



THE ROLE OF STUDENT SILENT BEHAVIOUR IN AN
ADULT PRE-INTERMEDIATE COMMUNICATIVE
LANGUAGE LEARNING CLASSROOM SETTING

A Thesis Submitted by

Gail Ekici

For the award of Doctor of Philosophy

2022

ABSTRACT

This study explores the Adult Silent Period (ASP) when learning in Second Language Acquisition (SLA). It responds to the paucity of research in SLA regarding how ASP is treated in classrooms. This research surveyed advance bilingual speakers of English to their views of ‘breaking their silent period’ during their journey as beginners/pre-intermediate English as an added language (EAL) learners. Findings show that that their silent period was not treated by their teachers due to ‘pedagogical barriers’. Competent Bilinguals said that there was too much emphasis on form rather than meaning. The main reason for paucity on this topic is because for several decades the teaching of English as an additional language (EAL) has focused on communicative language teaching (CLT) to encourage students to use English to make meaningful conversations. However, the effectiveness of this social constructivist approach for students with lower levels of English at the pre-intermediate level is relatively unknown. Moreover, it is also well recognised that many learners at this low proficiency level remain silent in class and do not attempt to use the language. Thus, this research explores this silent behaviour with respect to adult students in EAL classes at the pre-intermediate level. Using classroom video stimulation with EAL teachers, it investigates (1) what happens during periods of silence among such students with lower proficiency in English, (2) how these students perceive and experience their personal silences in an EAL classroom, and (3) how their teachers understand and respond in classes to students’ silences. The ‘silent period’ in second language acquisition (SLA) was originally defined as a behaviour exhibited generally by children. It has since been applied to adults when they are building language competence through listening in the initial phase of their language learning (Krashen,

1981) and has been neglected with regards to adult lower-level language learners. By focusing on the classroom learning environment and both students' and teachers' pedagogical experiences, triangulation of the data provided an in-depth study of the phenomenon of 'silence'. The research findings reveal a need for teacher awareness that can be gained through professional development. More specifically the research highlights inadequacies in teachers' pedagogical knowledge and skills regarding the implementation of the communicative approach, particularly with respect to adapting their own use of the English language. For instance, to engage with these students at the formulaic level, it was recommended that they understand the students' language learning progression and have the pedagogical skills to create opportunities for meaningful communication. The research also adds to knowledge in the field through the case study method that gave voice to both students and teachers.

CERTIFICATION OF THESIS

I Gullu Ekici declare that the PhD Thesis entitled “The role of student silent behaviour in an adult pre-intermediate communicative language learning classroom setting” is not more than 100,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references, and footnotes. The thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signed:

Date:

Endorsed by:

Associate Professor Ann Dashwood

Principal Supervisor

Professor Shirley O’Neill

Associate Supervisor

Student and supervisors’ signatures of endorsement are held at the University.

ACKNOWLEDGMENTS

“In the name of Allah, the beneficent, the merciful”

I owe my sincere gratitude to my supervisors, Associate Professor Ann Dashwood and Professor Shirley O'Neill for ongoing feedback, and guidance in the development of this research. It has been a privilege to work with my supervisors and I thank them both from the bottom of my heart for making my dream come true.

I also want to thank Laura Black for her help with editing. I would like to express my gratitude to the research office, to Lesley, and also Ken Askins for helping me with setting up the online survey.

I also acknowledge the University of Southern Queensland as a great University with amazing research staff. As well I am grateful to have benefited from the Australian Government Research Training Program Scholarship.

LIST OF PUBLICATIONS

Singh, M., Halgamuge, M. N., Ekici, G., & Jayasekara, C. S. (2018). A review on security and privacy challenges of big data. In *Cognitive computing for big data systems over IoT* (pp. 175-200). Springer, Cham.

Jeewantha, R. A., Halgamuge, M. N., Mohammad, A., & Ekici, G. (2017, October). Classification performance analysis in medical science: Using kidney disease data. In *Proceedings of the 2017 International Conference on Big Data Research* (pp. 1-6).

Hewage, T. N., Halgamuge, M. N., Syed, A., & Ekici, G. (2018). Big data techniques of Google, Amazon, Facebook and Twitter. *Journal of Communications*, 13(2), 94-100.

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LIST OF ABBREVIATIONS

APS	Adult proficiency silence
ASPTM	Adult silent period teaching method
CIC	Classroom interactional competence
CLL	Communicative language learning
CLT	Communicative language teaching
EAL	English as an additional language
ELICOS	English language intensive courses for overseas students
GTM	Grammar translation method
IDLE	Integrated development and learning environment
IELTS	International English language testing system
ISLPR Scale	International Second Language Proficiency Rating Scale
IRF	Initiation-response-feedback
LPS	Learner proficiency silence
L1	First language
SLA	Second language acquisition
SETT	Self-evaluation of teacher talk
STT	Student talking time
TTT	Teacher talking time
TESOL	Teaching English to speakers of other languages
VSI	Video stimulated interview
WTC	Willingness to communicate
ZPD	Zone of proximal development

CHAPTER 1: INTRODUCTION

1.1 Introduction

This chapter presents the background to this study of the silent behaviour associated with adult pre-intermediate English as an Added Language (EAL) students' learning in contemporary Communicative Language Teaching (CLT) classroom settings. As an experienced EAL teacher I have noticed an inherent disparity between EAL teachers' views of students' periods of silence during communicative language teaching sessions and those of the students themselves. This is borne out by Ollin (2008) who notes that teachers usually expect meaningful responses and conversational talk to take place by language students as a part of the language curriculum and pedagogical expectations. However, students have been found to not contribute for a range of reasons, not least the fact that at the pre-intermediate level they are less likely to have the linguistic resources to facilitate, which gives rise to a range of issues for them resulting in a reticence to communicate (Soo & Goh, 2013). Thus, there is a need for deeper insights into this phenomenon and its implications for languages teaching and learning from the perspective of both teachers and students. Thus, this study considers the views of competent bilingual speakers who have completed their language learning journey, and also EAL teacher views in the context of beginner/pre-intermediate level language pedagogy. The chapter outlines the research rationale and aim, and gives an account of the research problem, as well as outlining the research questions, and discussing the overarching originality, significance and structure of the study.

1.2 Background of the study

I have been teaching English as an additional language (EAL) classes in Australia for some years. During those years of experience, I have observed in lower-level language classes that students are noticeably silent when their proficiency levels appear to prevent them from speaking the target language – to the puzzlement of the teachers. Anecdotally, confused teachers complain that students from different cultures, particularly Asian cultures, are often unwilling participants in class. There is an underlying assumption that this apparent lack of class participation arises out of cultural differences, rather than students' silences to language learning. This notion is further upheld by the strong belief among teachers that one can learn a language through practice. Nunan (2004) argues that learners of a second language “learn to communicate by communicating” (p. 8), embracing the idea behind sociocultural theory that “learning arises not through interaction but in interaction” (Ellis, 2000 p. 209), alluding to the fact that how we practice teaching is more important than the theory. This highlights the distinct gap between ‘theory’ and ‘teaching practice’ and the need for research that explores ways to help silent students. Research in this area can help teachers when they often do not know what to do when there is silence in the classroom and students do not have answers to their questions, or engage verbally. As Ollin (2008) suggests,

teacher behaviours such as initiating learning activities and intervening to maintain control, would be enriched by an awareness of different types and uses of silence. This could lead to closer attention to the more subtle skills of good teaching – the often complex decisions on abstaining from talking, moving or intervening – and could provide a fruitful basis for a

deeper understanding of classroom practice and an aid to the professional development of teachers (p. 278).

Consequently, adult students with very low levels of language proficiency do not often participate in the way teachers plan, based on the teaching materials in use (Bista, 2012). My discussions with other teachers have revealed that silence is a common phenomenon in other teachers' pre-intermediate classes. Bista (2012) supports this prospect by stating that "the nature of silence is complex in any classroom with international or domestic students. Instructors sometimes fail to recognise that classroom silence" (Bista, 2012, p. 1). Additionally, Bista (2012) suggests that silence should be part of the curriculum to enhance critical thinking through listening. Not knowing the true role of adult silences in lower-level classes may have detrimental effects cognitively. Theories of cognitive development and language learning "can positively [or negatively] influence the selection of the methods of teaching English as a second language throughout our schools and universities" (Khanekah, 2017, p.138); inappropriately applied methods can have a bearing on language teaching and learning. In this context, learning theories play a significant role in understanding student silences. While some teachers do not know what to do when faced with adult bilingual silences, other teachers embrace the silence of their students and skilfully allow their students to have thinking time. Concomitantly, there are teachers who experience a clash between curriculum and low proficiency levels.

One reason for the discrepancy between curriculum and proficiency levels may be that, when CLT approaches are applied to pre-intermediate EAL students at a low level of English proficiency, they remain silent because they do not know the language. A study by Yasuda and Nabei, (2018) of 194 Japanese EFL undergraduate

language learners in Japan demonstrated various negative impacts on a broad range of second language learning. The students appeared to have insufficient vocabulary available to interact in class and needed “coping strategies”, despite being at undergraduate level (p. 905).

The effectiveness of contemporary social constructivist CLT approaches in relation to learner silence is still vague at beginner level. Thus, the aim of this study is to explore adult student silences in the initial stage of their language learning journey, focusing on post-diploma level EAL students at pre- intermediate level English proficiency in Australia, from the perspectives of both the adult students and EAL teachers to understand why students are silent. The rationale for choosing EAL students as the target group is that their language learning directly relates to the concept of a silent period adopted by this study.

In the Australian context, the acronym EAL is used to represent English teaching and learning purposes for adult learners who have English as an additional language (Victorian Department of Education and Training, 2021). There are many other acronyms used to identify learners of English depending on where they are located when learning – some examples are English as a foreign language (EFL), English as an additional language (EAL). The latter tends to be offered to migrants or citizens. All types of English language program can be grouped under the generic term English language teaching (ELT). (English Australia, 2021, para 8). However, due to a lack of research on silence among adult EAL learners in language centres, many studies cited in this study were conducted in EFL environments.

In order to conceptualise a framework for the paradigm of silence for this study, I will draw on interpretive theoretical assumptions from the fields of education and

linguistics, specifically focusing on second language acquisition (SLA) as elaborated by Stephen Krashen (1981, 1982, 1983, 1985, 1998, 2016). Research to date reveals three main issues about understanding silence in the EAL context. Firstly, teachers appear not to know the reasons for or what to do about silence among many of their pre-intermediate students (Ollin, 2008). The second issue for teachers is social constructivist CLT approaches. Ollin (2008) argues that “the value and underlying purposes of the dominance of talk within Western formal learning settings represents a particular cultural construct which gives primacy to the role of vocal communication in the teaching and learning process and exists relatively unchallenged” (p. 266). This is despite studies stating that, “the second-language learners’ silence can be a problem for educators, caught between their own pedagogical visions, the individual needs of their students, and the externally-imposed demands of curricula” (Saylag, 2014, p. 528). Saylag’s study aimed to foster awareness for teachers of student perspectives on their personal silence in the classroom: “teaching the use of spoken language, it is necessary to look at silence as a significant social and psychological component as talk and silence are inseparable parts of human speech.” The study of EFL Turkish students’ diaries and interviews were used to analyse students’ perspectives of the teachers’ approach to the students’ silences (Saylag, 2014).

Saylag (2014) maintained from her study that “human beings need the silent period to acquire the language needed to communicate about a new topic, idea, concept or complex issues especially in the development of target language skills to speak or communicate verbally in the second language” (p. 527). Yates and Nguyen (2012) previously studied adult language students in Australian universities where they identified that expecting verbal interaction too early is an ineffective teaching practice with low proficiency level adult students at pre-intermediate levels. A third issue is

that research on the silent period in EAL studies and the nature of these studies is limited to qualitative research. Most research in SLA is conducted from an interactional social constructivist viewpoint that mainly questions the silent behaviour in adult language learning (Bao, 2014). He noted that from the 1960s, Australia became influenced by the “British educational ideology which advocated the value of knowledge and understanding as built through verbal interaction” such that as a result of this shift “silence among local Australians remains an under-researched area and pedagogical silence as a tool or space for learning is not a common concept in Australian education” (p. 44).

A methodology that explores what happens during student silence in a lower proficiency level class can contribute to the knowledge and understanding of the silent period among adult learners. As discussed in the literature review, this study is theoretically positioned on the Krashen (1982) second language acquisition theory and considers Krashen’s notion of the ‘silent period’ as behaviour generally exhibited in the initial phase of language acquisition among adults with low language proficiency in English. This research highlights the importance of the silent period in adult language learning from a mentalist perspective, filling a gap in the research of constructivist understandings of adult language learner silent behaviour.

1.3 Rationale

This study was rationalised by my experiences with students who exhibited silent behaviour. The silent period concept with children is well established but seldom recognised among adult language learners. The aim of this research is to explore whether adult language students also experience a silent period due to their lack of proficiency. Silence has been studied in SLA but has been connected to motivational

and cultural aspects of learning (Yates & Nguyen, 2012) and most of the previous research has been conducted using qualitative methods (e.g. Bao, 2014). A methodology that explores what happens during student silence in a lower proficiency level class can contribute to the knowledge and understanding of the silent period among adult learners. In order to understand the intricacies of adult classroom silence in pre-intermediate levels, a case study approach was conducted to highlight the role of the silent period in adult language learning. As indicated earlier, this is filling a gap in the research from a mentalist perspective of constructivist understandings of adult language learner silent behaviour during their language learning journey.

The study was conducted through the USQ College at the University of Southern Queensland (USQ). Using surveys with students and interviews with teachers, data were extracted to investigate students' and teachers' perceptions. This research adopted a qualitative mixed methods case study approach. The research was strengthened by the ability to triangulate data where data were combined from different sources using different methods (i.e., survey and video stimulated interviews) (Hammersley, 2008). Data was gathered from a group each of students and teachers to explore their language learning experiences with silence. Competent Bilinguals, who were advanced level, were asked to reflect back on their experiences with silence when they were at lower levels to establish the student view.

By adopting the above methodological steps, the study explored the connection of the silent period with language proficiency from the perspective of both students and teachers. Current research findings are based on a methodology that explores or questions silent behaviour (see Granger, 2004) from a social constructivist viewpoint. A benefit and a preference for exploring the silent period is based on the following reviews of the literature on silence.

- Relationship to CLT and social constructivist pedagogy and ‘English only’ approach (Gunderson, 2011).
- Krashen’s (1987) theory and Second Language Acquisition (SLA).

The biological progression (Pieneament 1981) (i.e. students at this level do not have enough language input) – investigates both the students’ perspectives of those currently silent in class, and those who are now advanced bilingual speakers of English and who have broken through their silence. A review of research methodologies is needed, one that highlights the need to design research that identifies proficient bilingual perceptions of their proficiency progression and takes into account the nature and quality of their silent time, while also promoting knowledge of teachers’ beliefs about the role of student ‘silence’ and how they accommodate student silence in their pedagogy.

The findings of this study provide new evidence-based understanding of the role and nature of the silent period in the field of adult EAL learning. The study contributes to the knowledge of those Teaching English to speakers of other languages (TESOL) of appropriate pedagogy and learning at the pre-intermediate level of English proficiency, providing deeper insights into both student and teacher perspectives on the silent period.

1.4 Research problem

This study began by identifying three main prevailing problems specific to Second Language Acquisition (SLA) concepts and English as an additional language (EAL) pedagogy. The first problem was related to why students are silent in lower-level language classes, the second problem surrounded teacher understanding of student silences, and the third issue was one of pedagogical approaches and practices. The review of the literature highlighted a need to explore why students are silent and the relationship between students' silent periods and the teachers' expectations of students. A dichotomy has emerged between teacher aims of social constructivist approaches in CLT and adult bilinguals' observed silent responses. In order to identify teachers' understanding of the silent period among lower-level adult language learners, there needs to be an exploration between current social constructivist approaches (in this case CLT) to language learning and silent behaviour in adult pre-intermediate English language classes. By determining the processes at work while students were silent in class and identifying bilingual perspectives of their breakthrough experiences, this study aimed to create a deeper understanding among teachers of pre-intermediate learners, the biological progression of language learning, and the processability and teachability theories in psycholinguistic research of second language acquisition outlined by Pienemann, (1981, 1998).

1.5 Aims

Based on the above discussion, this study aimed to investigate how teachers and learners perceived student silences in lower-level classrooms and how pedagogical approaches address student participation. Investigating the effectiveness of contemporary social constructivist approaches of CLT for pre-intermediate students was a secondary aim of this research. Gaining an in-depth understanding of teachers'

and students' perceptions was deemed to be beneficial for understanding what happens when Competent Bilinguals had experienced silence. A third aim was to address the methodological gap in student silences in SLA. Mixed methods case study methodology was used in this research to capture both the quantitative and qualitative aspects of the issues. A mixed methods approach "locates the observer in the realm in order to study things in their natural settings, attempting to make sense of, or construe the phenomena in terms of meanings people bring to them" (Denzin & Lincoln, 2000, p. 3). This approach allows elaboration of the role of silence in adult language learning, especially in lower levels where students lack English language to speak fluently. The study may add new insights into social constructivist epistemology. A review of research methodologies highlighted the need for a research design that could examine students' perceptions of their proficiency progression. This study aimed to take account of the nature and quality of silent time while also promoting knowledge of teachers' beliefs about the role of student 'silence' and how they accommodate it in their pedagogy.

Thus, to achieve these aims, the research explored adult Competent Bilingual student silences in the initial stages of their language learning journey. This study focused on post-diploma level EAL students, reflecting on and informing about their past experiences in pre-intermediate English classes in Australia.

The study sought to achieve the following objectives:

- to explore teachers' knowledge of pre-intermediate student silences in a class setting and how they responded to those instances of silence.
- to assess what happens during students' silent periods and what triggers their ability to respond as their English language proficiency advances.
- to highlight the pedagogical difficulties that teachers and students face.

1.6 Research questions

To address these aims, the research sought to answer the following questions:

Overarching Question:

Q1. When there is silence in an EAL pre-intermediate classroom, what is happening?

Other Questions:

Q2. How do proficient bilingual English speakers perceive their previous silent behaviours and what triggered them to break their silence?

Q3. When there is silence in an EAL pre-intermediate classroom, how do teachers explain what is happening?

Q4. How do teachers perceive silent behaviour of pre-intermediate students?

1.7 Originality

The research design is innovative in that it utilises a pre-intermediate video stimulation of a publicly available video lesson for qualified EAL teachers to identify and describe their perceptions of the silences. In recent years education has revolved around social constructivist views that draw pedagogy mainly from sociolinguistics rather than cognitive linguistics and these studies of adult student silences in EAL contexts have addressed a variety of issues (Macintyre, 2007; Yates & Nguyen, 2012) but not much research was done on adult silent period. In this study, I explored the sociocultural approaches to learning and how they are applied by teachers in lower-level classrooms.

In order to create a conceptual framework to investigate silence, in this study I drew on Krashen's theoretical assumptions surrounding the silent period (Krashen, 1981, 1982, 1985, 1998, 2016). Krashen's concept of the silent period focuses on children where the 'silent period' is a concept in Second Language Acquisition (SLA)

and is defined as a behaviour exhibited when building language competence (1981). The concept of a 'silent period' was originally applied to children when they were acquiring a new language through listening in the initial phase (Krashen, 1981), a concept that was later applied to adults (Krashen, 1982). In the current innovative research approach this study contributes, to **Adult Silence Period** (APS) in adults, providing deeper knowledge of adult language acquisition.

There is a tension in this regard as some teachers see silence as beneficial to student learning while other teachers view student silence negatively (Armstrong, 2007; Bista, 2012; Granger, 2000; Yates & Nguyen, 2012). For instance, Bista (2012) and Armstrong (2007) argue that teachers see silence as an "enemy to speech" (p.77). The contribution to knowledge would be compromised if the views of teachers were ignored. This insight will illuminate the current challenges or dilemmas that the perspectives reveal. A teacher's attitude towards silence can impact both students' learning and teachers' teaching. This study sheds light on the theory and practices underpinning the silent period in lower-level English classes.

