topic of their own choice. This assignment led the participants to continue their transitioning practice by making their individual voices heard in writing.

In Levels 2 and 3, as a project session, students worked in a small group setting on a cultural project that involved two interrelated scenarios and required particular thinking skills (Bloom, 1956; Anderson & Krathwohl, 2001) to complete thought-provoking, identified tasks (see Appendix 7.2.). These developed tasks were expected to immerse them more fully in their university ESL classroom culture as they required interactions with peers and the instructor.

4.2. Research Participants

There were two levels of solicitation for participation. First, I solicited participants using an anonymous survey. Then, I solicited participants using a class-administered survey.

4.2.1. Anonymous Survey Participants

This study formally commenced a week before the start of spring semester 2011 when I administered an anonymous survey during the orientation period for East Asian students in the university intensive ESL program. This survey aimed at obtaining baseline data about whether there were any shared/differential classroom participation patterns among the focal population of East Asian students in their previous high school EFL reading classrooms.

During the orientation period, I informed all East Asian students who started the program in Spring 2011 of this study. After a brief introduction to my dissertation project, I read a script describing the study and invited them to fill out an anonymous, voluntary survey. A total of 66 East Asian students returned their questionnaires. I used 61 out of 66 responses for analysis. Of the 5 responses excluded from the analysis, 3 students were not from East Asian countries and 2 other students submitted incomplete questionnaires.

4.2.2. Class-Administered Survey Participants

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

In week 2, I readministered the survey to these consenting students, employing the same questionnaire as was given during orientation (see Appendix 7.1.). I did this to determine the extent to which this specific pool of study participants reflected characteristics of the broader initially-surveyed population, to obtain background information about the students, and eventually to select the most eligible case study participants. This class-administered survey was not anonymous.

4.2.3. Selecting Case Study Participants

In week 2, semi-structured interviews were conducted with the 6 consenting East Asian students in my class in order to gather more descriptive and expansive accounts of the basic information surveyed and previous English learning experiences in their high school EFL reading classes in their home countries, and to find out explanations for the previous patterns identified in the surveys. The interviews took approximately 20-30 minutes each and were audio recorded. Consequently, I selected four case study participants out of the second level of this study on the basis of the data from the class survey and the information gathered in the interviews: they were representative of the larger population in the anonymous survey. Table 1 below provides information about the students I selected. Names used are all pseudonyms.

Table 1
Selected Case Study Participants

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

4.3. Survey Instrument

A survey was employed to obtain baseline data from a larger population of East Asian students in the university ESL program and to gather information about consenting participants to use in selecting case study participants for this study. All items but those related to personal information were designed to enable subjects to respond to each Likert item by using a 5-point Likert scale (Likert, 1932). Five-level responses utilized for the survey were: Strongly Disagree, Disagree, Somewhat Agree, Agree, and Strongly Agree. The surveys asked respondents about their prior English learning experiences in high school in their countries of origin with regard to their engagement in reading.

I combined the 5-point Likert scale that I utilized in data analysis so as to obtain a clear stance to each statement of the questionnaire: 'Strongly Disagree' and 'Disagree' were combined, and 'Agree' and 'Strongly Agree' were combined. This revised 3-point Likert scale revealed that most responses

were marked under 'Agree and Strongly Agree.' To identify patterns from the anonymous survey, my criteria for labeling higher and lower responses were based on a 50% cut score: student responses above and below 50% to the level 'Agree and Strongly Agree' were labeled High and Low. I did not consider the response 'Somewhat Agree' valid, unless more than 50% of participants selected this option because I believe the students who selected this category were on the borderline, not expressing a strong opinion. I did not find any such cases in the anonymous survey where more than 50% participants chose this option for any particular statements.

To obtain qualitative interpretations, statements were labeled and selected based on the interrelatedness to one another. Then, the selected statements were categorized based on the relationship to the question type of the survey 'engagement in reading.' The identified theme was 'motivation.'

Comparing, in this manner, the two survey results illustrated that the majority of the respondents practiced extrinsically-motivated efferent reading in English reading class in that their goal was to achieve high scores on English proficiency exams. Therefore, they helped one another understand reading and English grammar and vocabulary from the reading. Consequently, the participants in the class survey were representative of the larger population in the anonymous survey.

4.4. Data Collection on the Case Study Participants

In order to triangulate diverse sources of data, I utilized a variety of primary sources and supporting documents for data collection. Case study participants' class surveys and initial interviews were utilized again at this phase of data collection as their background information.

4.4.1. Semi-structured Interviews

Interviews were employed as one of the data collection methods. Between weeks 3 and 13, the case study participants were interviewed one time each in weeks 6 and 13 about their experiences with the PrOCALL approach. Interview 2 during week 6 was conducted before the start of a cultural project to explore the influence of the participants' previous EFL classroom participation patterns identified in the class survey and initial interviews on their current ESL learning. Interview 3 during week 13 was administered after the participants completed their project. I attempted to find out how the PrOCALL approach had influenced these East Asian students at the end of the course in relation to their engagement in reading. These semi-structured interviews took approximately 20-30 minutes each and were audio recorded.

4.4.2. Field Notes

Apart from surveys and interviews, I incorporated field note-taking as a way of data gathering from multiple sources. I was acting as a participant observer in the research setting of my reading class, observing and recording the setting and the participants' interactions. The field notes were both descriptive and reflective on what I experienced during the processes of this study. These field notes especially provided pieces of detailed information, such as my understandings of the participants' specific attitudes and dispositions in the research context and my personal feelings and reflections on this study.

4.4.3. Archival Data

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

4.5. Interview Data Analysis Procedure

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

To compare the participants' experiences in the case study analysis, I utilized the previous patterns revealed in the surveys to further probe and clarify the influences of the previous EFL classroom experiences and PrOCALL on the participants' university ESL classroom participation patterns in the course of this study. Unique and distinct aspects associated with the participants' transitioning processes were also recorded and utilized in within-case analysis so as to illustrate their context-specific experiences. In cross-case analyses, each case was compared with one another to obtain more comprehensive qualitative data to use in understanding the participants' transitioning processes and their own meaning-making.

In analyzing the interview data along with the research questions, I employed the definition of the term 'engagement in reading' presented earlier in this paper. Consequently, I examined the participants' motivation in reading in order to understand their engagement level (Wigfield & Guthrie, 1997; Guthrie, 2001), through which I identified efferent/aesthetic stances.

5. Findings: Four Cases of Transitions to US University ESL Classroom Culture
5.1. Gloria
5.1.1. In the EFL Classroom Context: Boring and Unchallenging

Gloria, age 21, is from Dalian, Liaoning, Northeast China. From her survey and interview responses, it was evident that Gloria never felt interested in reading an English textbook in her previous EFL reading class in high school. According to her initial interview, she found that the words in the textbook were too easy for her to feel any challenge. Besides, the content of the textbook was unbelievably simple. As Gloria put it:

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

Gloria's lack of interest, which she references in this quote, kept her from seeking to read more about the topics in the textbook. She personally liked "stories," in view of the fact that, according to her, stories had "content." What I understood she meant in terms of "stories" was narrative structure with characters and intriguing themes, which she perceived as different than the knowledge-based content of a textbook.

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

5.1.2. In the PrOCALL Approach: I Like Stories

As described earlier, Gloria continued, in my class, placing her primary focus on content as opposed to basic language skills, such as comprehension and grammar, in reading. She had told me how she was eager to read "stories." In her discussion about reading in my class, she also focused her attention on the content, the "story." She said, "[I] talk about the focus. I will said the story."

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

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

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

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

5.2. Harry
5.2.1. In the EFL Classroom Context: I Preferred Reading in Chinese

Harry, aged 21, is from XiangTan, Hunan, in Southern China. Affected presumably by his teacher who, Harry said, usually focused on reading speed, vocabulary, and grammar in English reading, Harry placed his focus on vocabulary-building in his English reading. Apparently, however, the emphasis that Harry and his teachers placed on English vocabulary building wasn't really connected to the reading of authentic materials in English. As he described it, he was interested in reading about topics such as sports, games, and different cultures, but he had no opportunities to expand his reading into these more personal themes inasmuch as the teacher's choice of materials went unchallenged. He was not encouraged to read on personal topics, neither in his English classroom nor out of it.