1.8 Contribution to knowledge

The findings of this study contribute to new understanding of the role and nature of the silent period in the field of adult EAL. They also shed light on pedagogy and learning at the pre-intermediate level of English proficiency. Deeper insights into both the students' and teachers' perspectives on the silent period provide important new perspectives from the position of EAL students on the nature of the 'silent period'. In addition, the study outlines underpinnings for a practical approach to improving and developing language learning performance. The findings extend teachers' understanding, enabling them to adopt and sustain a teaching approach that

considers students' mental progression and the Teachability Hypothesis outlined in the literature review (Pienemann, 1998).

In summary, this study has contributed to knowledge in that it has:

1. increased the knowledge about 'silence and the silent period' in the current context of social constructivist pedagogy. It has explored the focus on CLT as the typical approach in EAL, where teachers use the English language only in class despite the lack of proficiency of beginners and pre-intermediate students,
2. provided important new perspectives from the position of EAL bilinguals on the nature of the 'silent period',
3. enabled teachers to understand, adapt and sustain a teaching approach that considers students' mental progression and the Teachability Hypothesis (Pienemann, 1998),
4. provided discussions that highlight a practical approach for teachers to improve and develop language teaching performance, by watching and reflecting on interactions in a publicly available EAL video,
5. adopted an innovative methodology with elements for future Action Research by EAL teachers.

1.9 Definition of terms

The following terms are commonly used throughout this study (others are set out the List of Abbreviations). They are defined in relation to this study as thus:

Second Language Acquisition (SLA): is the process of learning a second language after gaining a first language. SLA also refers to the field of study devoted to second language learning processes. SLA as a scientific field of study comes under

applied linguistics but is also related to other fields of study such as education, psychology, and sociology. As outlined by Ellis (1989), “understanding Second Language Acquisition is a thorough and careful synthesis of current research in second language acquisition” (p. 95).

Silent period: is a concept in SLA theory and is defined as a behaviour exhibited generally when children build language competence through listening in the initial phase of language acquisition (Krashen, 1981), a concept later applied to adults (Krashen, 1982). Krashen’s (1982) notion of the ‘silent period’ is behaviour generally exhibited in the initial phase of language acquisition by language students. Throughout this study “silent adult students” is used repeatedly to refer to adult students of English who do not talk in class.

Competent Bilinguals: Refers to the adult online survey participants, now proficient Advanced level users of English as an additional language who identify the circumstances of their breakthrough from potentially having experienced the silent period in the early stages of their English learning journey.

EAL: English as an additional language

Social constructivist approach: Social constructivist pedagogy relates to the teaching of English as an additional language using a communicative approach.

CLT: Communicative language teaching

1.10 Organisation of the thesis

Figure 1.1 delivers a guide for the reader of the relationship of components of this thesis in the total context of student silence in adult English language learning classrooms.

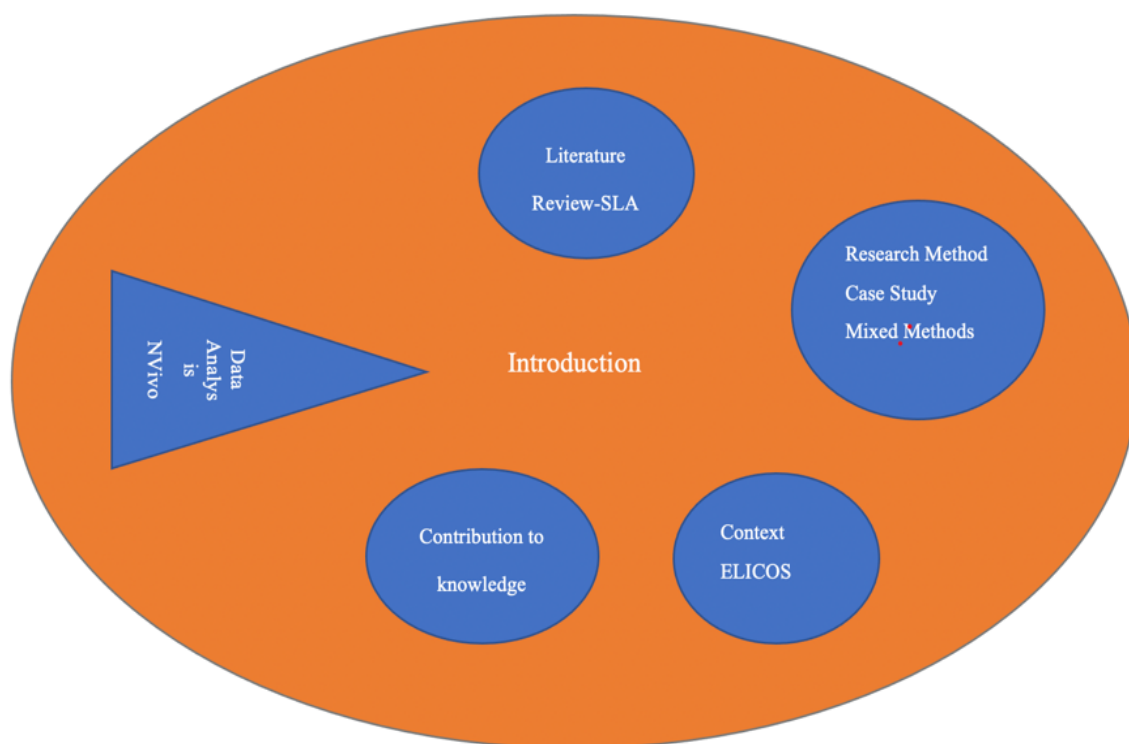


Figure 1.1: Research plan

This thesis consists of ten chapters, as summarised below.

Chapter 1 outlines the introduction, problem, aims and objectives followed by the research questions related to this study in the format of:

1.1 Introduction 1.2 Background, 1.3 Rationale, 1.4 Research problem, 1.5 Aims, 1.6 Research questions and 1.7 Originality, then 1.8 Contribution to knowledge, 1.9 Definition of terms, 1.10 Organisation of the thesis, and finally 1.11 Chapter summary.

Chapter 2 presents the context of EAL teaching and learning in a communicative language teaching setting. The theories that underpin pedagogical approaches in EAL will also be examined. Chapter 2 also outlines the Language Intensive Course for Overseas Students (ELICOS) programs in Australia.

This chapter gives insight into the context of this case study on EAL bilingual silences in Australia. The purpose is to highlight what is known about adult silent behaviour in the light of ideological, teaching, and curriculum approaches that negatively and positively influence adult teaching and learning methods in SLA and EAL in an Australian context. It starts with 2.1 Introduction, then moves into a further examination in 2.2 which outlines the context of English ELICOS in Australia. It then follows on with 2.3 Issues in ELICOS. In 2.4 approaches to EAL teaching and learning and the significance of silence for acquiring language. In Section 2.5 the challenges to CLT are outlined. 2.6 highlights pervading teacher attitudes to student silences. Section 2.7 consists of dilemmas facing the adult silent EAL students. Section 2.8 covers the ELICOS curricula and the silent period. 2.9 displays views of cognitive linguists and Section 2.10 Krashen and the silent period. The chapter ends with a summary.

Chapter 3 reviews the literature in SLA and education to identify if pre-intermediate adult silence language learning EAL has been studied in light of ‘proficiency silence’ in SLA. The chapter has five sections. The introduction is in 3.1, followed by 3.2 SLA from a historical perspective, then 3.3 outlines research on student silence. 3.4 contains a conceptual framework and the final section is the summary. The chapter discusses and gives reason for the paucity in research on the adult silent period in EAL classes, highlighting gaps in a particular method and an approach that caters for the bilingual experience of breaking through their ‘silent period’.

Chapter 4 gives an explanation of the research methods applied to answer the research question and justifies the approach in detail before presenting the research conceptual framework. The chapter has nine sections: 4.1 Introduction, 4.2 Research

framework, 4.3 Research design, and 4.4 Research instruments. The chapter continues with section 4.5 outlining the data collection method, then follows with 4.6 Data analysis, 4.7 Issues of validity and triangulation of data. The last sections comprise 4.8 Limitations and 4.9 is a summary of the chapter.

Chapter 5 presents the quantitative results and explains the data analysis process. The chapter is divided into ten sections: 5.1 an introduction, 5.2 Competent Bilinguals' demographic data (Survey Part A), 5.3 Competent Bilinguals' problems in various dimensions. 5.4 Competent Bilinguals' reports on their ah ha! moments (Survey Part B). 5.5 Competent Bilinguals' reporting reticent scale (Survey Part C). 5.6 Competent Bilinguals' reflections from their beginner English classes of their teachers' pedagogical behaviour (Part D). 5.7 explores the five most important things teachers can do for beginning English speakers. 5.8 comments on what five most important things English language learners can do to begin speaking in English. 5.9 comments of Competent Bilinguals, followed by 5.1, a conclusion.

Chapter 6 presents the qualitative findings on stage 2 and 3 of collected data. 6.1 introduces the chapter. 6.2 is the application of Walsh's SETT Framework and 6.3 presents findings from a video recording of a sample English class. 6.4 Material Mode: Functions of teacher talk in the video recording. 6.5 illustrates functions of teacher talk in the video recording: Classroom context. 6.6 Teacher Participants interviews and analysis of the findings. 6.7 to 6.11 presents the key themes 1 to 5. 6.12 is the chapter summary.

Chapter 7 presents the discussion of the quantitative findings. The Introduction at 7.1 is followed by 7.2 which presents the discussion of findings from part B of the survey. Then 7.3 outlines the discussion of Part C and EAL teachers' interviews, 7.4 is a discussion on how teachers viewed the silent students, 7.5 a

summary of perspectives on silence and the pedagogical approach is presented. 7.6 presents the conclusion.

Chapter 8 is the conclusion of this thesis. 8.1 summarises the main points of chapters. Then section 8.2 contribution to knowledge, followed by 8.3. suggestions for further research, and 8.4 pedagogical developments in EAL in Australia. 8.5 contains the recommendations, and 8.6 provides some closing comments.

1.11 Chapter summary

In conclusion, this chapter provides the Introduction then 1.1 Background to the study. 1.2 the rationale and 1.3 the research problem. The aims and research questions at section were presented, the originality of the research was established and contribution of this research to knowledge was outlined. Thesis organisation was presented in Figure 1.2 and the key terms were defined in section 1.9. The next chapter explains the Australian context of EAL in ELICOS.

CHAPTER 2: THE AUSTRALIAN EAL LEARNING AND TEACHING CONTEXT

2.1 Introduction

This chapter gives insight into the context of ELICOS in Australia and the challenges associated with the communicative language teaching (CLT) approach in EAL. This is a case study of EAL of adult bilingual silences in Australian ELICOS classes. The purpose of this chapter is to connect SLA theories that relate to teaching and learning in EAL in the Australian context and examine how CLT is understood and practiced by teachers. It also argues that CLT and the application of its principles often leads to teachers lacking a well-formed grasp of the approach to teaching English in the Australian context. The reason for selecting pre-intermediate level, is that English language proficiency of bilingual students at lower levels appears to cause adults to be more silent than at more advanced levels of English learning. As mentioned above, teachers often do not understand the reasons for adult student silence. Murray (2012, p. 234), for example, reported growing concern about student levels of communicative capability in EAL contexts in Australia, saying that sometimes academic staff are forced to change and adjust the delivery of course content to make it more accessible to students with weak language skills. To illustrate this, this chapter begins with 2.1 Introduction, then, in 2.2, outlines an overview of ELICOS (Intensive Course for Overseas Students (ELICOS) in Australia. It then follows on with, 2.3, which looks at issues and problems in ELICOS. In 2.4, Approaches to EAL teaching and learning and the significance of silence for acquiring language are discussed. In section 2.5 Challenges to CLT and adult student silence are

explored. In 2.9 Cognitive Linguistics, Language Learning and Silence in SLA is reviewed. 2.6 pervading teacher attitudes to student silences, is discussed, and 2.7 the outlines dilemmas facing the silent English adult student. The 2.8 which considers research on student silences, and 2.9 analyses ELICOS curricular and silence among pre-intermediate learners. 2.10 examines Krashen's research into the silent period. Finally, 2.11 summarises the chapter.

2.2 An overview of ELICOS in Australia

ELICOS is explained by English Australia, "this acronym is used only in Australia and refers to the kind of courses of full-time study of English that can be accredited by the Australian federal government for study on a Student Visa." (English Australia). This section provides an overview of ELICOS teaching, learning and curriculum for overseas adult students studying in Australia. Learning English is a profitable global industry with Australia the third popular destination for English learning by international students (English Australia, 2021). "The English language sector (often referred to as ELICOS in Australia) is a major contributor to Australia's international education profile" (English Australia, 2021). The Australian government has also acknowledged ELICOS courses are "a significant part of Australia's international education industry" (Commonwealth Department of Education and Training, 2018, p. 3). International students come to Australia to study English for a variety of reasons. "A total of 177,697 international students commenced English language programs in Australia in 2017, surpassing the previous peak year of 2016 to record a new high in the number of ELICOS students" (English Australia, 2021). Some students need to improve their English proficiency to advance their career, find work, or travel overseas. Moreover, many other students are interested in studying with an

Australian education provider and are thus required to reach a prerequisite level of English proficiency to be able to enrol.

ELICOS has been defined in the ELICOS Standards document as a course of education or training that is:

- solely or predominantly of English language instruction; and provided, or intended to be provided, to an overseas student.

The following courses as outlined in this document do not fall under ELICOS:

- English language programs provided exclusively to non-student visa holders,
- English as an additional language program or support service provided within the school sector as part of a school curriculum; and
- Foundation Programs (Australian Government, 2018, p. 3).

Indicatively, ELICOS is a full-time course, there are various ELICOS courses offered by education providers in Australia. Their aims and content vary depending on students' reasons for learning English. Figure 2.1 is a table of the main ELICOS courses retrieved from English Australia (2021).

Table 2.1: The main ELICOS courses offered in Australia (English Australia, 2021 p.1)

Learner Goal	Course	Description
Improve general English language proficiency. Travel or do casual work in an English speaking country.	General English (GE)	Focus on developing the English language and communicative skills needed for a range of contexts. Courses can be from Beginner level (A1/2 on the CEFR) to Advanced (C1/C2 CEFR).
Study in an Australian school, vocational college or university.	Secondary/High School Preparation (S/HSP), English for Academic Purposes (EAP), English for Further Studies (EFS)	Usually based on the spoken and written English the students will need for further study.
Take an exam such as IELTS, TOEFL, TOEIC, Cambridge First Certificate.	Exam preparation course	Combine general skills and knowledge development plus exam orientation and practice.
Learn the spoken and written English needed for a specific context.	An English for special purposes (ESP) course such as English for Business, English for Health Professionals, English for Hospitality	Usually based on the spoken and written English the students will need for that particular context.
Teach English in schools in their own country.	English for Teaching	Many types including TESOL (Teaching English to Speakers of Other Languages and EFTC (English for Teaching Children). Most will include a practicum.
Have a short holiday and study English for a short time with a group.	Study tour	A combination of General English with sporting, social, tourist or cultural activities.

“ELICOS centres can be divided into two general types: those affiliated with a university and those run as private centres” (Edwards, 2018, p.7). All education providers registered for ELICOS courses in Australia are required to follow the ELICOS Standards 2018. As outlined in this document, students in ELICOS courses must attend a minimum of 20 hours of face-to-face classes per week.

2.3 Issues in ELICOS

According to the ELICOS Standards 2018, registered ELICOS providers must: “Maintain a supply of sufficient educational resources that are aimed at achieving course objectives, encourage diversity in learning activities and teaching methodologies, and are appropriately organised and regularly reviewed.” In addition, ELICOS centres must provide their teachers with “reference resources that reflect contemporary knowledge of the theory and practice of TESOL, in its own facilities or through easily accessible jointly managed facilities” (Commonwealth Department of Education and Training, 2018, p. 9).

Despite these instructions and the significance of the resources, there is little consistency within the content of the curriculum on how ELICOS is to be taught. Teachers often lament that they are under-resourced in ELICOS and express an overwhelming desire that their activities and materials be in the curriculum at their centre, but only a few have succeeded (Stanley, 2017). Lack of contextual recourse can lead to bilingual silence and teacher confusion as stated in my own experience in Chapter 1.

Despite language centres and universities having the budget to provide sufficient support for adult language students, there are many problems at an institutional level. ELICOS institutions run their intensive courses as five week blocks with both private providers and those that are attached to universities. Each intake in Australian ELICOS is, in a sense rushed, and many aspects are overlooked (Edwards, 2015). An issue with ELICOS is that even though many of these ELICOS institutions have adult students from all around the world, as ELICOS contributes significantly to the Australian economy (Australian Trade Commission, 2013), student needs are still under-researched (Edwards, 2015). Despite the importance of ELICOS serving as a

bridge into university and a requirement for migration (Australian Education International, 2012), the curriculum is not regularly reviewed. In addition, based on my observation and experience, for many of these education providers, the profit of ELICOS centres is the main emphasis. Many language centres have tight budgets and do not focus on teacher professional development or research into theory and practice (Edwards, 2015).

The government needs to regulate, monitor and supervise the ELICOS centres to address such internal issues. Moreover, as Edwards (2018) pointed out, “the ELICOS sector has its own contextual issues such as quality, ethics, and low teacher salaries” (p.4). Many teachers in ELICOS centres have poor employment conditions and low salaries, as reported by Stanley (2016, 2017, p.7) with many teachers on casual contracts and earning less than the average income in Australia. In such context teachers are unlikely to be willing or motivated to undergo professional development or prepare teaching materials, making it problematic for institutional motivation to conduct action research, as Edwards (2018) reports.

In ELICOS settings, research into teacher’s professional development has been reported as being limited by a multitude of factors. The lack of teachers building the curriculum may inadvertently have an impact on how teachers assess learner progression and their pedagogical needs. According to Edwards (2018), the “original purposes of teachers conducting research was to inform curriculum development. Unfortunately, there seems to be a lack of space and flexibility in some ELICOS curricula which prevents teachers from integrating their action research materials in some contexts” (p. 15).

A commonality in ELICOS centres is the divide between managers and teachers. Stanley’s (2017) study found that “there is a powerful, socially imagined

‘wall’ that divides two cultures in the sector: the managers on the one hand, and the teachers on the other” (Stanley, 2017, p.1). Stanley (2017) refers to this as managers and teachers having two different “cultures”. Stanley (2017) states that “the lived experiences and professional identities of managers in the ELICOS sector appear to be very different from the status cringe that some teachers report” (p. 4). Theory and practice should be interconnected domains in ELICOS, yet, as Edwards (2018) argues “research and teaching are viewed as separate practices, which they are in the sense of traditional research conducted by university academics” (p. 12). Yet, this lack of integration between theory and practice is not practical for teachers. As outlined above, knowledge of contemporary theory and practice is one of the key themes highlighted in the ELICOS Standards 2018.

2.4 Approaches to EAL teaching and learning and the significance of silence for acquiring language

In ELICOS, CLT and its principles are the main approach to teaching and it is argued that teachers often do not have a well-formed grasp of the approach (Edwards, 2018). Teaching English in the Australian context, and how CLT is understood and practiced by teachers, is still not known despite its significance. Additionally, identifying gaps in the literature about learner-centredness in constructivist CLT, in EAL, needs attention. In an ideal ELICOS institution, it is widely held that teaching is student centred and the aim of CLT is to cater for this understanding, as the principles of CLT are:

- The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.

- It is believed that communicative functions are more important rather than linguistic structures.
- The target language is a vehicle for classroom communication, not just the object of study.
- The teacher should create situations which help to promote communication.
- The teacher should teach them how language should be used in a social context.
- Teachers should give activities such as a role play which helps the learners to learn the language in a social context.
- Students should be given opportunities to listen to language as it is used in authentic communication (Adapted from Desai, 2015, p.49).

Unfortunately, the above CLT principles are acknowledged in theory, but not practiced in CLT. Teachers commonly default back to initiation-response-feedback (IRF) teachings (Edwards, 2018) due to a lack of understanding about what students really need to break their silences. The lack of teacher training can be the reason for student silences as they are not ready to respond. In CLT one of the main principles is that teachers facilitate the learning process (Desai, 2015) and prepare bilinguals for speaking by helping them break their silences through modelling and pronunciation practices. However, this is not achievable because there is little research on specific level teaching and its relation to the understanding of the silent period. If more action research were undertaken in ELICOS centres, teachers would be better equipped to understand the needs and conditions of students' communication. Because CLT is an approach and not a method, there is no particular technique for understanding how adult language learning takes place.