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

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

Reading in English was, for Harry, like for most Chinese students according to the anonymous survey, a requirement for scoring high on the college entrance exam. It was extrinsically-motivated with an

efferent stance. For this reason, the focus on vocabulary made sense to him. He had simply never had the opportunity to ascribe a different meaningful purpose to his English reading.

5.2.2. In the PrOCALL Approach: Just Focused on Key Words

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

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

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

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

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

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

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

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

> I think it (what makes me difficult understanding) is based on culture. The culture is the main reason,… So, sometimes it's hard to understanding the different culture. I

come from China and if I read a paragraph talking about America culture, so I never know it before when I reading, read this paragraph. For example, like Christmas day, so in my, in China we don't have Christmas day… ah, for now, sometimes some place will celebrate it, but for most part we didn't.

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

5.3. Jesse
5.3.1. In the EFL Classroom Context: I Read Only for Scores

Jesse, age 18, is from Suzhou, Jiangsu, in Eastern China. In his survey and interview, Jesse explained that the primary activity in his previous EFL reading class was that of answering generic comprehension questions. In this activity, Jesse said that he mainly focused on comprehension of a text in reading so as to answer questions provided by the teacher. Like Harry, Jesse's English reading was strongly extrinsically-motivated, aiming at gathering intricate details and information from the text. He seemed to have a sole goal of improving English reading skills.

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

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

5.3.2. In the PrOCALL Approach: So Many New Words

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

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

In his last interview, Jesse told me of his continuing disinterest in English reading because of the daunting number of unknown English words. He responded, "I don't think it's interesting… [There is] no reason. I would like [reading]. Actually, I like reading in Chinese book. [But not] in English

because there are so many new words." The PrOCALL approach did not seem to have changed his focus on English reading only as a means to meet classroom expectations. English reading, for Jesse, was still "homework." As he put it:

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

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

5.4. Sean
5.4.1. In the EFL Classroom Context: I Just Felt Bored

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

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

5.4.2. In the PrOCALL Approach: Only Interesting Topics

Early in PrOCALL, Sean placed his focus on developing skimming skills in reading online. As he explained, "When I'm reading in the lab, I focus on skimming, because too long article and not enough time. I'm not good at skimming, because it's too long. Otherwise, I can't finish on time."

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

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

In this period, Sean was most interested in topics such as sports, movies, and surprising news. So, for example, when reading news articles about events such as earthquakes, he connected the situation in the article to his concerns. He took the following as an example, saying, "The Japan earthquake… I wonder if the Japan earthquake affect the Korean area, the radiation problem, and how many people die with the earthquake… personal concerns." But, then, he clarified that, during the project work, he and his partners discussed only topics for the project and did not extend their discussion further. Here, I could understand that Sean only explored pieces of information in reading that were capable of supplementing his group project.

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

6. Discussion and Implications

The findings from the class-administered survey and interviews revealed that the case study participants in this study shared similar classroom experiences in their previous EFL context in their home countries: they were not fully-motivated readers in their EFL reading class. From their reports of reading, we see that these participants' motivation came from different sources: either extrinsic (efferent) motivation to prepare for the English university exam or limited intrinsic (aesthetic) motivation to learn more about content that interested them. From this, we may understand that East Asian students' experiences learning English reading in their countries of origin may not provide them with opportunities to develop the kind of skills related to peer interaction nor with the dispositions related to authentic engagement in reading that we would like to have them use in US university ESL classrooms.

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

This study exemplifies that the PrOCALL approach to ESL reading may facilitate East Asian students' cultural transition from the more skill-based philosophies and practices of their home countries to the more communicative approaches of the U.S. The findings of this study suggests that PrOCALL as a mediator in English learning has implications for instructors: it may (1) provide activities that have learners challenge their previous patterns of learning skill-based English reading to meet teachers' academic expectations and expand this into more intrinsically-motivated aesthetic reading, and (2) facilitate learners' cross-cultural transition to US university classroom norms through interactive, collaborative project work. In this regard, the PrOCALL project utilized in this study may serve as an example of an approach to teaching ESL reading.