In his seminal work, Edward Anthony identifies three hierarchical elements: approach, method, and techniques in teaching and learning. Anthony (1963) defined approach as assumptions related to the nature of language, learning, and teaching. For Anthony, approach is axiomatic or, in other words, does not require logical explanation for, say, how and what to teach. Anthony's (1963) definition of method offers an overall plan to systematically present a language. Method, therefore, seizes upon how to teach based on an approach. Finally, technique for him is a specific activity in line with the chosen method and the approach in order to facilitate the silent period bilingual's experience in an EAL classroom. From Anthony's perspective, methods can be developed through an approach catering for the needs of bilinguals in breaking their silences in lower levels. Such methods have not yet been developed and teachers remain untrained in this area.

Teaching methods have a long history in language teaching. Such research in the 20th century was characterised by a trend for finding effective methods for language teaching (Brown, 2000). Many methods were introduced through the history of language teaching. Recently in the 21st century "the post-methods era", however, the desire for finding the perfect method for language teaching has subsided and a "complex view of language teaching which encompasses a multi-faceted understanding of the teaching and learning processes" has emerged (Richards & Renandya, 2002, p. 6).

In the post-methods era, we have seen a movement away from methods and toward approaches that are based on concepts and value systems (Richards, 2002). Some popular approaches are based on ideologies and values rather than research agendas (Richards & Renandya, 2002). Richards (2002) categorised different conceptions regarding language teaching. He proposed that theory-based approaches

to teaching were based not on empirical research and classroom results, but on “systematic and principled thinking” (p. 22). Richards (2002) suggests that these approaches to teaching do not draw on classroom results, through pre-test and post-test, rather they rely heavily on rational arguments, leading to student confusion and silence.

Communicative language teaching (CLT), which is a popular approach around the world, is an example of a theory-based approach to language teaching. Richard’s (2002) argues that CLT garnered interest as a response to the grammar-based approach to teaching in the 1960s. The foundation of this “principled approach” was to increase communicative competence among adult bilinguals based on the proponents of social theory, however “the [CLT] theory itself was considered sufficient to justify the approach” (p. 22). Currently however, this theory is widely considered to be mistaken. Clinical examinations of “domains of non-verbal communication” in social cognition theory (Suchy & Holdnack, cited in Holdnack & Drozdick, 2013) suggest that there are primary domains of non-verbal communication, “paralinguistic and situational”. The first refers to communicating using signals, gestures, and facial expressions. The second, states that the “situational” only has a receptive mode. “Situational refers to one’s ability to comprehend complex social situations that may involve an interaction between several people, between people and their environment, or between people and their social context. Situational communication relies on understanding social norms and the ability to detect discrepancies between expectations” (p.368) and student silences can be a detection.

The grammar translation method (GTM) as a traditional method of teaching is one of the oldest methods used to teach languages (Larsen-Freeman, 2011). The aim of this method is to transfer grammatical knowledge of the target language by using

the student's mother tongue to translate sentences of the target language while focusing on silent period considerations. GTM in language teaching in Australia is now considered to be unproductive by language teachers because it fails to address the communicative needs of students but can assist lower-level bilinguals during their silent period. One reason for bilinguals' silences may be due to the lack of grammar comprehension in the early learning stages. Due to the lack of communicative interaction in GTM, linguists and language teaching researchers have developed language learning and teaching based on concepts of CLT (Savignon, 1983). This interactive teaching approach is embedded in realistic tasks requiring active participation (McFarlane, Sparrowhawk, & Heald, 2002) into the learning activities if applied. In CLT, students engage in language learning tasks where they use the language rather than analyse it (Larsen-Freeman, 2011). CLT focuses on developing students' communicative skills and everything in this approach is done to serve a communicative need (Larsen-Freeman, 2011). Various pre-task, task, and post-tasks are created to make a sequence of materials to address the learners' language needs. However, due to a lack of understanding about the 'silent period', a particular technique, speaking, modelling and listening are overseen by teachers, and CLT fails to take into account student silences. Students claim that silent behaviour serves as a shield to conceal shyness, uncertainty, and unwillingness to participate in class discussion so as to protect students' self-perception (Wang, 2011). Another reason why CLT oral activities do not work with lower-level classes is that it requires high levels of complex thinking, along with motivation for adult language learners to produce authentic talk and this cannot be rote learnt (Crystal, 2012).

Despite this, oral participation grades are applied to students with not much language data in lower-level EAL classes, in order to encourage classroom

participation among adult language learners in pre-intermediate classes, despite these students not having enough language data (Fritschner, 2000). Consequently, most language students choose to be silent in lower-level EAL classes and only a small proportion of students actually participate (Crombie, Pyke, Silverthorn, Jones, & Piccininn, 2003) and this is an essential part of the ELICOS curriculum.

The CLT approach places emphasis on the role of output, such as learning new words and forms, then practicing speech (to talk), to get feedback, and error correction, and these only occur during second language interaction. As Swain (2008) explains when producing output, the learner has to pay attention in order to form speech, nevertheless this process increases anxiety for beginners and pre-intermediates. As oral collaboration happens, the learner receives explicit feedback; this superfluously increases the affected filter, ultimately blocking a student from learning (Krashen, 1982).

Additionally, Brown (2002) outlines an overview of the language teaching trends in each era. He postulates that, in the 20th century, scholars have endeavoured to find an effective method of language teaching. Brown argues that, in the 21st century, there was a common understanding of more common teaching methods based on teaching and learning processes (Brown, 2002). More importantly he posits that teaching methods have been replaced by the word ‘pedagogy’. He states that “methods is a static set of procedures and pedagogy is a vigorous interaction among teachers, learners, and instructional materials during the process of teaching and learning” (Brown, 2002 p 12). This change has advantaged adult language centres as they did not have to deal with recourses for each method. Even with some methods that appealed to researchers such as the Silent Way, these are overlooked due to lack of funding in this institution (Brown, 2002). For example, the teaching method

‘audiolingual’, was also a globally acknowledged teaching method of the 1970s. At this time, teachers believed that methods worked “as a panacea for the language teaching problem” (p.11).

‘The Silent Way’ is considered an alternative and unusual method that was developed by Caleb Gattegno in the 1970s (Sasi, Haga, & Chen, 2020). Gattegno was reluctant to use either a method or an approach (Sasi, Haga, & Chen, 2020). His book “Teaching Foreign Languages in Schools the Silent Way,” was published in 1963. This method was also seen as a reaction to previous approaches and methods that were considered disproportionately rigid (Brown, 2002). This philosophy of this method is that the teacher silence in the classroom increases student’s production. “This method regards learning as a problem-solving process” (Sasi, Haga, & Chen, 2020 p.160). This method was pushed away because it was a constricting method to individual understanding of teaching like most methods. Sasi, Haga, & Chen (2020) used the method on Taiwanese students when teaching Japanese to a total of 168 students (96 female and 72 male), their study concluded showing very positive effects of this methods on beginners – especially when teaching Japanese vocabulary and sounds which had same learning outcomes on males and females. According to Sasi, Haga, & Chen (2020), “the silent way did not emerge from the cognitive code approach; however, it shares certain principles with it” (p. 161). Larsen-Freeman and Anderson (2011) propose that Gattegno thought that adult language learning was the same as the way young children learn. The objective of this method is to get language learners to express their thoughts and feelings. They also suggested that learning is a mantel activity and to learn, one must use cognitive tools such as awareness imagination, and intuition.

Similarly, Nunan (2015) “provided a clear set of procedures for what teachers should do in the classroom and, like audiolingualism, were based on beliefs about the nature of language and the language learning process.” (p. 10). He argued for using the term ‘designer’ to understand a variety of methods, such as Suggestopedia and the Silent Way, which developed in the 1970s and 1980s.

In current times the shift from teaching methods to pedagogical approaches has had a negative impact on teachers and adult bilinguals. In what Richards (2002) calls “diverse pedagogical approaches” that give individual understanding of teaching, he argues that “science-research-conceptions” improve our understanding of how learners experience motivation, memory, and related effectors (p.19). Richards simply concludes that optimal teaching is through the application of research of findings. He also argues that “task-based language teaching” and neurological research are interconnected and, as such, should also be applied to teaching (Brown p. 19). On the contrary, current pedagogical approaches such as “theory philosophy conceptions” have been “common-sense based on one’s ideology or value system, rather than from research” (p. 21). CLT’s teaching approach is a prime example “since it is based on an ideology rather than a research agenda, as are such movements as critical theory and critical pedagogy. Advocates of these movements consider it their mission to convince teachers of the correctness of the theory, to review their teaching to see to what extent it matches their values, and to seek to incorporate the relevant principles or values into their teaching” (p. 20). In current practices teaching is viewed as a skill one is born with: you either have it or you do not. Brown posits that teacher education programmes offer teachers the foundation of academic theory and research that lets them individually develop at their own expense. This idea is supported by “Art-Craft

Conceptions of Teaching, by comparison, see good teaching as something unique and personal to teachers” (p.10).

The rationalist approach can be characterised as a theory-based approach rather than empirical research. Brown (2002) argues that “systematic and principled thinking, rather than empirical investigation, is used to support the method. For example, theory-based or rationalist approaches in TESOL are CLT: an approach that is fundamentally based on assumptions.

On the one hand, there is a huge paucity in cognitive linguistics research. On the other hand, however, there is a paramount of research in sociolinguistics, and psycholinguistics. A possible reason for this may be because of the social view in educational research.

Sociocultural theory (Vygotsky, 1978) suggests that human progress cannot be viewed outside of its societal settings. From a social understanding, when learners are silent and reluctant to speak, psychoanalytic understanding and approaches are applied. In other words, it also seen as a pathological deficit (Granger, 2004). A substantial body of research has spun off Granger’s work and SLA research has taken a qualitative approach that explores culture and psychology rather than the actual mental or biological progression. For example, around 90% of the reading on silence that I have undertaken for this research is derived from sociolinguistics and psycholinguistics. Scarcely 10% has been derived from cognitive linguistics and the silent period. With the rise of sociocultural approaches to education, Chomskyan (cognitive) theories of language learning have dwindled because education is now thought to be a social phenomenon. Instead of viewing language as innate and naturally acquired, sociocultural theorists view language as meaning-making in social contexts (see for example, Halliday, 1973). Researchers and teachers drew heavily on

this approach to view language learning in the interplay of interactional activities in social contexts. While the cognitive approaches focused on internal and individualistic features of language learning, sociocultural theorists emphasised the social nature of language learning (Brown, 2000; Kumaravadivelu, 2006).

2.5 Challenges to CLT and adult student silence

There are many challenges in teaching when using the CLT approach which arise as the theory and practices are different in many EFL contexts (Takanashi, 2004). The reason for the mismatch between CLT theory and practice may be teachers' attitudes (Yu, 2001). As Brown (2007) contends, there is various understanding about what CLT actually comprises. CLT has been used to encompass ELT approaches which could be attributed to the fact that CLT involves a few approaches and is seen as an umbrella approach rather than a specific method of language teaching (Brown, 2007; Nunan, 2004). As such, it is up to the teachers to decide which methods, under the CLT approach, are appropriate for their particular context. This means teachers would need to spend time to evaluate the learners' needs, design their syllabi, prepare teaching material, and plan for communicative language learning tasks; while this pursuit sounds easy enough, it is immensely difficult and time consuming in practice (see, for example, Yu, 2001). Many teachers, therefore, fail to support students in their communicative journeys, and this leads to students' reluctance to break their silences.

In addition, CLT gives priority to fluency over accuracy during communicative activities in class (Takanashi, 2004). During such activities students are to focus on communication rather than correct language structures with the understanding that they should overcome their communicative problems independently. Therefore, some

students find this frustrating and are reluctant to produce incorrect sentences in informal contexts. This can also lead to student silences in English classes.

As will be discussed in the literature review (Chapter 3), many teachers and students are used to traditional methods of teaching/learning English. This could complicate implementing CLT approaches. Littlewood (1981) suggests that the idea of the communicative approach may conflict with EFL teachers' existing thoughts about teachers' roles and teaching methods. Studies show that students from traditional educational backgrounds might be used to teacher-centred approaches and formal teaching styles and, as such, might struggle to appreciate learning a new language through activities in student-centred settings (Takanashi, 2004; Wang, 1999; Yu, 2001). Takanashi (2004) highlights that among Japanese students, for example, "formality is more important than creativity in the language class" (p. 9). Students view language learning as a process of knowledge formation and prioritise grammar and correct language production over communicative skills. They might be reluctant to participate in informal communicative tasks and regard it as waste of time. This means they may lack interest to participate and remain silent in class.

Additionally, as Yu (2001) suggests, students who are taught using traditional methods are more likely to use similar methods for teaching. Yu (2001) proposes that to change this and prepare teachers for CLT, there is a need to train teachers in order to enhance their theoretical understanding and linguistic knowledge. Yu argues that the lack of qualified teachers of English is the biggest constraint to CLT. Qualified teachers would be well familiar with linguistic, psychological, and pedagogical theories; this will support their use of the CLT approach. A lack of theoretical knowledge could lead to a lack of student participation and increased student silences in class.

2.6 Pervading teacher attitudes to student silence

Despite inadequate class observations and training for teachers in ELICOS, and the challenges of CLT pedagogy, students take the blame for being silent. Ollin (2008) argues that, “classroom observations are an important source of information about teaching and about the practice of particular teachers. Ollin’s paper considers the value placed on talk as opposed to silence in this context and suggests that a cultural bias towards talk means that silence is commonly perceived negatively (p. 265) by teachers in EAL. Regardless of an adult student’s proficiency to talk, Ollin (2008) argues that “in more adult educational settings the teacher may encourage the learners to talk, with the implication that by doing so learners may gain more control over what happens in the classroom. The teacher may use talking as an act of appeasement or as a means of entertainment to keep adult learners happy and willing to continue with their studies” (p.66) which puts a huge constraint on adult bilinguals who are low in proficiency and experiencing the silent period.

Yu (2001) evidences that English teachers who lack training in the EAL lower levels, do not know how to implement a CLT approach, which silences students. In his discussion about teacher attitude, Yu (2001) insists that “qualified English teachers should be familiar with theories of linguistics, psychology, and pedagogy” (Yu, 2001, p.197). He also argues that there are constraining factors that demotivate teachers whereby the “most important constraint comes from the lack of qualified English teachers. A qualified English teacher should, in the first place, be capable in all four skills. A sound knowledge of these theories will support the use of creative CLT in class and help teachers understand the new curriculum and new CLT textbooks. Motivated by the value of CLT, classroom teachers may be encouraged to overcome the existing constraints” CLT (Yu, 2001 p.197).

The true role of silence in classes is unknown (Ollin, 2008). As teachers are not aware of the theory due to these constraints the ‘silent behaviour’ of adult language students in EAL is synonymously known as non-participation of EAL pre-intermediate level language students. The scholars and theorists discussed above recognise and acknowledge that adult classrooms often have silent adult students. Critically, students in lower levels have extremely limited language data. Despite this assessment, adult students in lower-level language classes face the CLT approach. The CLT approach requires adult students to participate in group and paired discussions and to be respondent, in general, to weekly topics (Takanashi, 2004). However, due to insufficient language data, they use silent behaviour to demonstrate a non-participatory stance in CLT classes in response to this approach. The central argument here is that students deliberately refuse to speak by way of demonstrating their objection to CLT.

Teachers have similarly been negatively impacted by CLT. Despite the magnitude of this far-reaching impact, very little research has been undertaken in the field of sociolinguistics which questions if and why adult language students remain silent. (Tatar, 2005), and Bao (2014) point out that silent behaviour gave way to more research on output undermining the connection of silent behaviour and language acquisition. What Bao means by this is that silent behaviour has produced more research on “talk” whereas the focus should have been on silent behaviour. Consequently, in education and SLA, silent behaviour of lower-level students has not been investigated enough to ascertain the true purpose of this phenomenon in language acquisition. The CLT curriculum endorses classroom participation for lower-level adult language learning in EAL despite the students not having the required proficiency in English to do so.

Language teaching researchers have developed language learning and teaching concepts from the constructivist CLT viewpoint (Savignon, 1983): “ever since the cognitive- versus -sociocultural debate took place in various journals and at several conferences in the 1990s, many researchers in L2 learning and teaching are probably convinced that a wide gap between the two camps is unavoidable” (Hulstijn et al., 2014, p. 365). Language teaching and learning ideologies have also had a significant effect on the success of the language learning process (Hulstijn et al., 2014). Researchers have mainly drawn upon concepts from the social constructivist Vygotskian (1978) views on current communicative pedagogy in the context of language learning being interconnected with sociocultural theory. This is through social interaction incorporating Vygotsky’s (1962) zone of proximal development (ZPD) where students’ interaction with peers is highly valued. CLT draws from his social learning theory, but importantly, his social constructivist view is misunderstood. Vygotsky, (1978, p. 6) suggested that as teachers scaffold student learning, students develop the capacity to articulate their ideas to one another using both inner and public speech to acquire new knowledge. This notion of inner speech is not facilitated in today’s CLT.

That the concept of silence remains diverse and ambiguous in various academic fields, including linguistics and education highlights the need to examine it in greater depth through research design to better understand what adult silence is, particularly in second language acquisition (Kenny, 2011). Dekeyser’s (2014) instruction on how to research in SLA, based on a range of approaches, is especially helpful here; notably in expressing the dilemma of methodologies and research design. DeKeyser (2014, p. 367), observes that:

the association between the sociocultural approach and qualitative methodology is a mere fact, not a necessity. I see no reason why sociocultural research could not move from descriptive to explanatory to predictive, as long as the social dynamics it takes as its material object are not confounded with relativism to the point of rejecting the ideas of hypothesis testing and falsification of theory. Without such a process, there is no criterion for selecting among theories (beyond their aesthetic or political appeal), no generalizability, and no science.

The problem here is that linguistic and educational researchers need to understand that they may have a particular ideological approach applied to a particular level, based on those levels needed. For example, the grammar translation method (a concept by cognitive linguists) can be expanded to serve the proficiency needs of lower levels and expand on the language comprehension system.

2.7 Dilemmas facing the adult silent English student

There is not a clear participation technique for adult bilinguals in current CLT. In CLT, there is an understanding of the notion of ‘participation’ for EAL adult students as primarily being able to give the right answers to teachers’ questions which are generally asked too soon in their language learning journeys (Edwards, 2018). Students who remain silent (regardless of their ability) are considered as non-participating and/or stigmatised for their silent behaviour, whereas student definitions of participation and silence are more complex and varied (Dallimore et al., 2004). Importantly, oral participation is compulsory for speaking activities at this level which are an essential aspect of CLT (Wang, 2012). Silent behaviour of students in lower levels results from under-researched pedagogy that requires a student to participate

orally without gaining enough language competence, particularly in lower levels. Commonly, silent behaviours of adult students are consequences which stem from students' inadequate language production ability; this causes them to misunderstand lesson content, perhaps as a consequence of poor verbal skills and slow pace of learning (Wang, 2012). Despite this, CLT (interactive teaching approach) is the most favoured language teaching approach in EAL education. To examine why this might be, the following section begins by defining the interactive language teaching approach known as CLT. The following chapter, the Literature Review, reveals that very little research has been undertaken at this level. It further reveals that poor language teaching approaches may silence students due to their low proficiencies.

A significant review from Chaudron (1988) posits that teachers do 60% of talking in the language classroom. He argues that teacher's talk usually relates to classroom management, organisation of learning, content teaching and socialising. Chaudron observes that students are generally silent and the reason for adult student silences are largely unknown and there is no curricula to accommodate their silences. Defining 'silent behaviour' of adult students in pre-intermediate classes is complex and difficult. Tatar (2005) asserts that there is research on classroom participation which has examined how language teachers and children perceive silent behaviour in the classroom; however, they argue that there is very little research on how this behaviour is understood and perceived by adult EAL students and the impact of their silent behaviour on their language learning trajectory.

Dallimore et al., (2004) argue that in general, understanding and defining classroom participation is a challenging and complex task. Classroom participation is more complex for lower-level adult language students as their silent behaviour (non-participation) is multi-faceted, as there are various pedagogical reasons such as:

“students’ conscious and collective resistance to teachers’ conventionalism, dogmatism, domination, patronisation, spoon-feeding pedagogy, poor class management, and low elicitation skills” (Bao, 2013 p.48). Another reason might be that silent behaviour may not be the usual approach of adult students in lower level EAL classes but it can be promoted and precipitated by classroom events that spoil language learning passion. As Bao (2013 p. 89) argues: “dissatisfaction with the teaching style turns silence into a form of resistance, disapproval, or warning”. This thesis argues that this is in contradiction to the CLT language teaching approach.

A key scholar critical in the area of silence is Bao (2014), who explores what he calls ‘silence’ with university students. However, his study fails to separate student silent behaviour from cultural understanding. He does not explore silent behaviour in relation to the causal relationship with CLT. Bao’s work draws upon ideas and reflections of Asian students and how their learning mode is a function of a new environment, such as Australia (2014, p. 5). He insists that silent behaviour is connected to language learning but does not tie it to a language learning context as he has employed 100 random individuals from Asian backgrounds at university. Bao’s findings reason that among scholars, silence is perceived to be non-productive or non-participatory (2014, p. 5). He contends that because of this problem there has been a huge amount of research that focuses on output or ‘talk’ (2014, p. 5). He further emphasises that teachers put a great amount of time into trying to get students to participate and talk in class discussion. Bao’s study presents six case studies focused on Australian, Chinese, Japanese, Korean, Filipino, and Vietnamese perspectives on silence with university students but the focus of Bao’s (2014) research is creating awareness of silence by distinguishing between silence and reticence. He claims that silence has many positive connotations and reticence, conversely, often suggests

difficulty in stimulating language skills and is a barrier to communication (2014, p. 58). Bao (2014) argues that scholars of silence in the North American and Australian contexts share similar views, as silence is indicated as an absence of social phobia and the processes of critical thinking are attributes of silence. Bao does, however, argue that in the Western contexts, speaking is highly honoured, and deemed an essential agent for teaching and learning. However, Bao's (2014) findings surprisingly generated interesting results, as the majority of the students referred to silence as a significant tool for L2 processing.

Lamak (2012) argues that if participation is limited to oral participation, then silent students are considered as non-participating. However adult students do not have enough language data at the lower levels to reasonably respond to CLT. Thus, students are usually stigmatised by teachers for displaying an unwillingness to participate or for exhibiting silent behaviour. Types of silent behaviour in adult lower-level learning need to be re-examined. According to Balas (2000), thinking of participation as an oral activity is limiting and is a disingenuous way of thinking. Understanding forms of participation that include silent behaviour, rather than just encouraging students to orally participate and assign participation grades is a desired practice (Jacobs & Chase, 1992). Due to poor teacher training and misunderstanding of current theories on participation, teachers adhere to a CLT curriculum (Howard & Henney, 1998). Although grades encourage participation, most students in class continue to display silent behaviour in an EAL classroom which is extremely problematic (Fritschner, 2000), even when participation in classroom discussion is encouraged and graded (Fassinger, 1995; Tatar, 2005). This persistence of silence at lower levels of EAL classes confirms that this participation-based approach is a fundamental weakness of the CLT.

Mayer (2007) asserts that types of silent participatory behaviour comprise features that are practised silently. For example, silence in an EAL classroom is the production with an intricate variety of “voices when students have internalised speech” and are given to assuming that “thinking of language is as good as speaking it” (Ridgway, 2009, p. 49), sub-vocal articulation (Rayner & Pollatsek, 1989), or internalisation of speech patterns. Mitchell and Myles (1998) argue that silent behaviour might not be a correct phrase to use when explaining every phenomenon occurring within the human mind, such as paying attention, noticing and internalising phrases, taking notes, or thinking about the material presented in class; these activities which students use to build up on their language data are all internalising tools that are done silently (Meyer, 2009). Nevertheless, very little research has been done on student silence, particularly at lower levels.

Prentice and Kramer (2006) highlight this dilemma and argue that students experience and feel “dialectical tensions between their desire to participate and their desire to remain silent” (p. 347). In their study, tension levels were seen as attributes of various teacher traits and the classroom climate they establish (Fassinger, 1995), which affects language teachers and subsequently affects student participation. The link between the silent behaviour of language learner’s cognitive language development and the anxiety levels of adult students is relatively sparse. Nevertheless, increasingly there are studies investigating this issue. Firstly, researchers have compared the performance fears of children (Muris, et al., 2002), whereas research on adult performance reveals that they are conscious learners (Krashen, 1982), and feel tension or anxiety during participation when they do not meet the requirements of an activity based on the CLT approach.

Tatar (2005) examined the silent behaviour of adult international students in a classroom context. He emphasises that the silent behaviour of international language students contributes to the careful filtering of ideas (Tatar, 2005). Thus, “silence is not necessarily an indication of lack of knowledge or interest but may be a conscious choice for non-native students” (Tatar, 2005, p. 292). Furthermore, he argues that international graduate students remained silent out of respect for teachers and only participated in discussion when they were invited to. International graduates remained uncomfortable in class discussions with peers and preferred to be silent as a form of objection in response to the perceived low quality of contributions by their peers or in resentment of those who dominated in discussions (Tatar, 2005). The “emphasis on active oral participation as a study mode clearly disadvantages non-native speakers and causes students to develop negative attitudes towards language learning through discussion” (Tatar, 2005 p. 292). Thus, “silence might be an alternative mode of participation particularly when assisting students with internalising language in a low-anxiety environment”. Tatar (2005) recommends that “teachers should consider silent reflection as effective methods of learning” (p. 292). Tatar concludes that international graduate students engaged in the classroom through their silence; however, their silence was incorrectly translated by teachers, and they were indirectly pressured to orally participate.

According to Bao (2013), classroom tasks should involve productive use of silent behaviour. He argues that a clear “rationale related to why, how, and how long to practice silence, as well as arrangements for following up on tasks and assessing learner performance, is beneficial for adult students” (p.276). Students think that teachers misinterpret their silences as disengagement (Dallimore et al., 2004). Thus, one particular study has found that students who orally participate (McCroskey &

Richmond, 1998), are more prone to speak out in class, whereas those who are silent may simply prefer not to initiate oral participation but achieve higher grades in exams (McCroskey, & Richmond, 2006). A number of studies have concluded that silent behaviour improves writing (Hubert, 2011). Conventionally silence is understood as non-participation or unwillingness and that it has been negatively interpreted (Granger, 2000). A new model of language teaching approach that incorporates active silent participation for adult language learners could be adopted. Current approaches such as CLT do not recognise learners' inability or reluctance to produce talk in pre-intermediate level classes before they have first accumulated phrases, words, and grammatical structures of the target language silently or in silent reflection. Critical to this study is the view that there should not be a 'one size fits all' approach as there needs to be a tailored teaching approach for each level that caters for students' physical, psychological, and sociocultural needs. For sociolinguistics, the cultural understanding of silence has been extensively researched, whereas the phenomenon of silence itself, as distinct from cultural perceptions, has not been taken into consideration. More recently Kamdideh & Barhesteh, (2019) have argued the importance of teachers "increasing wait time" (p.195) in order to increase adult student speaking practise in class. However, wait-time on its own could be sufficient without teachers adapting their use of the language to make meaning. It can be concluded that silence needs to be explored further to identify this.

Contrary to this, silence has been looked from different angles. Adult student silence has been explored using different terms in SLA. Some researchers have used the term 'reticence' to refer to student silence. Philips (1984) found that the major characteristic of reticent individuals was social withdrawal or avoidance due to their feelings of ineptitude towards social communicative events and public performance.

To further illustrate reticence being a communicative behaviour, he stated that “people avoid communication because they believe they will lose more by talking than by remaining silent, we refer to it as reticence” (p. 52). Reticence includes two dimensions in his conceptualisation: cognitive and behavioural. In contrast, some researchers have used the ‘willingness to participate’ when framing silence. This study explores student silence as a cognitive phenomenon and focuses on the need for understanding at a pedagogical level. This study also draws on Krashen’s input hypothesis and the concept of the silent period in particular to interpret adult bilingual silences. The conceptual framework of this study will be further elaborated in the next chapter.

2.8 The ELICOS curricula and silence among pre-intermediate learners

Whether or not it is the teachers’ approach or the curriculum that causes students to be silent remains largely unknown, despite current and emerging research. For example, a mixed method study by Baktash, and Chalak (2016) of 102 Iranian first semester university EFL students, majoring in English Language and Literature, were found to be silent when learning English. Moreover, they found that the “educational, situational, and emotional issues had a bearing on the EFL learners’ silences”. Baktash, and Chalak (2016) finalised their study by concluding that “the learners proficiency level, anxiety, teacher’s character and mannerism, teaching method, fear of making mistakes, and self-confidence had a large effect on reticence. In order to avoid reticence and its consequences in EFL classrooms, both teachers and students are expected to transform the classrooms into a more active one” (p. 1004).

Students' silences in oral English lessons at the tertiary level were also explored by Liu and Jackson (2009), who argued that students with a higher proficiency level were more willing to be active in class. Interestingly, they discovered that students' least favourite activity was listening to lectures, while pair work proved a popular activity. Students' willingness to take part in class activities was found to increase as a result of their exposure to spoken language and familiarity with the environment. In an ethnographic study, Baktash and Chalak (2015) observed that learners behaved passively in Iranian EFL classrooms. It was found that classroom atmosphere and learners' proficiency levels can influence students' non-participation in the classroom's discussions.

The three studies discussed above are testimonies that unequivocally show that bilinguals with high proficiency are more likely to participate in class because they have the competence. On the other hand, students with low proficiency have anxiety issues and may not be supported in breaking their silences due to traditional approaches of teaching. As the findings of Liu and Jackson (2009) conform, bilinguals "were the most active during pair work and the least active when responding to teachers' questions" (p. 65).

Kumaravadivelu (1993) noted that "teachers who are dedicated to CLT" often "fail to create opportunities for genuine communication in their classroom" (p. 221). In previous studies, Savignon (1991) reviewed CLT practices and noted that "patterns of classroom interaction provide little genuine communication between teacher and learner or, for that matter, between learner and learner" (p. 271). Despite the accolades of these scholars, there remains uncertainty "around the definition and pedagogical implication of the communicative approach continues today" (McKay & Robinson, 1997, p. 12). And hence, students hold silent behaviours in the classroom and teachers

do not know why. Thus far, one can see that there are gaps in ELICOS that need to be addressed. One such gap is that CLT is used as an umbrella approach that seeks to cover all levels in every possible circumstance. Another gap is the lack of research undertaken in ELICOS institutions. Perhaps the most glaring gap is the lack of teacher training. There needs to be a specific level of teacher training that falls under a language teaching method which understands adult's mental biological language progression in EAL and improves proficiency levels of bilinguals.

2.9 Cognitive linguists, language learning and silence in SLA

The discussion above has revealed that the social approaches to language teaching failed to account for the creative and biological nature of language (Brown, 2000; Ewing, 1972). Mentalist, approaches (also known as cognitive linguistic approaches to language acquisition), attempted to account for the innovative and creative nature of language. For cognitive linguists, language is “internal, rule-governed, and abstract” (Ewing, 1972, p. 455). According to this understanding, humans have an innate predisposition to acquire language; in other words, they are innately programmed to learn language (Chomsky, 1980; Ewing, 1972). In a second language learning context, the cognitive linguists' approach assigns more importance to student competence, rather than their performance.

One of the champions of cognitive theory was Noam Chomsky who proposed that language is only a system of rules for generating strings of words that is language (Chomsky, 1980). This viewpoint argues that unlike what behaviourists assumed, language does not involve habit-formation, reinforcement, and associations. Rather, language learning is a matter of formation of new structures and patterns based on an

internalised set of generative grammar. This explains how rapidly children acquire their first language; children are capable of learning an endless number of sentences through a finite number of grammatical rules.

Chomskyan theories are based on cognitive linguistics, which states that much of human behaviour is also biologically determined and language behaviour is no exception in positioning the notion of innateness. Chomsky proposed that humans are born with a natural language faculty and are pre-wired to develop complex grammatical structures. This system, Chomsky argued, was biologically determined and therefore, common among human beings; he labelled it ‘universal grammar’ (Chomsky, 1980; Kumaravadivelu, 2006; Ewing, 1972).

In creating a balance between internal and social, there lies an over-emphasis on social setting at the expense of mental processes. Because learning is a social experience it is believed that teaching and learning are based on interaction (Vygotsky, 1978). The current emphasis on the communicative approach is based on the assumption that all learners need to be involved in speaking the target language to be able to acquire it (Swain & Lapkin, 1995). The study of language learner output emphasises the need for production of the target language, arguing that student output gives learners the opportunity to notice their linguistic problems (referred to as the hypothesis testing function), which sees learners use output to test whether their utterance is communicated successfully or not. However, the current lack of research in ELICOS institutions, as discussed earlier, gives rise to adult bilinguals remaining silent, thus causing tension because of under-trained teachers which, in turn, causes tension in lower-level classes. There needs to be more research and teacher training to unlock what Krashen calls the ‘silent period’. To explore silent episodes with regards to the CLT pedagogical approach in the initial phase of language learning can

contribute to greater understanding around what would better support lower-level students and find ways to break their silent periods.

Most SLA theories have looked at how children learn a language. These models are: the Monitor Model (Krashen, 1981); The Language-Processing Model (Bialystok, 1983); the Model for Attention and Processing (McLaughlin, 1987) and so on. But there is a lack of understanding of proficiency in adult language learning. Most teachers assume that students understand them, but students are mainly silent. As mentioned in Chapter 1, Krashen's (1981) monitor theory puts lower-level bilinguals' silences into perspective by stating that the language learners will go through a silent period when learning a language. The 'input hypothesis' explains the silent period. The silence is a language-developing stage usually seen in the initial language learning stage, which is referred to as a competence building stage through listening (Granger, 2004). "Adults, and children in formal language classes, are usually not allowed a silent period. They are often asked to produce very early in a second language, before they have acquired enough syntactic competence to express their ideas" (Krashen, 1982, p. 27). Following on from this, Krashen (1998 p.180) noted that learner production "is too scarce to make real contribution in linguistic competence." He believed that language learners could learn without producing the language provided the input is comprehensible.

2.10 Krashen and the silent period

This study is conceptually framed by the neglected 'silent period' which is a concept in second language acquisition (SLA) theory defined as a behaviour exhibited generally when children build language competence through listening in the initial phase of language acquisition (Krashen, 1981), a concept later applied to adults

(Krashen, 1982). as a concept in Krashen's (1982) language learning theory identifies five hypotheses which describe the L2 language learning process.

Critics of Krashen (1982), such as Spada & Lightbown (1999), point out that the evidence that informs Krashen's theory is based on instinct and perception without being supported by empirical research. They add that he fails to acknowledge that language learning is more than the 'silent period' and that language is governed by identity; therefore, gender, and cultural awareness should be considered when looking into silent behaviour. However, it is questionable whether aspects of gender, culture and identity come after the silent configuration stage. The initial grammatical configuration can act as a tool to then use for social and psychological processing. Children go through a silent period to configure the language system, and this is also logical for adults because learning a second language is similar but more complex.

The major distinction between the first language acquisition and second language learning is that the former is unconscious and results in an utterance initiating linguistic system while the latter (i.e. second language learning) is a conscious process which results in a monitor (Dulay & Krashen, 1982). Second language learning is described as the process of learning another language after the basics of the first language have been acquired which commences at about five years of age (Krashen and Terrel, 1983). This is not to be associated with bilinguals who acquire two languages concurrently. It is argued that there are four environmental features that affect the speed and the quality of acquisition of adult second language; these are the naturalness of the environment, the learner's role in communication, ability of concrete referents, and the target language model. However, similarities between first and second language learners' acquisition is undermined.

Krashen, like Chomsky (1986) sees universal grammar as “an intricate and highly constrained structure” (p. 148) consisting of “various subsystems of principles” (p. 146). Chomsky subscribes to the mentalist view (Chomsky, 1986), but both theorists were perceived as making a direct challenge to the established behaviourist theories. Chomsky’s theory on ‘universal grammar’ (Chomsky, 1980)) was seen by many as a complex notion, due to its lack of consideration of the student and teacher interaction. Chomsky (1980) claims that the crucial first thirteen years for language acquisition are unconscious and when language is learnt after that period, it is conscious learning (Chomsky, 1986). The unconscious acquisition results in the utterance initiating the linguistic system while the second language learning is a conscious process which results in a monitor (Dulay & Krashen 1982). The monitor is a part of the learners “internal system” which is responsible for conscious linguistic processing when the learner is trying to produce speech with the rules that have been learned. The mental age difference between first and second language learners play a major role because the learning of the first language is inevitable (if the child is in contact with people) while the learning of a second language is subject to various personal and social factors. This has been strongly supported by the case study of “Genie” who was isolated up until the age of thirteen and which demonstrates the difficulties she faced in learning to speak after the critical thirteen years of language learning opportunity had been missed. This is a widely quoted as evidence for the critical period hypothesis. (Saville-Troike, 2006).

This research looks at adults who have passed their critical period in learning a language. Studies have not been made about the ‘ah ha!’ moments after their critical period when they are learning the language consciously which is a gap in SLA research. This means that they ‘monitor’ their errors and learn from them (Krashen,

1982). Krashen's SLA theory argues that 'monitor' happens in five stages in the process of learning a second language. Firstly, the acquisition-learning hypothesis explains 'acquiring' a language unconsciously, and 'learning' a language consciously. Secondly, the monitor hypothesis, takes a similar view to Chomsky's hypothesis testing which explains the relationship of thinking, pausing, and editing, which can also be understood as imitating or looking for relations from L1. The natural order hypothesis claims that all learners acquire language in a predictable order irrespective of the grammatical features of the language. For example, learners give priority to auxiliary verbs, as they are much needed to convey meaning and they are not ready to learn about the use of the "definite article" (Krashen, 1982). The input hypothesis is that one learns at the level one is ready to learn; a level beyond what one has learned, and that learning of a second language is a computational process (Krashen, 1982). Finally, the affective filter hypothesis is, in my view, the most important. When a learner feels anxiety, they tend to stop 'comprehensive input' or rather, they stop learning because of anxiety, and this ultimately stops comprehensive output and the learner remains silent. This theory puts the lower-level adult students' situation into perspective when they are faced with situation in which the teacher utilises an incomplete approach to CLT.

Based on the above, language learning pedagogical precepts to teach adult language learners in the CLT teaching and learning model are inadequate. The CLT teaching pedagogy is more suitable for advanced students, but pre-intermediate adult students are challenged as these students have bearings on language learning and teaching at this level.

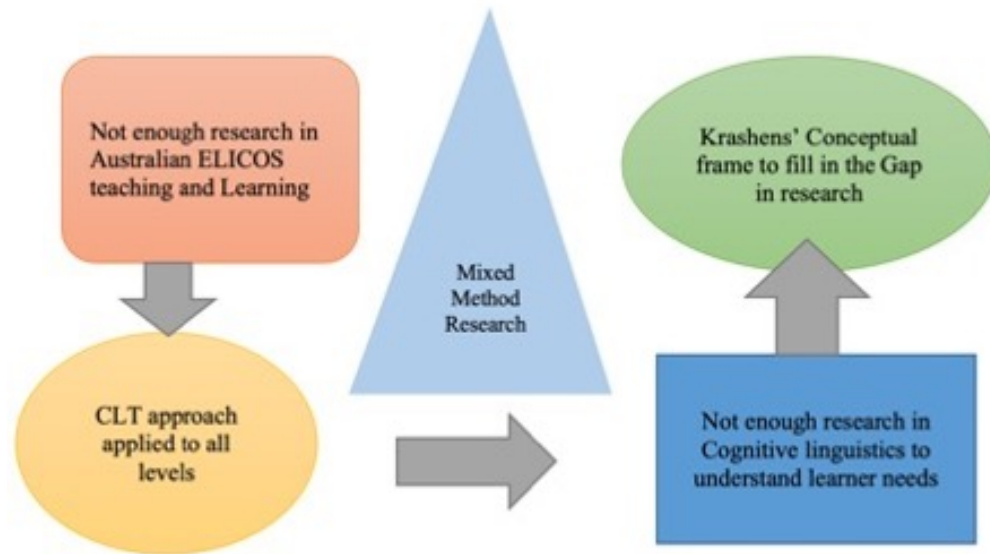


Figure 2.1: Justification for using Krashen (1987) as a conceptual frame in this study

Figure 2.1 illustrates the justification for using Krashen's (1987) silent period to fill in the gap identified in this chapter. Firstly, there is not enough action research within ELICOS centres that leads into a method to suit beginners and intermediate English learners. Their silences could be because L2 English adult beginners and intermediate learners just do not have the appropriate English level. They may not have the level to communicate to make any meaning in any way and their teachers typically do not know how to adjust their use of English to help them begin to make meaning, such as use of formulaic language and modelling common interchanges like meet and greet. There is not enough mixed method research in education to justify this and understand the needs of L2 needs when they are breaking their silences in classrooms. Therefore, Krashen's (1987) silent period as a concept in cognitive linguistics is chosen in this study to explore this phenomenon and to bridge these gaps.