7. Appendices
7.1. Class-Administered Survey[2]

Initial Survey for the Study of

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

Migyu Kang
Principal Investigator

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

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[2] Parts of this survey related to other research questions in the researcher's dissertation study were omitted.

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

Your Name: _____

1. Age   _____ years old

2. Gender   _____

3. Country of origin   _____

4. Your first language(s)   _____

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

6. Your major   _____

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

Engagement in Reading

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

1. In my high school English reading classes, I read my English textbook only to improve my English reading skills so I could get high scores on my English test.   1 2 3 4 5

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

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

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

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

7.2. Description of Course Project

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

Reading 4B, Spring 2011
Instructor: Migyu Kang

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

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

STEP 1: My Favorite MP3 Player

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

A. Scenario
The Computer Science Department at a university is planning to purchase MP3 players for cross-cultural projects. The department has narrowed its choice to three MP3 players: iPod, Zune, and Sansa. For their final decision, the faculty wants to hear from a committee of students about their preferences and reasons. The department wants the committee of members of your group to make a formal presentation on the players before it makes a decision.
*Recommended reading: http://en.wikipedia.org/wiki/MP3_player

B. Process
In this project, you will be involved in the activities of searching, compiling, comparing, and contrasting features of three different MP3 players: iPod, Zune, and Sansa. This map-based tasks require you to follow the steps below.
1. Use the rating template to guide your group in what MP3 player features you need to compile.
2. Visit the manufacturers of the three MP3 players (Apple, Microsoft, and San Disk). On the map, Apple for iPod is pink, Microsoft for Zune is Orange, and San Disk for Sansa is yellow. Compile information on the MP3 players from the visits. (*Remembering & Understanding*)
3. Visit one or more nearby stores or search the Internet for one or more additional sources. (*Applying*)
4. Compare features of the MP3 players. (*Analyzing*)
5. Discuss the features of each MP3 player with your partner. Determine a rating for each and select your favorite. (*Analyzing*)
6. Develop and submit your final group report with the components of *Introduction*, *Rating template*, *My MP3 player*, and *Resources*. (*Analyzing)*
  *Recommended reading:
   http://reviews.cnet.com/mp3-player-buying-guide/?tag=contentBody;revCatWrap

C. Components of a Group Report
1. Introduction
2. Rating template
3. My MP3 Player (including conclusion)
4. Resources

STEP 2: Cross-Cultural Journey

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

A. Scenario
Now that the Computer Science Department at a university purchased a specific MP3 player for the cross-cultural projects, the department wants a class of students to implement a project with respect to

the target culture. This cross-cultural project enhances students' target cultural awareness by comparing the target culture and their own culture.

B. Process:
Follow the process below to implement the project.
1. Each person must choose two traditional songs (or folk songs) to download to the MP3 player chosen in STEP1: one from your own country and the other from the United States. For example, if you and your partner are from different countries, you will have three songs total, with two songs from your two countries and one song from the US. However, if you and your partner are from the same country, your group will have two songs total. (*Remembering*)
2. Based on the themes of the songs, choose one cultural topic, such as food, clothing, shopping, politics, the weather, arts, the legal system, literature, popular music, special holidays, and so on. Submit a report on your group songs and cultural topic. Refer to guides to report writing for songs. (*Understanding*)
3. Collect data on your cultural topic from the internet. The data should be from your country, your partner's country, and the US. Collect materials written only in English for your data. *(Applying)*
4. Compare and contrast the data from different countries. (*Analyzing*)
5. Develop an appropriate conclusion based on your data analysis, such as differences and similarities. Submit a data analysis report. *(Evaluating)*
6. Design and develop a group webpage to showcase your findings at http://ieopreading4b.wetpaint.com. *(Creating)*
7. Present your group project to the class. (*Evaluating*)

C. Components of a Group Webpage
1. Introduction
2. My MP3 Player and Folksongs
3. A Cultural Topic and Information about the cultural topic
   (You should present a specific topic.)
4. Conclusion
5. Resources

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