2.11 Chapter summary

This chapter presents an overview of the Australian ELICOS context. It outlines a brief description of the educational stages in the Australian ELICOS system and explains the goal of teaching English for ELICOS learners. This chapter also discusses the standard teaching methods used by English teachers and the curriculum. The processes of assessing and the types of assessment used by teachers in school education in general, and teaching English in particular, are controlled by the Australian government and there is little opportunity for teachers to build the curriculum. Nevertheless, student needs should be considered when designing the curriculum; it is important to incorporate all the stages in basic education to produce a generation that effectively communicates using English as a second language. To do this, teachers need to have more training in schools to ensure their effectiveness in teaching. It is also important to ensure that the forms they use match the curriculum stages. The above contextual review provides the rationale to investigate the role of silence in the ELICOS sector and the engagement activities used to effectively learn English. This chapter review provides the foundation for investigating the challenges that teachers experience teaching English and how they overcome those challenges. The next chapter will discuss the literature review that presents an overview of key theoretical concepts framing this study. The concept of ‘participation’ needs to be re-examined to meet the requirements of adult language learners in lower-level adult EAL classes. As discussed above, there are challenges to the CLT approach that contribute to student silences. There is a gap in CLT approaches regarding lower-level bilinguals. To effectively address this gap, there is a need for a method that caters for the low proficiency of these language learners.

The CLT approach in lower-level language classes does not acknowledge the needs of students who are not communicatively competent. Although there are studies that show the importance of silent behaviour, very little scholarly attention has been given to this phenomenon in educational settings in Australian EAL classes. The next chapter will look at the literature review on adult silent behaviour in EAL classrooms. The theoretical concepts that highlight language learning will be outlined, followed by pedagogical precepts that shape language teaching and learning.

CHAPTER 3: LITERATURE REVIEW

3.1 Introduction

The previous chapter has outlined the problems in the context of an English Language Intensive Course for Overseas Students (ELICOS) and ideological clashes between teaching approaches and theoretical understanding of adult bilinguals in Second Language Acquisition (SLA). The concept of SLA is based on the first language acquisition theory of children who displayed a ‘silent period’ while they were acquiring their first language (Krashen, 1981). This chapter outlines and highlights the paucity of research in SLA on adult beginner bilingual English learning. The chapter follows with, 3.2 SLA from a historical perspective, followed by 3.3 research on adult bilingual silences, 3.4 conceptual framework of this study, and lastly a summary.

3.2 SLA from a historical perspective

Current English language pedagogy in education has a social constructivist view. EAL teaching and learning draws precepts from sociolinguistics rather than cognitive linguistics. According to Kumaravadivelu (2006, p. 3), “theoretical linguists have attempted to decipher the fundamental concepts of language and how applied linguists have tried to turn some of those theoretical concepts into applicable pedagogical precepts” because learning is a social experience, and it is believed that teaching and learning are based on interaction (Vygotsky, 1978). Due to this understanding, silence, or the silent period, is seen as representing a clash between the fundamentals of education that draw from sociolinguistic understanding. The silent period is a concept in cognitive linguistics that also needs to be connected to education.

All aspects of silence from this current emphasis on the communicative approach are based on the assumption that all learners need to be involved in speaking the target language to be able to acquire it (Swain & Lapkin, 1995). Their study of language learner output maintains an emphasis on the need for production of the target language, arguing that student output gives learners the opportunity to notice their linguistic problems (Swain & Lapkin, 1995). Learners use their output to test whether their utterance is communicated successfully or not. From this understanding of language learning from output, the CLT approach to teaching and learning gained impetus and impacted the undertaking of research into silence.

Zembylas & Michaelides, (2004) very early on have argued that there has been a limited amount of writing on silence and pedagogy, and this still has not changed (see Saylag, 2014, for example). A significant exception has been the work of Jaworski and Sachdev (1998), whose research indicated the importance of silence in learning. Some instances of research relevant to silence in teaching have not been categorised in terms of silence by the original researcher. An example of this is Rowe's work on pausing (Rowe, 1974), in which Rowe dealt with the positive effects on pupils' responses of extended pause lengths (Jaworski, 1993; Kurzon, 1997). Silence has been researched from a philosophical and ideological viewpoint, neglecting research with language practice.

Despite this understanding about the significance of silence and its connection to language learning, there is a gap in educational research on the silent period. Adult bilinguals in the early stages are silent in their language learning despite the understanding output. When adult learners are silent, it is not known what their experiences are in terms of their language learning nor their motivation for learning

and possibly other factors. Hence in-depth research into the ‘silent period’ is needed (Saylag, 2014).

Clinical examinations of “domains of non-verbal communication” in social cognition theory (Suchy & Holdnack, 2013, cited in Holdnack & Drozdick) suggest that there are two primary domains of non-verbal communication. These are “paralinguistic and situational”. The first refers to communicating using signals, gestures, and facial expressions. Interestingly, they found that the “situational only has a receptive mode” (p. 368). Situational refers to one’s ability to comprehend complex social situations that may involve an interaction between several people, between people and their environment, or between people and their social context. Situational communication relies on understanding social norms, and the ability to detect discrepancies between expectations” (p. 368).

Although language is a social construct, humans need mental processing time when learning a language. For example, the child’s brain is pre-wired with an innate ability to acquire grammatical constructs in a given context. According to Chomsky (1980), the generative understanding of grammar, “language faculty” in the brain is “prewired” genetically (p. 96). Additionally, children are able to offset grammatical competence in the language system without formal instruction. According to Pinker (2003) “there is some overarching blueprint or plan for the sentence that puts each word in a specific slot” (p. 94). “Genetically coded principles and parameters” (Chomsky, 1980 p. 96) of language require conscious analysis of grammatical principles. Later children build on the pragmatic meaning of conceptual nouns through the linguistics skills of reading and listening, after the offset of grammatical competence through a silent period they go through (Krashen, 1982).

Adult second language learners, however, have an established grammatical template from their first language. Language has a specific system and requires robust analysis for adults to make sense of the second language, especially in the initial stages of learning. In other words, adult learners need time to refigure and understand the grammatical differences in the new language. This is because their innate ability to learn grammar shuts off after centralisation of it in their first language (Khanehkah, 2017). Adults need more assistance with their adjustment, and time so they should not be pushed for output because this is impossible: (a) they do not have grammatical competence and (b) they do not know the language. Ellis (1991) argues that exposure to comprehensible input facilitates acquisition, but learners also need to notice features in the input for it to become internalised. Adult language learners should be given a similar approach to the ‘silent period’ so they can understand and establish the grammatical differences and make adjustments when they enter the target language. This understanding will make them more receptive to learn new concepts and words as their learning matures. In other words, cognitive “psychological mechanisms” (Kumaravadivelu 2006 p.7) become a driving and compelling communicative instrument for later social interaction after the initial comprehension. Wong Fillmore (1991) suggests that it is necessary for learners to figure out the units or segments of speech for it to serve as input, they need to find out how segments of speech are assembled structurally to communicate ideas: “Learners apply a host of cognitive strategies and skills to deal with the task at hand: they have to make use of associative skills, memory, social knowledge, and inferential skills in trying to figure out what people are talking about. They use whatever analytical skills they have to figure out relationships between forms, functions, and meanings” (p. 57).

The silent period is a mentalist concept in Krashen's (1982) language learning theory. As described in Chapter 2, 2.10, his theory states that there are five hypotheses which describe the second language learning process. One of the hypotheses, called the 'input' hypothesis, explains the silent period. The silence is a language-developing stage usually seen in the initial language learning, which is referred to as a competence building stage through listening (Granger, 2004). Krashen (1982) "argues that usually adults are not allowed a silent period, in the same vein as they once did as a child. They are often asked to produce very early in a second language, before they have acquired enough syntactic competence to express their ideas" (Krashen, 1982, p. 27). Following from this, Krashen (1998 p.180) notes that learner production "is too scarce to make real contribution in linguistic competence". He believed that language learners could learn without producing the language, provided the input is comprehensible. The adult bilingual comes into the target language with the ability to learn ways in class to break their silences. They are usually asked to speak before they can actually speak. An awareness of the silent period can therefore be useful.

Pienemann (2015) investigated the acquisition sequence of German word order rules in children when they were learning a second language. Based on his findings he proposed a learnability and teachability hypothesis because he realised that the group of students who were instructed for two weeks on structure at stage 3 progressed to stage 4 with his processability base teaching approach, but stage 2 students remained the same with traditional approaches. At beginner stages of adult language learning, there needs to be a silent time to allow the learner to draw in basic vocabulary and store new schemata. According to Pienemann (2015), during the process of second language acquisition, the second language learners' structure of an in-built syllabus uses silence as cognitive progression of the target language as it develops. There is a

cognitive in-built syllabus within second language learners in which they process their structure. Pienemann, (2015) also argues that silence occurs when processing a second language and supports the idea that student silences can be due to low proficiency. From these apprehensions of silence, silent behaviour in teaching and learning environments can be used as a stance against an approach or attitude that does not allow a silent period. The silent period needs to be theorised and practiced so that bilinguals can have support and help from their teachers in breaking their silences. Theory and teaching practice should not be separate (Ellis, 2000).

A view that stops the silent period from being easily theorised in SLA, is that silence has a metaphorical predisposition, as explained by Yates and Nguyen (2012, p. 2). In this view, silence has a connection with “deference” within any given culture. This aspect of silence is responsible for this view in the metaphorical sense to override its literal meaning according to Ollin (2008, p. 266). Silence is attributed to students who belong to cultures that “favour expert discretion over novice [student] talk” in classes (Yates & Nguyen, 2012, p. 1). Another critical reason for the silent behaviour of bilinguals remaining merely a concept is because most research methodologies are designed based on a socio-constructivist aspect of a classroom learning environment that seems to be counter intuitive to the silent period.

Furthermore, Bao’s (2015) critique of Krashen’s silent period hypothesis claims that “there is little agreement between academics around what this period really means” (p. 26). He argues that the silent period is ambiguous, and the reason for this is that the stage usually passes over time and language learners eventually begin to talk naturally anyway. However, early studies, such as Dulay, Burt, and Krashen (1982), found that the silent period may last more than a few months because the language learning process can be idiosyncratic and varies among individuals. There is

also some agreement that the ‘silent period’ is a time for ‘taking in’ information or in Krashen’s terms ‘input’ (Bao, 2015), but others take the view that it occurs because of students’ low aptitude to learn a new language (Bao, 2013). Further, Bao (2015, p. 27) contends that conceptualisation about the silent period relies heavily on theorists’ own observations of silence because of its symbolic, cultural, and contextual nature, and therefore silence needs “intellectual reasoning”. Thus, this research explores the views of bilingual learners about their silent period and what helped them break it.

Research approaches to the problem of silence are varied but some researchers surveyed students’ perceptions of silence (for example see Yates & Nguyen, 2012) and others of teachers (Ollin, 2008). Most methodologies used in these studies explored participation in the classroom due to its interactive nature of social constructivist language learning. Curriculum based on social constructivist views render silence as a problem rather than an approach suitable for lower-level language students. Qualitative semi-structured interviews and diaries are commonly used as data collection tools among prominent researchers for understanding silence.

The cognitive-versus-sociocultural debate about language learning has created a gap in research methodologies. Neither cognitive nor sociocultural research in SLA has examined the cognitive and psychological processes underlying the production of speech (Macintyre, 2007), especially in the initial stage of learning where aspects of ‘time’ and ‘readiness’ to talk are considered in understanding adult teaching and learning in (SLA) (Hulstijn et al., 2014). The silent period can additionally allow students to psychologically prepare for both cognitive and social aspects that have not been aligned to language learning (Krashen, 2016). Following from this, Krashen (1998 p.180) points to the fact that learner production “is too scarce to make real

contribution in linguistic competence.” His contention is that language learners can learn without producing the language if the input is comprehensible.

The gap between teachers’ expectations and student responses to the CLT approach has been explored previously through the lens of sociolinguistics and education (Ollin, 2008) and psycholinguistics (Granger, 2004) by means of ethnographic and cultural studies (Zembylas & Michaelides, 2004). Thus, different disciplines have placed different emphases, often in contradiction, about teacher expectations of students and of student silences. For example, Granger’s (2004) psychological approach regarding learners’ silence during second language acquisition (SLA) conflicts with the silent period because of social constructivist approaches to silence. Through a sociocultural lens, silence can be interpreted either positively or negatively, depending on learners’ level of language proficiency. In the realm of Western education, silence is viewed as the representation of “denial ... frequently deemed as a sign of zeal, ignorance, boredom and uncooperativeness” (Granger, 2004, p. 445).

Silence in the Western classroom is typically perceived negatively (Jaworski, 2014) and research into the ‘silent period’ has lost momentum mainly because of the high impact of sociocultural learning theory (Bao, 2015). The current communicative pedagogical context of language learning being interconnected with sociocultural theory through social interaction incorporating Vygotsky’s (1962) zone of proximal development (ZPD) where students interact with peers is highly valued. CLT draws from his social learning theory, but importantly, his social constructivist view is misunderstood. Vygotsky, (1978, p. 6) suggested that as teachers scaffold student learning, students develop the capacity to articulate their ideas to one another using

both inner and public speech to acquire new knowledge. This is not facilitated in today's CLT.

Given the variety of views, the concept of silence is diverse and ambiguous in various academic fields, including linguistics and education. This reinforces the need to examine it in greater depth to understand what silence really is in second language acquisition (Kenny, 2011). By DeKeyser's (2014) points on undertaking research in SLA is based on a range of approaches and is helpful in expressing the dilemma of methodologies and developing a research design.

For DeKeyser, (2014, p. 367) "the association between the sociocultural approach and qualitative methodology is a mere fact, not a necessity. I see no reason why sociocultural research could not move from descriptive to explanatory to predictive, as long as the social dynamics it takes as its material object are not confounded with relativism to the point of rejecting the ideas of hypothesis testing and falsification of theory. Without such a process, there is no criterion for selecting among theories (beyond their aesthetic or political appeal), no generalizability, and no science."

The next section of this thesis reviews and describes the kinds of studies that are evident in the field. Most of the recent studies have been analysed and synthesised to provide a justification for this research gap and also for the capacity of the research methodology to explore the problem in greater depth by getting to the point of having students say what triggered them to break their silence and to have teachers explore their pedagogy through video stimulated interview to explore more deeply.

3.3 Research on adult student silence

Research on adult student silent come in different definitions. MacIntyre, et al., (1998, cited in Yasuda & Nabei 2018, p. 907) defined willingness to communicate (WTC) as a “readiness to enter into discourse at a particular time with a specific person or persons, using L2”. WTC is seen as a coping strategy for students at lower levels of proficiency in CLT settings., (p. 150). The researchers claimed that:

WTC represents the intention to speak or to remain silent that can be considered the most immediate determinant of L2 use, reflecting the culmination of a variety of proximal influences (in particular state anxiety and perceived communication competence) and distal influences, including personality traits such as extraversion. MacIntyre, et al., (1998, cited in Yasuda & Nabei 2018, p.907). [Wood] investigated the dynamics between WTC and L2 speech fluency using the idio-dynamic method with 60 Japanese participants interacting with an English native speaker. The dynamics were complex, with WTC shifting due to cognitive, affective, and linguistic factors. Participants demonstrated dynamic levels of WTC influenced by factors including cognitive skills of speech production (e.g., item retrieval), linguistic competence (e.g., vocabulary and uncertainty about accuracy), and affective state (e.g., self-monitoring, negative self-assessment/self-efficacy, anxiety). The cognitive, affective, and linguistic variables were found to interact with and influence one another, triggering changes in WTC levels (Wood 2016, p. 200).

The qualitative study by Yates and Nguyen (2012) found support for the silent period. They explored “the context of the meaning of behaviour” (p. 25) by focusing on student experiences rather than what happens when students are silent. Their qualitative semi-structured interviews with ten Vietnamese postgraduate students found that they felt annoyed “when a compatriot spoke in class” (p. 28) because they

felt that when they attempted a long lengthy sentence with ‘bad’ English and dared to make a lengthy contribution to class discussions they felt tension, “concluding that it was inappropriate to oblige classmates to listen” (p. 28) to students with low proficiency. They found that the embarrassment of active speaking caused tension in class. Silence was attributed to students who belong to cultures that “favour expert discretion over novice [student] talk” in class (Yates & Nguyen, 2012, p. 1) and a cultural connection of “deference” given to silence, a view in which the metaphorical sense overrides the literal meaning, according to Ollin (2008, p. 266). Had a VSR data collection method been used during lessons a more insightful understanding, revealing more about the social aspects of silence for students and their teachers may have been gained.

Yates and Nguyen’s (2012) work supports Krashen’s research and suggests that the silent period should be allowed for all language learners without the pressure to talk in lower-level language classes.

These include a mixed methods case study, Nakane in (2005) explored the views of 19 Japanese students in higher education through semi-structured interviews, and the views of 34 teachers through a 30 item questionnaire in addition to the analysis of video and audio recordings of students’ silence, gathering both qualitative and quantitative data (Cresswell, 2009). The study confirmed that 15 out of 19 (78.9%) Japanese students said their classrooms were silent. Even though this study had a focus on social aspects of silence, the results indicated that most participants experienced “second language anxiety” Nakane (2005, p. 14). They were found to use silence as a face-saving strategy to avoid having to communicate in English when it was seen as a “risky act” (Nakane, 2005, p. 8), which suggests that in a CLT interactive learning environment both anxiety and the need to save face may be prevalent. This study

allowed the exploration of the cultural aspects of silence in relation to face-saving rather than exploring other aspects of a ‘silent period’.

Liu’s (2002, pp. 37-38) ethnographic multi-case study of 20 Asian students studying in America found that silence was a common behaviour in five major categories; (1) prior learning mental readiness, (2) pedagogical factors that included teaching style and participation course requirements, (3) the affective filter that affects student anxiety and motivation, (4) sociocultural factors such as face-saving and showing respect by listening and (5) linguistic factors such as proficiency and accent. He noted that ELICOS classes regard silence as common and problematic (Liu, 2002, p. 37).

Ollin (2008) used a phenomenological research approach to explore what silence means to teachers in higher education in England . Teachers in this study reported that silence was not a part of their teacher training. Twenty-five teachers in that study claimed that there needs to be “silent pedagogy” (p. 269), and that CLT emphasises oral participation to meet the requirements of industrialisation. The study emphasised that student silences are important in higher education, claiming that the “technicist approach” to teaching and learning (p. 265) is not an effective pedagogy. The study reported that teachers felt the need for ‘silence’ in the classroom when demonstrating complex thinking among students with advanced language skills. Ollin (2008, p.278) correlates her findings with Vygotsky’s (1978) work on inner speech and argues that adult students “verbalise implicitly and do not necessarily need to vocalise”, concluding that silence is a necessary tool for critical thinking in higher education.

Yasuda and Nabei, (2018) explore the language anxiety of Japanese EFL learners and its effect on their willingness to participate. The mixed methods study

explored 194 Japanese EFL undergraduate language learners in Japan. They found that learners had various negative impacts on a broad range of second language learning. They concluded their study by adding that “preparation and positive thinking are effective coping strategies on language anxiety”. They further emphasised that longitudinal studies need to be adopted to explore the effects of ‘coping strategies’ in greater depth. They argued that more research in this area exploring for a “few months”, at a minimum, should be conducted to train learners for coping strategies, and to measure the change of language anxiety (p. 912). They expressed that learners should have preparation time and positive thinking as an effective tool that would enhance learning. Ultimately, the researchers insist that learning processes would be less likely to be impeded if research could be conducted in classrooms.

In this study to explore silent episodes with regards to the CLT pedagogical approach in the initial phase of language learning, a video stimulated interview approach was employed such as in the Carter and Henrichsen (2015) study which allowed a student and/or teacher to explain the learning episode where silence was evident and they found that most of them were stressed. Remedios et al., (2012) conducted a two-year ethnographic study of international higher education students’ learning experiences using VSR of tutorials. Results showed that students did not attribute their silence to a “passive position and failure to learn” (p. 212). They viewed the pedagogical experience as having a “clear bias towards talk over listening” (p. 337). All students said that the pressure to talk when they felt under-prepared had taken a negative toll on their learning. It was concluded that “listening to learn and learning to listen are viewed as powerful methods of learning in any context” (p. 347). This study justifies the need for a VSR method to assess what happens during students’ silent period.

A third study by Kim et al., (2016) explored silence in Japanese higher education classrooms using a survey of two open-ended questions. They found both students and teachers were not informed about silence and its connection to learning. They were asked how long they waited for a student to respond and when students talked in class.

The literature on 'wait-time' for a response was almost evenly divided between either greater than or less than one minute. The results suggest that there is a relative and subjective nature to time and a tolerance level that may be related to a person's demeanour (patient or impatient) when a question is asked, and a response is expected (Walsh 2006, p. 442). However, if this study had used methodological design that was able to explore what happens during silence it would have been more valuable to inform and improve language learning.

A further challenge of silence is outlined in King's (2018) exploration of classroom silence using qualitative research. Using the methods of gateway and observation, supported with a questionnaire and interviews, through classroom observation, this study examined students' perceptions of social power and its effect on oral participation. King claims that student silences in higher education are in response to unequal power (p. 285). Overall, this study is another qualitative method that explores why students are silent as opposed to what happens during their silence. Her study concluded that student silences were the result of complicated issues and not just social power (King, 2018, p. 298). She emphasises that there is not just one issue connected with their silences and raised the issue of intelligence.

Baktash and Chalak (2016) believe that oral participation in language learning practices and curriculum enhances adult language learning. Given communicative language learning experiences best support oral participation when they are embedded

in realistic tasks requiring active participation (Hymes, 1972; McFarlane et al., 2002), it is not surprising that students who lack the level of proficiency to carry out the tasks remain silent. Similarly, if teachers practice an 'English only' philosophy (Fritschner, 2000; Gunderson, 2011; Larsen-Freeman, 2018) low proficiency students will be silent. Only teachers who can adjust and adapt their level of English language use to an enabling level to facilitate low English proficiency students' oral participation will be successful. However, most language students choose to be silent in lower-level EAL classes and only a small proportion of students actually participate (Fritschner, 2000) and so others typically just listen. However, the CLT approach can be quite biologically counterintuitive for new language learners with no language data to produce talk. Students do not know how to formulate language at the lower proficiency levels, but this tends not to be acknowledged in theory or practice, and thus remains a nebulous concept. Besides, silence can be critical for lower-level students in pre-intermediate classes as they cannot linguistically compete due to low levels of English, and so cannot fulfil the requirements of CLT.

Soo and Goh (2013) examined 78 University students who were studying English for 12 years. Their mixed-methods study aimed to find out whether students' silence was due to high and low reticence, (a word used synonymously with silence) in this SLA. Their findings show that the students were particularly silent because they had issues with delivery skills and anxiety. They concluded their study by recommending teachers create a more comfortable atmosphere before encouraging students in interaction. They further suggested that when teachers adopt the CLT approach, they clearly identify the aims and then teach to overcome any student anxiety.

As mentioned earlier, there is a body of literature on willingness to communicate (WTC) that supports students' autonomy to speak or to stay silent. This model is defined as "a readiness to enter into discourse at a particular time with specific person or persons using an L2," (MacIntyre et al., 1998, p. 547). The model is concerned with adult L2 learners who should have the freedom to start talking when they choose to in a given classroom. Even though teachers are considered key figures who can affect teaching and learning of L2 in a classroom environment, particularly where encouraging talk in classes is concerned, this model suggests that there is student readiness that affects student's willingness. Research undertaken by Rowe (1974) shows that teacher's wait-time after asking a question is less than 30 seconds in adult language classrooms. Rowe's study typically shows that teachers do not give enough time to wait for a response, undermining the fact that L2 student responses at lower levels may take more time for students to articulate a sentence given the fact that they are still in the process of learning the language. This model is more concerned with the social, cognitive consideration that factor in student's contribution in class. MacIntyre et al. (1998) also suggest that this model should be taken into consideration when planning curriculum and instruction for EAL.

A quasi-experiment by Kamdideh and Barhestehteh (2019) on 60 females who had low English proficiency levels studying in Iran showed improvement in WTC after they were given more wait-time. They used pre and post surveys after the treatment, and the experimental group included more wait-time than the control group. After the treatment phase the WTC survey showed that students in the experimental group were less silent compared to the control group. The findings of this study showed a strong relationship between wait-time and willingness to communicate. The study found that increasing wait time gave lower-level language students more

opportunity to reduce their apprehension. Another interesting aspect of this study is the methodological approach whereby the students were surveyed and tested for answers rather than interviewed.

Another study by Lee and Drajati (2019) explored informal digital activities and its effect on language learning. They collected data through a questionnaire in an Indonesian university from 183 adult Indonesian students in an EAL context. They examined receptive and productive Integrated Development and Learning Environment (IDLE) online activities to see if it was an effective learning mode. Informal IDLE activities do not require students to talk as it is a platform where students can be idle/silent, eradicating speaking anxiety which the researchers explored if anxiety was connected to WTC. The findings of the study suggested that student's IDLE engagement in second language engagement increased their motivation and WTC. The researchers claim that the findings of this study can contribute to the current understanding of IDLE and a "second language communication behaviour which can contribute to bridging the interdisciplinary gap between computer assisted language learning, second language acquisition, and psychology" (Lee & Drajati, p. 168).

Walsh (2006) conducted a study using the teacher research based 'self-evaluation of teacher talk' (SETT) framework when interviewing teachers teaching at pre-intermediate levels. He purposefully used SETT which enabled teachers to analyse their own communication in class with teachers who had at least five years of experience. "Teachers made a series of 'snapshot' (5 to 6) recordings of their own lessons (each lasting about 15 minutes); analysed their recordings by (a) identifying modes and (b) transcribing examples of interactional features using the SETT grid; finally, they discussed their evaluations with the researcher in a post-evaluation

feedback interview”(p. 134). The study aimed at understanding L2 classroom interaction competence by probing into teachers’ rhetoric and metacognitive processes in relation to their teaching goals. This study has found that by designing research tools based on teachers’ practices, the ensuing frameworks can assist teachers with their class pedagogical interactions. This study aims at adopting the same methodological frame in order to understand the teacher governed classroom dialogic interactions to identify the circumstances of silence and assess their understanding of it through their practice.

Another study by Edwards (2018) adopted a qualitative case study methodology to develop a rich, holistic picture of the teachers’ experiences of the English Australia AR program and its impact on the ELICOS sector to date. The study involved three phases, of 16 teachers who participated in the first few years of the program. An online survey (n=16), follow-up interviews (30 mins) (n=10) Language Intensive Courses for Overseas Students (ELICOS) context which explored teachers’ experiences and their managers’ perceptions of teacher participation in the Cambridge Assessment English/English Australia Action Research in an ELICOS program. Despite previously reported benefits for teachers’ professional development as a result of action research participation, the study found that some current tensions may be limiting the potential and sustainability of the English Australia Action Research program for the development of teachers, ELICOS centres, and the sector as a whole. The important influence of certain tensions around the teachers’ development is also clearly evidenced, despite the study involving a relatively small selection (n=21) of teachers who have participated in the English Australia AR program to date (n=90). Under conducive workplace conditions, teachers are supported, recognised, and empowered as knowledge-creators after engaging in the AR program. However, the

dataset indicates quite a few ‘lost’ opportunities for some of the teachers and centres involved, so there is scope for navigating the tensions by implementing the suggestions made throughout their paper.

Bernales’ (2016) similar research involved a mixed methods study which presents an alternative look at classroom participation by investigating the relationship between second language (L2) thoughts and L2 speech in German as a foreign language learner in a language program in the United States. The study was conducted at a large mid-western research university in the United States. Participants included all 16 students in an intact third-semester German class, including seven males and nine females ranging in age from 18 to 24. They were all L1 English speakers in their first, second, or third year. The four first-year students had taken German in high school and were placed in the third-semester German course. The rest of the students had taken two semesters of German at the same institution. This course was selected for two reasons: first, there was not an explicit L2 only teaching policy, thus allowing students to participate – or not – in either English or German, and second, students at the low-intermediate level would be able to participate orally in the L2 in most classroom interactions. Descriptive information that was obtained from participants’ responses to the three survey questions, they found that on average, students reported spending 2/3 of their thinking time, small-group speaking time, and full-class speaking time in the L2.

A study by Baktash & Chalak (2015), explored a mixed method study to investigate the extent to which students experience reticence in the EFL classrooms and to understand the contributing factors of reticence. Reticence in the literature is synonymous with silence (Soo & Goh, 2013). The participants were 104 Iranian undergraduate male and female EFL students, who enrolled in listening and speaking

courses, all majoring in English and studying at Islamic Azad University in Iran. To collect their data, they adopted a Reticence Scale-12 (RS-12) questionnaire was used to measure the level of reticence consisting of six dimensions (anxiety, knowledge, timing, organisation, skills, and memory) was administered to the participants. The statistical analyses showed that the reticent level was high among the Iranian EFL undergraduate students and their major problems were feelings of anxiety and delivery skills. Moreover, the results revealed that factors such as low English proficiency, the teaching method, and lack of confidence, contributed to the students' reticence in Iranian EFL classrooms. It can be implied that language teachers' awareness of learners' reticence can help them choose more appropriate activities and provide a friendly environment, enhancing more effective participation of EFL learners. The findings may have implications for EFL teachers, learners, and policy makers.

Miri & Qassemi, (2015) conducted a conversation analysis methodology in order to understand the ways that teachers' planned or unplanned in-class teaching approaches affected learners' oral participation. Their results showed that "extended teacher turn, limited wait-time, extensive repair, and teacher echo erected some obstacles in the way of learners' participation and consequently minimised interactional space" (p. 159). They were curious to know if teachers were minimising or obstructing learning opportunities for students in an EFL context. The researchers found that the non-existence of many detailed interactional features of teachers such as "referential questions, learner-initiated interaction, content repair and extended wait-time as opposed to predominance of display questions, excessive teacher turn as well as extended repair on accuracy might demonstrate a ritualised teacher behaviour with a lack of competency or/and awareness of interactional competence" (p. 159). Their study highlighted that teacher classroom behaviour in the Iranian context are

“majorly teacher-fronted through which they tended to manage all learning stages, such as, topic management, turn-taking, repairing, mode shifting and terminating conversation” (p. 159). They concluded that bilinguals were disadvantaged in language learning because they were not given practice “space through multiple intended or inadvertent teacher classroom talk and decision making, such as turn completion, extensive teacher talking time and repairs, a more dialogic approach otherwise was passed unnoticed” (p. 156) showing that their silent period is not addressed. Furthermore, they argue that the lack of “classroom context mode debilitates learners’ expressions of personal feelings and ideas but focusing on practice of linguistic forms as well as translation, can be regarded of the factors resulting in minimising students’ participation and consequently learning opportunities in Iranian EAP context” (159).

One recent book by King and Harumi (2020), explores silence from the East Asian perspectives in English language education. They advise researchers to undertake more methodical studies in the future. They say that more psychological factors need to be investigated, to explore the multilayered meaning of silence.

3.4 Conceptual framework

According to Fain (2014, cited in Green), a definition of a theory is a set of “systematics interrelated concepts used to understand a nature of a things (p. 6). “A concept on the other hand is used to build up to a theory taken from concepts of different theories” (Green, 2014, p. 6). This research underpins the concept of the silent period. This study is based on three interrelated frameworks for researching silence in pre-intermediate EAL classrooms:

1. Understanding of adult second language acquisition (SLA) in relation to silence,
2. Social constructivist views of EAL pedagogy; and
3. Reflective think aloud protocols in classroom interactions.

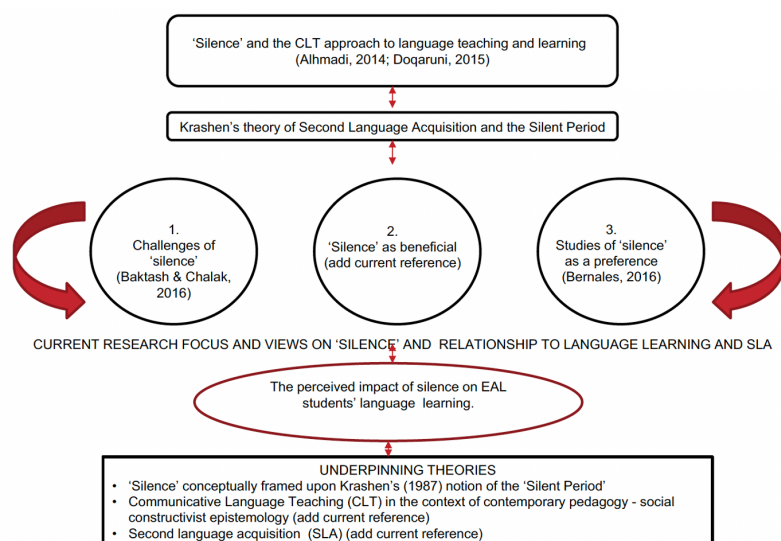


Figure 3.1: Research conceptual framework for the study

Figure 3.1 shows the study's theoretical underpinnings that essentially consider Krashen's (1982) notion of the 'silent period' as behaviour generally exhibited in the initial phase of language acquisition by language students. This study is conceptually framed on the neglected The 'silent period' which is a concept in Second Language Acquisition (SLA) theory defined as a behaviour exhibited generally when children build language competence through listening in the initial phase of language acquisition (Krashen, 1981), a concept later applied to adults (Krashen, 1982). A sociocultural view that believes it happens when language learning matures and inner silent thinking occurs (Vygotsky, 1962) and alternatively b), it occurs in the initial

stage of language learning to internalise language input called the silent period (Krashen, 1981).

Contemporary approaches to pedagogy rely on social interactions explained in social constructivist theory in relation to communicative language teaching (CLT) recognising theories of second language acquisition. The conceptual framework also acknowledges the need to explore both the impact of silence on students' language learning and the impact of CLT/social constructivist pedagogy on students' language learning, which emphasises students' communicative interactions, with particular emphasis on students whose English language proficiency is at the pre-intermediate level (Saglag, 2014). It is often noted that students are silent in problematic and challenging ways, which is especially challenging for teachers teaching these lower-level language classes (Carter & Henrichsen, 2015). Students' reluctance to participate is described as "silence" in the applied linguistic literature (Sawir, 2005) and it is usually defined as low willingness to communicate or participate in general (Alhmadi, 2014), regardless of their very low proficiency. The analysis frameworks are SETT and social constructivism.

3.5 Chapter summary

As this chapter indicates, EAL students' silence in higher education can be related to a variety of issues that span language proficiency levels, linguistic, cognitive and cultural considerations and teachers' pedagogical approaches. A review of research methodologies highlights the need to design research that is able to discover students' perceptions of the nature and quality of their silent time and also teachers' beliefs about 'silence' and how they accommodate it in their pedagogy to take the research in the field forward. In particular, the review suggests that research that uses

VSR of EAL learning episodes to investigate students' and teachers' perceptions would provide a useful in-depth study. There is a need for a 'think aloud' method which allows students to reflect on silent mental computation and not on behaviour and feeling. For example, if the interviewee had shown a recording of a student concentrating and making notes the responses may have provided deeper insights and connected their views on silence to learning and not intelligence. The next Chapter 4 is the methodology chapter, it explains the research design and methods adopted for data collection and analysis.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter explains the research design and methods adopted for data collection and analysis. The chapter has nine sections: 4.1 introduction, 4.2 research framework, 4.3 research design, and 4.4 research instruments. The chapter continues with section 4.5 outlining the data collection method, then follows with 4.6 data analysis, 4.7 issues of validity and triangulation of data. The last sections comprise 4.8 Limitations and 4.9 is a summary of the chapter.

The previous chapter looked at the literature on student silence and teacher talk in SLA and outlined the conceptual framework for this study. As seen from the conceptual framework, previous studies have pointed to multiple approaches regarding adult English as an additional language (EAL). Research methodologies formerly applied have shaped language teaching and learning approaches in SLA. As evident from the literature review, researchers see silence as an impediment to language learning (Reza, 2015) and do not connect it to proficiency silence. Proficiency silence is experienced during the silent period. Thus, in reality, students appear to have insufficient vocabulary available to interact in lower-level classes. The effectiveness of contemporary social constructivist CLT approaches in relation to non-proficiency silence is a gap unknown and yet to be addressed.

The research gap in this study is well documented from findings in the literature. This study investigates students' experiences at pre-intermediate levels and explores the manifestation of silence during lessons. There is an evident need to

understand teachers' ways of class communication and its influence on the proficiency silence. In order to explore adult student silences in lower language classes, it is important to adopt a methodology that looks at their language learning experiences as beginners as well as teachers' approaches to teaching this particular level.

This study adopts a methodology that caters for this, so teachers can be aware of how they use language as a tool to manage and engage lower-level learners who do not have high levels of English in pre-intermediate classrooms. It is well known that discourse in the classroom could possibly lead towards or limit language learning. Basically, classroom discourse can give an understanding of teacher talk and see if it contributes to classroom proficiency silence in lower levels. As the literature has identified, teacher education is not level-specific in EAL, and there is no teacher training for level-specific student needs. The conceptual framework below outlines this in detail.

This research is underpinned by the concept of the silent period. This study is based on three interrelated frameworks for researching silence in pre-intermediate ESL classrooms:

1. Understanding of adult second language acquisition (SLA) in relation to silence,
2. Social constructivist views of EAL pedagogy; and
3. Reflective think aloud protocols in classroom interactions.

4.2 Research framework

The research problem highlighted in Figure 4.1 is informed by a particular world view of “a basic set of beliefs that guide an action” (Guba, 1990, p.17) and determined the research approach in this study joining aspects of “philosophy, research design and specific methods” (Creswell, 2014, p.5).

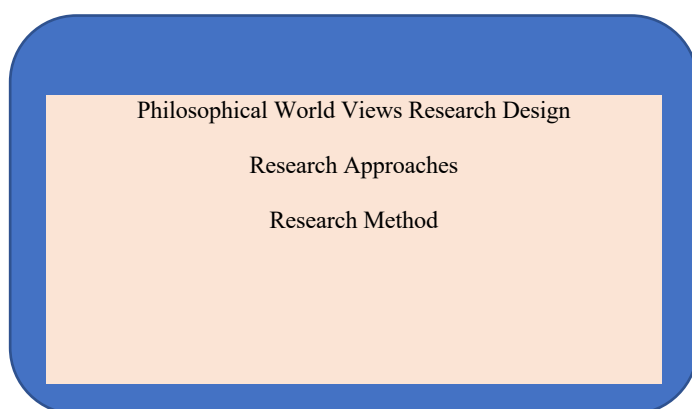


Figure 4.1: Framework for this research

Note: Reprint from Creswell (2014, p. 5).

From the four world views of constructivism, transformativism, post-positivism and pragmatism, the constructivist approach was adopted as it utilised more qualitative data than quantitative. From the three categories of constructivist approaches: social, cognitive, and radical constructivism, social constructivism was chosen as is common in SLA and in educational research. A cognitive constructivist approach was also taken, although not often used in language learning and teaching, because it has its foundations constructed on ones’ own experiences with the use of VSRI and not through information provided nor through social interaction (Creswell, 2014). While this category seems counterintuitive, the literature chapter identified the gap in social constructive approaches. As outlined in the introductory chapter, social

interaction with many teachers gives rise to the prospect that adult students are silent on account of a cultural disposition that has proven problematic in terms of student learning.

In this study I have realised that knowledge is the product of constructive processes and reasoning. Silence has a contextual meaning which can change depending on how it is put forward and where the action takes place. And in this study, it is not indifferent. For example, in an advanced level classroom, silence may be a sign of higher thinking and planning before writing, hence the need for mixed methods.

4.3 Research design

The reason for doing social research is to understand the social world around us, investigating theories of what has been researched and how it has been interpreted. The problem at the centre of this research is EAL students' silence in higher education English classes. EAL students' silence in higher education is related to a variety of issues that are tied to language proficiency levels, linguistic, cognitive and cultural considerations and teachers' pedagogical approaches. A review of research methodologies highlighted the need for a research design flexible enough to discover students' perceptions of the nature and quality of their silent time and how it was overcome. Also teachers' beliefs about 'silence' had to be established to see how they would accommodate it in their pedagogy, which would take research in the field forward. In particular, reviewing methodologies suggested that research that uses video stimulated interviews of EAL learning episodes to investigate students' and teachers' perceptions provided the opportunity for an in-depth study of the identified problem. For example, when observations show a student concentrating and making

notes, richer data would be obtained from deeper insights into student silence to learning:

1. a more comprehensive account of silent behaviour being researched,
2. clearer links among unlike methods and different kinds of data,
3. three worthy uses of aiming triangulation, and
4. a real-world problem focused approach to research.

The survey data (both quantitative and qualitative) were needed to shed light on how advanced students saw their early learning experience and how they broke their silence to give an understanding of the much-neglected silent period, while the qualitative video stimulated interviews with teachers contributed to research on teachers' understanding of lower-level adult silent students, as a means of contributing to teacher development on how to accommodate the silent period (Krashen, 1982). The option to construct more substantial and meaningful results predominantly underpinned the choice of the mixed methods approach for this study. The question of silence in the classroom is a complex inquiry with a multitude of aspects to explore socially and biologically. In this study, the surveys were designed and developed for the quantitative phase. Video stimulated interviews were used for the qualitative phase. The instruments for both methods revolved around the core issues of silence and complemented each other in achieving all of the study objectives.

Mixed methods will allow both qualitative and quantitative ways to explore the research questions which emerged from the problem highlighted in the literature.

The mixed-methods approach which is increasingly used worldwide combines both qualitative and quantitative methods, through collecting, analysing, and integrating qualitative and quantitative data (Creswell, 2014).

A case study approach is also commonly used to investigate real-life cases to explore depth and complexity (Yin, 2014). Research methodologists have recommended combining qualitative and quantitative approaches in conducting case studies and have proposed a mixed methods case study as a complex design for studying phenomena (Creswell & Plano Clark, 2018; Yin, 2014). A mixed methods case study is a type of research that “locates the observer in the realm in order to study things in their natural classroom settings, attempting to make sense of, or construe the problem in terms of meanings people bring to them” (Denzin & Lincoln, 2000, p. 3). “Case study has a tradition of collecting multiple forms of data – qualitative and quantitative – to gain a more complete understanding of the case” (Guetterman, & Fetters, 2018 p. 1). In this research, this approach allowed elaboration through multiple forms of data on the role of silence in adult language learning especially in lower levels where students do not have enough English language to speak. The study has added new insights into social constructivist epistemology.

Although mixed methods had not been popular among researchers, in social sciences it was introduced by Campbell and Fisk (1959) as they wanted to explore the validity of psychological traits through various research systems in order to examine the triangulation of different approaches. They argued that every method has its limitation and the way to reduce limitation and bias is by using mixed methods. Consequently, they developed the types of inquiry outlined in Table 4.1. Creswell (2009) argued that despite the common elements of mixed methods, the design allows text analysis as well as interpretation of data across different formats.

In this research, the teachers’ interviews combined with qualitative and quantitative approaches, allowed elaboration of the role of the silent period in adult language learning, especially in lower levels through rigorous analysis by using

Walsh's (2006) SETT Framework (see Appendix B), to investigate teacher-students interactions/turn-taking/silence. The outcomes of the analysis informed the design of Video Stimulated Interview (VSI) (see Appendix C, where a preliminary draft is provided) so that the teachers and students could comment on the reasons for their behaviour. The next section explains the method of stages of data collection and alignment of data in response to the research questions.

4.4 Research instruments

This section explains qualitative and quantitative instruments used to collect data. The study has three phases as outlined in Table 4.1 showing the instruments, participants, and features of information collected

The partially mixed concurrent equal status design or triangulation of multiple forms of data (see Table 4.1) was considered the most appropriate design for this study.

Table 4.1: Data collection summary

Stages	Instruments	Participants/tools	Information sought
Phase 1	Survey	148 Competent Bilinguals	Post feeling of silence
Phase 2	Walsh's (2006) SETT Framework	Classroom video	The features based on Walsh's SETT Framework, to locate teacher/student interactions and related key pedagogical points
Phase 3	Interviews	Five teachers	Video stimulated teacher responses

4.4.1 Survey

Table 4.1 shows the summary of phases of data collection. The word ‘phase’ is synonymous with steps. Surveys or questionnaires are a commonly used data collection instrument that obtain self-reported data. Using surveys, researchers can extract information “about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants” (Christensen et al., 2008, p. 170). Surveys/questionnaires can be used to obtain both quantitative and qualitative data and are suitable for mixed methods studies (Dörnyei & Murphey, 2003). Survey scales are excellent for measuring attitude (Croasman & Ostrom, 2011). Since silence is an adult learner attitude, in this study a survey was used to elicit responses from bilinguals about their past experiences of breaking silence as beginner learners of English.

A Likert based survey was used to extract quantitative and qualitative data. The Likert scale allowed the advanced bilinguals to provide a general assessment of their past experiences. The Likert nature of the scale in the range one to five enabled the participating bilinguals to choose the number that best matched their perspective (Croasman & Ostrom 2011). The five-point Likert scale ranged from ‘very often’ (5) to ‘never’ (1), was used for participants to respond to 48 survey statements.

In this research, the survey collected both quantitative and qualitative data from 148 advanced bilingual learners of English (see Appendix A). The survey was conducted using a LIME survey tool as an online platform at USQ to collect data.

The survey was adapted from Soo and Goh’s (2013) research into adult EAL students’ reticence to speak. Items were randomly listed to avoid bias, with underlying concepts represented by similar meaning pairs of items. Soo and Goh (2013) surveyed 78 sophomores (alumni) students aged from 21 to 23 who were learning English as a

second language. The study employed a reticent scale of 12 which was a shortened version adopted from Kelly, et al. (2007), a version of the reticent scale in (Keaten, et al., 2007) as a part of their data collection. The reticent scale (Likert scale) measured the reticent level in mainly “six areas such as feeling of anxiety, knowledge about the topic, timing skills, organisation of thoughts, delivery of skills and memory” (p. 67).

Keaten et al., 1997, cited in Soo and Goh (2013) stated that the reticent scale is:

more trait-like than a situational instrument to measure reticence in a social conversation context. This is a fundamental tool utilised to identify students with the tendency of having silence. By identifying individuals with skill problems in the social context or situations, this measure is useful for screening reticence for research and treatment purposes. The questionnaire or self-report allows respondents to reflect on their behaviour more generally, rather than being restricted to how they performed in a specific interaction (p. 68).

The results of that study found that 60 students were silent despite being in advanced stages of their language skills and 18 students were low in reticence, confirming that a significant number of students experienced reticence in EAL.

To measure adult students' silences in this study, it was adapted using past tense to apply to the Competent Bilinguals who had already achieved proficiency in English as their second or foreign language. Additionally, a frequency scale was used instead of the agreement scale of the RS-12. Thus, the same dimensions were applied in this study to explore these adult students; silences and their connections to their progress in their English L2 language learning.

4.4.2 Walsh's (2006) SETT Framework

Walsh's (2006) self-evaluation teacher talk (SETT) was used as a framework to guide Phase 3 of the study; the interviews. Table 4.2 is snapshot of this guiding framework. Walsh's (2006) SETT Framework focuses on how teacher talk changes depending on the pedagogical purposes and the classroom context. According to this framework different interactional features are shaped by pedagogical goals in the classroom. These interactional features are: scaffolding, direct repair, content feedback, extended wait time, referential questions, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions, and form-focused feedback.

Table 4.2: Walsh's (2006) SETT Framework

Interactional feature	Description
(a) Scaffolding	(1) Reformulation (rephrasing a learner's contribution) (2) Extension (extending a learner's contribution) (3) Modelling (correcting a learner's contribution).
(b) Direct repair	Correcting an error quickly and directly.
(c) Content feedback	Giving feedback to the message rather than the words used.
(d) Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
(e) Referential questions	Genuine questions to which the teacher does not know the answer.

(f) Seeking clarification	(1) Teacher asks a student to clarify something the student has said. (2) Student asks teacher to clarify something the teacher has said.
(g) Confirmation checks	Making sure that teacher has correctly understood a learner's contribution.
(h) Extended learner turn	Learner turn of more than one clause.
(i) Teacher echo	(1) Teacher repeats a previous utterance. (2) Teacher repeats a learner's contribution.
(j) Teacher interruptions	Interrupting a learner's contribution.
(k) Extended teacher turn	Teacher turn of more than one clause.
(l) Turn completion	Completing a learner's contribution for the learner.
(m) Display questions	Asking questions for which teacher knows the answer.
(n) Form- focused feedback	Giving feedback on the words/syntax used more than the message.

The SETT Framework is often used for teacher self-reflection purposes; however, it can also be used as a guiding framework to understand teacher/student interactions in other contexts (Walsh, 2006). In this study, the framework was used to analyse a publicly available YouTube video of a pre-intermediate classroom. Table 6.2 in Chapter 6 outlines the interactional analysis of the features of Walsh's framework in relation to the YouTube video. The video was used to analyse

interactional features in Phase 3 of the study, the interviews. Features were highlighted at each point in the lesson and when the interviewees pointed out different features in the SETT Framework. This strategy helped to tie together the theory of the key, the analysis of the lesson, and the interviewee's observation.

4.4.3 Video stimulated interviews

The third instrument used to conduct the final stage of this research was semi-structured interviews. As identified by Yin (2014), interviews are one of the most important sources of information for case studies. Interviews are particularly useful when collecting qualitative data as they help with collecting pieces of information regarding the participants' experiences (Yin, 2014). Video stimulated interviews (VSI) were used where draft interview questions were formulated to guide the interviews.

Video stimulated interviews (VSI) is a suggested data collection technique in studying educational contexts. It helps provide researchers with a rich and in-depth knowledge of classroom dynamic (Goldman et al., 2014). Using this technique, the researcher had the chance to look into the interviewed teachers' perceptions of the interaction between the teacher and students in the video. As mentioned in the previous section the interviewed teachers were required to watch a video of a pre-intermediate language learning classroom on YouTube and were then asked questions based on the classroom interactions. At certain points, the video was paused to initiate discussions on certain interactional features occurring in the video. In this study, the interviews were used to obtain data based on the experiences of the five teachers who were interviewed in this study using Zoom. Due to COVID-19 lockdowns throughout Australia in 2020, conducting face-to-face interviews was not possible. The teacher

interviews gave the chance for them to share their experiences freely within the set framework of the discussion. Interview questions can be found in Appendix C.

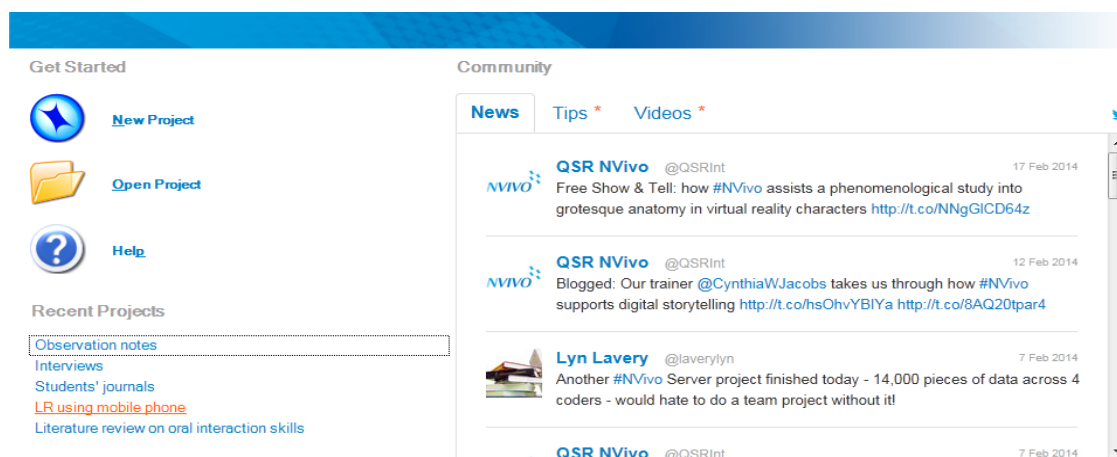


Figure 4.2: Instruments of qualitative data

Figure 4.2 shows the computer program NVivo. This program was used mainly to group data and highlight themes. The transcribed interview documents were uploaded and then the occurrence of certain words was counted and developed into nodes.

4.5 Data collection

Data collection for this research involved three stages. The first stage included conducting a survey with 148 advanced level Bilinguals Participants (**Group 1 – Stage 1**, Competent Bilinguals) at the University of Southern Queensland College. **Group 2 –Stage 2** involved the analyses of a publicly available YouTube video of a pre-intermediate class using Walsh's (2006) SETT Framework (done by the researcher of this present study, Gail Ekici). **Group 2 – Stage 3** is the Teacher interviews using the

same publicly available video. Table 4.3 shows the stages of data collection and their alignment with research questions.

The video was drawn from National Geographic Learning and well recognised education publisher Cengage Learning and was also supported by the British Study Centres School of English. Entitled “Class observation using Life Pre-Intermediate”. It represented a typical lesson for this level and had almost 50,000 views with positive comments reflecting an acceptance in the TESOL field internationally. <https://youtu.be/mlrhVPdQuu0> Much research and consultation took place to identify a videoed lesson, including consultation with experts in the field and search of USQ video library. I reiterate also that owing Covid-19 face-to-face classes were not available such that this alternative approach was substituted.

Table 4.3: Stages of data collection and alignment of data in response to the research questions

Stages	Stage 1	Stage 2	Stage 3
Data Collection	Group 1 Advance level English speaking Competent Bilinguals	Group 2 data collection through Analysis of a lesson of a publicly available video using Walsh’s SETT.	Group 2 data collection via
Instruments	47 question Survey to explore their past experience of breakthrough re silence		Video Stimulated Interview (VSI).
Sample sizes	N1= 148 Competent Bilinguals		N=5 teachers Data checking with participants
Duration	20 minutes		One-hour Interviews

			Duration 60 minutes
Research Questions			
RQ	What happens in an EAL pre-intermediate classroom when students are silent in Communicative Language Teaching settings?		
RQ1	How do language learners perceive their silent behaviour?		
RQ2	What triggers initial talk among learners who have been silent in the early phase of their learning?		
RQ3	How do teachers perceive language learners' silent behaviour in pre-intermediate classes?		

4.5.1 Group 1 – Stage 1 data collection

The research began with a short online survey (See Survey, Appendix A) that gathered data from 148 advanced level EAL students who had potentially experienced the silent period, to identify their views on the circumstances of their breakthrough. The reason why Competent Bilinguals are called advance level is because they have 'advanced' in speaking the language and also in ELICOS they are also known as advance level students. A snowball technique was applied beginning with the students at USQ College (an English Language Intensive Course for Overseas Students, ELICOS). Snowball sampling is an established method of sample selection to ensure a reasonable sample size. In this type of convenient sampling, the researcher makes contacts with a number of potential participants, using them to find other potential people suitable for the topic of study (Bryman, 2016). For the purpose of this study, a group of advanced bilinguals were first contacted, they then were asked to share the survey with other advanced bilinguals that could potentially participate in the study.

Data collection from the survey distributed through a snowball technique did not add a burden of data analysis except for the open-ended questions. This part of the survey contained the 12 items originally of the Reticence scale-12 (RS-12) (Soo & Goh, 2013). An additional four items (questions are added to the reticent scale) were added and is called reticent scale to the set to better measure the dimensions of knowledge, timing, and delivery skills. This comprised a total of 16 items which were adapted so that the Competent Bilinguals were asked to think back about their time as a beginner, when they were learning English as a second or foreign language in class, and respond to how often they behaved in the ways described using a Likert scale format. A LIME survey was provided for the collation of the frequency responses The survey was designed using the online LIME Survey tool at USQ. The survey results provided the researcher with a greater depth of understanding around the circumstances that triggered silent students' breakthrough. It also provided the opportunity to conduct follow up stages (see Survey Appendix A).

4.5.2 Group 2 data collection

The second group comprised a purposive sample of five teachers of EAL and the data were collected in two stages – Stages 2 and 3. In the first stage (Stage 2), the video lesson transcript of the dialogue as mentioned earlier was analysed by the researcher using Walsh's (2006) SETT Framework (see SETT Appendix B), to pinpoint features when analysing data. The outcomes of the analysis informed the design of video stimulated interview questions in Stage 3 (see Appendix C, where a preliminary draft is provided) so that the teachers could comment on the reasons for their silent behaviour.

Their responses in the VSIs also allowed them to comment on the class atmosphere and raise other related issues. The SETT Framework is a tool only for use by the researcher to analyse the lessons' pedagogy for the purposes of understanding the nature of the communicative interactions. For example, the researcher noted where a student did not respond, where a student needed wait time but was not given it, where a teacher was doing the majority of the talking, where closed or open questions were used, as these impact on the opportunity students have to speak/respond. These features were used to highlight interviewee comments in the results when analysing the interviews in Chapter 6.

For the researcher to be able to carry out a video stimulated interview with the teachers, s/he needed to know what was happening in the lesson. This allowed the researcher to select the places in the lesson that provided the best stimulus for the interviews. The interviewed teachers were not involved in analysing the SETT. Similarly, the conduct of semi-structured interviews with the teachers provided insights into their experiences and the pedagogical issues associated with their adult English language learning classes at advanced levels of EAL. Due to COVID-19 lockdowns, all the interviews were conducted and recorded on Zoom and then transcribed by the researcher.

Without the knowledge of the quality of the pedagogy provided to the researcher through the rationale provided by the application of the SETT, which is an internationally recognised instrument for pedagogical analysis, the researcher was able to adopt a subjective approach to the video stimulated interview schedule question design and selection of aspects of the lessons as stimuli. Watching the YouTube pre-intermediate adult class prompted the teachers' reactions to the teacher/student interactions in class. In separate interviews, teachers were asked to 'think aloud' about

the classroom events. Their talk provided insights into the silent period (Sturtz & Hessberg, 2012). The data collection tool of video stimulated interview was purposely chosen to gain an understanding about the students' silent periods in class during the initial stage of their English language learning. Similarly, the pre-intermediate YouTube video was shared with teachers on Zoom to seek their views of teacher's talk and students' behaviours regarding silence using VSI.

4.6 Data analysis

4.6.1 Quantitative data analysis

In order to explore advanced English-speaking Competent Bilinguals' past experiences with breaking their silence as adult beginner learners of English language, the 148 bilinguals' responses to the survey questions were analysed. The quantitative data responses to Part B and C of the survey were analysed using descriptive analysis, while the answers to Parts A and D which included demographic information and short answers were analysed using a spreadsheet.

As mentioned in Section 4.4 Research instruments, the survey was adapted from Soo and Goh's (2013) research into adult EAL students' reticence to speak. The use of a Likert scale allowed a general assessment to the Competent Bilinguals attitude towards their past experiences as beginner learners of English. The Likert nature of the scale allowed for answers from one to five, ranging from 'very often' to 'never'. Descriptive analysis of the figures was used to present the results in descending order. The two responses of 'often' and 'very often' were clustered together to identify the emerging themes. The clusters were presented based on the importance to the advanced English-speaking Competent Bilinguals, and were assigned to them, from

high to low ranks. The presentation of figures in Chapter 5 is structured to illustrate the range of themes.

The next step was to analyse the Competent Bilinguals' short qualitative answers to the question *'What was the ah ha! moment for you that triggered you to begin speaking in English? Please explain what it was and why you think it happened when it did?'* 25.68% (38 Competent Bilinguals) provided very rich and interesting responses. A spreadsheet was used to prepare, organise, and understand the data. The themes that emerged (see Appendix A Survey) were colour-coded and the commonly occurring themes were identified. Section 5.5 in Chapter 5 presents the findings from Stage 1 of the study.

4.6.2 Qualitative data analysis

In Stage 2 of the qualitative data collection, the excerpts from a publicly available video recording of a pre-intermediate classroom were analysed by the researcher of this study using Walsh's (2006) SETT Framework to identify key features. The video was from National Geographic Learning (2015) titled 'Class observation using Life Pre- Intermediate', a publicly available video recording that was used for analysis. The video recording was analysed by applying the SETT Framework (Walsh, 2006, p.141). This involved taking 10 to 15 minute excerpts that highlighted a particular mode from the video recording of publicly available lessons and choosing parts of the lesson involving both teacher and the learners. Once the segments of the video lesson were chosen the video recording was watched and listened to with the purpose of analysing the extract according to classroom mode, and then decide which modes are in operation (please see Appendix B). The modes were chosen from the following:

- Skills and systems mode (main focus on particular language items, vocabulary or a specific skill),
- Managerial mode (main focus on setting up an activity),
- Classroom context mode (main focus on eliciting feelings, attitudes and emotions of learners),
- Materials mode (main focus on the use of text, tape or other materials).

After listening to the video recording a second time, using the SETT instrument to keep a tally of the different features of the teacher talk, the examples were written down to identify the features. When I was not sure about a particular feature, I used the SETT key (Table 4.2) to help. The teacher talk in the video was evaluated in light of my overall aim and the modes used, using the following two questions: *‘To what extent do you think that your use of language and pedagogic purpose coincided? That is, how appropriate was your use of language in this segment, bearing in mind your stated aims and the modes operating.’* The final stage was a feedback interview with Teacher Participants.

Following this, Stage 3 data were collected from five teachers via video stimulated interview, using the same video recording analysed in Stage 2 for feedback. Each interview session with the Teacher Participants took 45 to 60 minutes on Zoom and took place at a date and time convenient to the Teacher Participants. The Teacher Participant interviews were on parts of the audio recorded video of the classroom lesson.

As the first step, the researcher prepared the data for analysis. This involved personally transcribing the five interviews from the Zoom recordings. As the transcriptions were verbatim, to maintain originality of the data, language errors and

misplaced word orders were not repaired. After this pre-analysis process, the NVivo 12 software was utilised for data analysis.

Data transcripts were analysed using NVivo to identify common themes regarding within-group of students' and teachers' explanations of silence. Data analysis commenced with the researcher coding the segments of data under main themes. Quotes were gathered under the themes that were initially informed by the research questions as well as the interview questions. Following this, the researcher relied on the recurring themes in order to organise the findings. The main themes were evaluated and then organised based on the connections between the ideas. Finally, an outline was created based on the main themes and by comparing them to the related literature and theory. Mind mapping of qualitative data in NVivo helped with organising and finding themes throughout the analysis process. Mind mapping is a highly effective and well recognised tool to foster critical thinking about the research results by mapping emerging issues and findings with a view to constructing new knowledge (Buzan, 2009). In addition, Walsh's (2006) SETT classroom language pedagogical features checklist was used to guide data analysis and discussion. This helped to create solid links between data and theory.

4.7 Issues of validity and reliability

In this section, issues that related to validity and reliability of the research are presented. Triangulation of the data will be discussed, followed by the researcher's positioning and ethical considerations. These combined factors help with validity and reliability of the findings.

4.7.1 Triangulation of data

One very important aspect of research is triangulation, which can occur in various ways. This research study employed a combination of qualitative and quantitative approaches using multiple forms of data, using different methods, hence the process of data analysis was undertaken independently for each approach before triangulating the results (Hammersley, 2008). As observed by Denzin (1978), "[T]he first form of triangulation is data triangulation, a method which involves approaching . . . several sets of data, from different times, different places or different people" (1978, cited in Nokleby 2011, p. 144) as the present research achieved. As Hemmingly (2008) notes "one of the problems with many discussions of triangulation is that distinctions are not drawn between combining data from different sources, using different methods, and integrating different methodological approaches. And in part, this reflects the act that discussion of triangulation has been caught up in debates about the relationship between quantitative and qualitative research traditions, as well as in disputes among competing qualitative traditions" (p. 24). Triangulation, therefore, can occur in various ways. In this research, mixed methods were used in order for data triangulation; a combination of quantitative and qualitative data helped to strengthen the validity and reliability of the data and analysis. Specifically, the qualitative data and quantitative data were collected at the same time and merged during the interpretation and

discussion phase of this process to help provide a comprehensive analysis of the research issue as suggested by Creswell (2014). A qualitative mixed methods case study method triangulation allowed the researcher to focus in-depth on the problem or phenomenon in a context of pre-intermediate adult students who had studied ELICOS in Australia. Using different groups of participants is another way this study triangulated the data, Competent Bilinguals and teachers are two groups who shared their views about adult language learners' silence.

4.7.2 Researcher positioning

This study aimed to build an epistemic understanding that accommodated and explored silences of non-proficient students. As a language learner myself, I understand that there needs to be time to listen and learn new words, but this is overlooked in the SLA literature. When one has read the literature in relation to silence, it can be ascertained that there are views that do not show silence from a non-proficient point of view. I am aware of my understanding and my experiences, but I strived to remain objective during the different stages of this research and instead drew on the body of literature and first-hand experience of my data to organise the findings of this study providing a poststructural account of how I position myself as a researcher.

4.7.3 Ethical considerations

Ethics approval for this research was gained from the USQ Ethics Committee (see Appendix D). Approval for participant teachers and students was sought. Approval was sought from USQ College for data collection (see Appendix E). All five teachers were emailed the participant information sheets and were asked to sign the consent forms (see Appendices F and G). Consent was sought from the survey

participants on the first page of the survey. It was made clear to the participants that they were free to withdraw at any point during the survey or interviews. Competent Bilinguals and teachers' participation was entirely voluntary and not related to any course assessment. All the collected data is kept safe in a USQ database.

4.8 Limitations

This study has limitations, including those limitations to data collection due to COVID-19. This study was originally planned to observe two classes three times but due to COVID-19 lockdowns across Australia, the data collection stage underwent some changes.

Data collection also had to be conducted through Zoom sessions. Another limitation was related to the small number of teachers interviewed, even though a small sample is a common feature of qualitative studies. Finally, there was a lack of publicly available videos for ideal pre-intermediate classes, therefore, the findings are limited to the use of the YouTube video.

4.9 Chapter summary

In summary, this chapter explains the research design and the methods adopted for data collection and analysis in this thesis. The sections of this chapter explain the methodology employed for data collection. The sections illustrated an approach to the research and presented the research conceptual framework. This was followed by a description of the research design and methodology, and the sampling of the participants. This was then expanded on the classroom observation data collection and the application of the SETT Framework, explaining the trial of the video analysis technique that is central to the study. Lastly, the chapter discusses issues of validity and reliability of the research and considerations in attaining University Ethics approval to conduct the research and the preparation of documentation. The next chapter displays the survey findings.

CHAPTER 5: RESULTS OF SURVEY

5.1 Introduction

This chapter presents the results of the survey responses undertaken by Group 1 Advanced Competent Bilinguals. The survey was designed to answer research questions 1 and 2: *Q1. When there is silence in an EAL pre-intermediate classroom, what is happening? Q2. How do proficient Competent Bilingual English speakers perceive their previous silent behaviours and what triggered them to break their silence?* The survey was purposely created to identify advanced Competent Bilingual English speakers' perceptions of their experience as beginners and the circumstances surrounding how they broke their silence. It included an adapted Reticence Scale from the study by Soo and Goh (2013). Of the 148 Competent Bilinguals, 67 fully completed the survey while 81 partially completed the survey.

In response to research questions 1 and 2, this chapter is divided into nine sections: 5.1 this Introduction, 5.2 Competent Bilinguals' demographic data (Survey Part A), 5.3 Competent Bilinguals' problems in various dimensions. 5.4 Competent Bilinguals' reports on their ah ha! moments (Survey Part B). 5.5 Competent Bilinguals' reporting reticent scale (Survey Part C). 5.6 Competent Bilinguals' reflections from their beginner English classes of their teachers' pedagogical behaviour (Part D). 5.7 explores the five most important things teachers can do for participants to begin speaking in English. 5.8 Comments on what five most important things that English language learners can do to begin speaking in English. 5.9 Last comments of Competent Bilinguals and 5.10 Chapter summary.

5.2 Part A – Competent Bilinguals demographic data

The demographic information includes age, gender, highest qualification, and occupation, these data are considered to be important variables in educational research.

Tables 5.1 to 5.3 show the gender, age range, and qualifications of the advanced Competent Bilinguals. Figures 5.1 to 5.5 provide information on occupation, first language, second language, the number of languages they know. Table 5.1 shows the gender of Competent Bilinguals, this helps to understand the respondents.

Table 5.1: Gender demographics of Competent Bilinguals

Participants	N= 105	71% of the data set of 148
Male	16	11%
Female	89	60%

The majority of respondents (60%) identified as female. The next Table 5.2 shows the age breakdown of Competent Bilinguals.

Table 5.2: Age breakdown of Competent Bilinguals

Participants	N= 105	71% of the data set of 148
Age <26 yrs	22	14%
Age 26-35 yrs	30	20%
Age 36-45 yrs	41	28%
Age 46-55 yrs	11	8%
Age >56 yrs	1	0.68%

Of the 105 Competent Bilinguals, 28% (41) were within the 36–45 year age group with 20% (30) younger aged 26–35 years and 14% (22) under 26 years. One outlier was more than 56 years of age.

Table 5.3: Qualifications of Competent Bilinguals

Qualification	Count	Percentage
School certificate (1)	10	6.76%
Bachelor's degree (2)	31	20.95%
Master's degree (3)	43	29.05%
PhD (4)	14	9.46%
Other (5)	5	3.38%

Of the 105 Competent Bilinguals a tenth of them (9% (14) held a PhD and almost a third 29 % (43) held a Masters degree. A fifth of the participants had gained a Bachelors degree (21% (31) while a minority of 7% (10) had a School Certificate. A further 10% did not specify, and the remainder did respond to this question.

Figures 5.1 to 5.5 provide the occupation, the first language, second language and the number of languages in the Competent Bilinguals' repertoires.

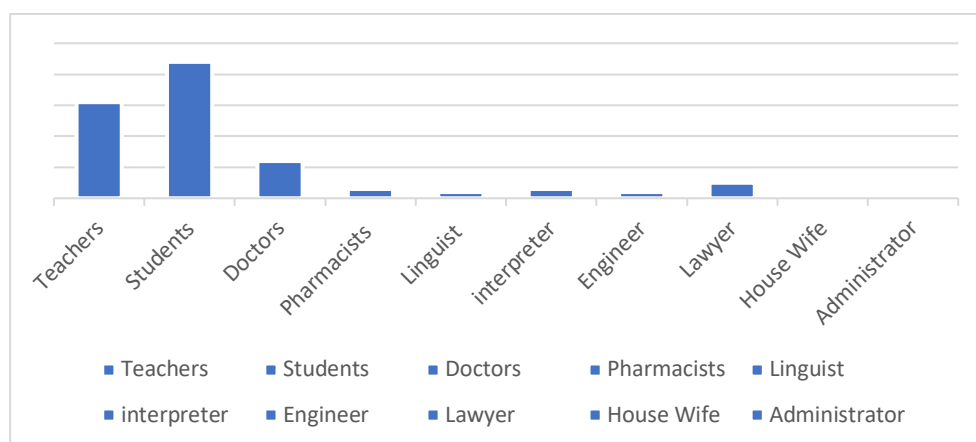


Figure 5.1: Occupations of the advanced Competent Bilinguals

The Competent Bilinguals representing 70% (103) of the respondents came from a diverse range of professions. The largest group (44) were continuing students in higher education, 31 were teachers in the education industry. There were 12 doctors, five lawyers, three pharmacists, two engineers, two interpreters, two linguists, one administrator, and one identified as a housewife.

Their perceptions on breaking their silence in English classes are therefore representative of a diversity of people employed across a wide range of fields.

The next Figure 5.2 shows the Competent Bilinguals first language. The data was gathered from advanced level EAL Competent Bilinguals who potentially would have experienced the silent period breakthrough who have now advanced in their careers. They were asked: How many languages do you have the ability to speak?

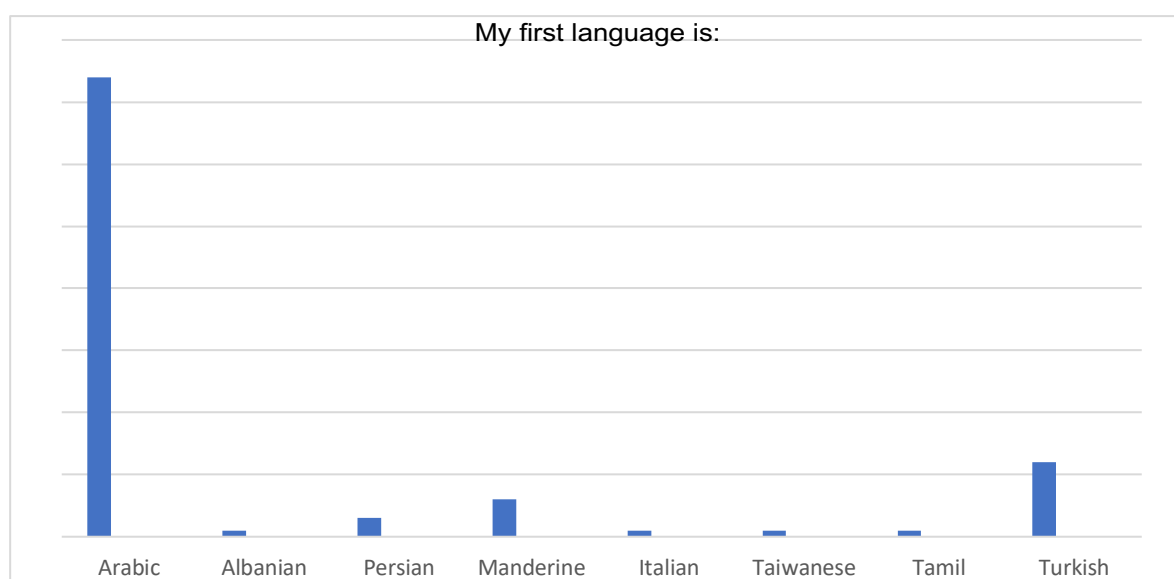


Figure 5.2: First language of the advanced Competent Bilinguals

Figure 5.2 shows the first language of 70% (103) of the 148 Competent Bilinguals who responded. The majority spoke Arabic (73;70%) as their first

language. Eleven Competent Bilinguals spoke Turkish, seven were Farsi speakers, five spoke Mandarin including one Mandarin-speaking respondent who identified as Taiwanese, and four were Italian speakers. The remainder represented one Tamil, one Albanian speaker and one who spoke Sinhala.

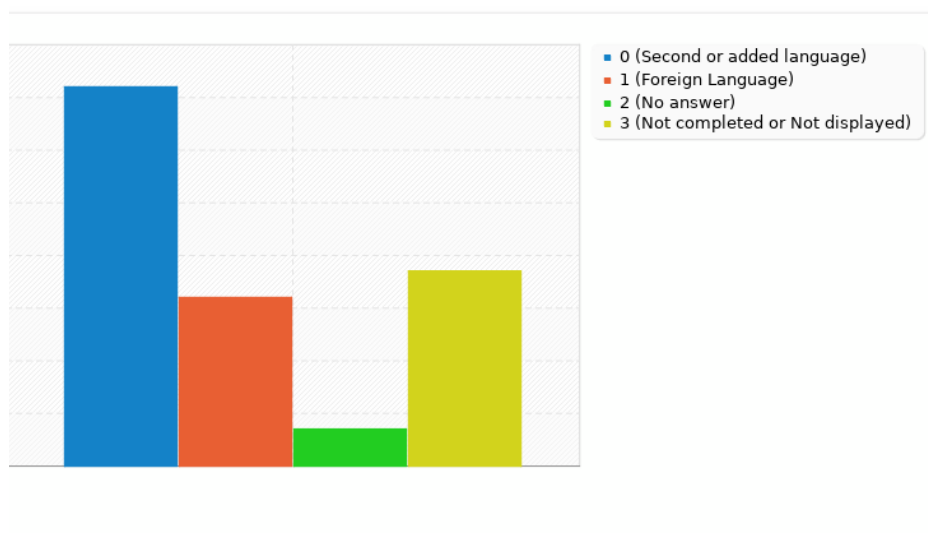


Figure 5.3: English as a second or additional language of Competent Bilingual

Figure 5.3 indicates that of the 104 Competent Bilingual respondents, almost half (or 48.65%; 72) had learnt English as a second or additional language in a native English-speaking country. Just over a fifth (21.62%; 32) were reported to have learnt English as their foreign language, making this the second largest group in the survey responding to this question (the remainder did not respond to this question). The next Figure 5.4 displays answers for the question: How many languages do you have the ability to speak? This figure shows the diversity of the language backgrounds of the Competent Bilinguals.

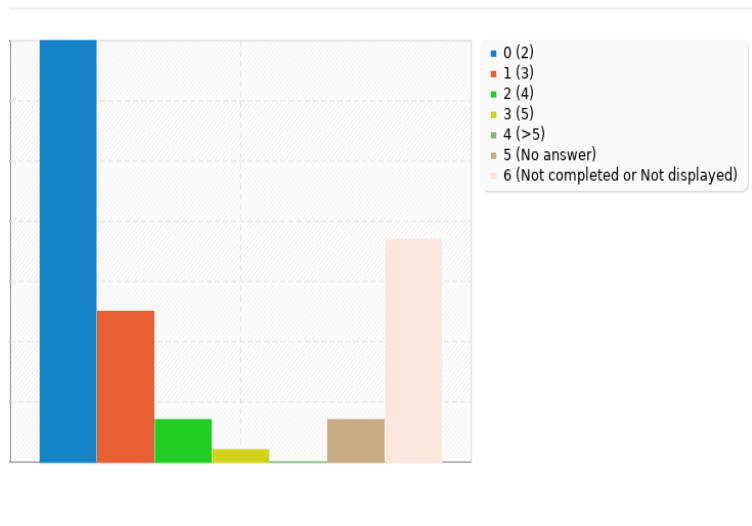
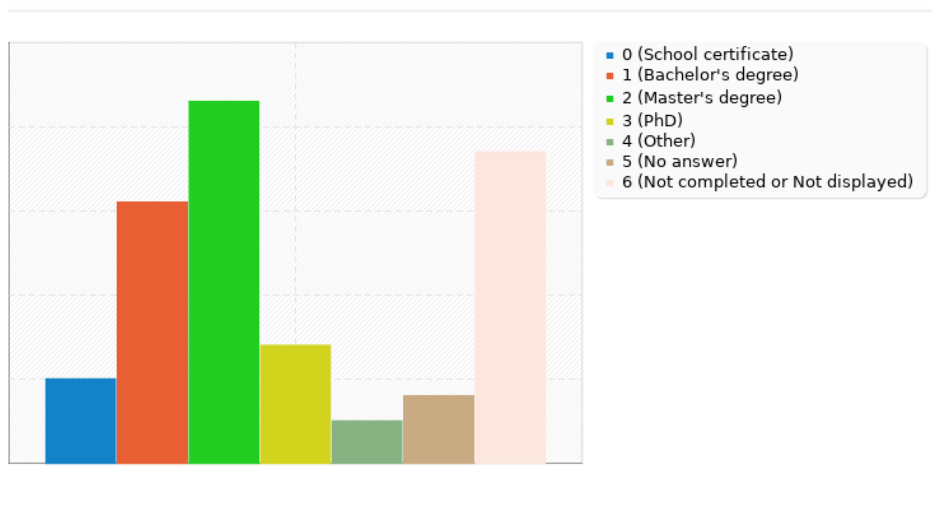


Figure 5.4: The number of languages the Competent Bilinguals could speak

The Figure 5.4 displays the graph indicating that of 104 participants, the numbers of languages spoken varied from two to five languages. The majority, 70 participants declared they spoke two languages, 25 spoke three languages, seven spoke



four languages and two spoke five languages.

Figure 5.5: The highest qualification of the Competent Bilinguals

Figure 5.5 shows a breakdown of the qualifications of 105 of the Competent Bilinguals respondents' qualifications. As advanced level English speakers they had high qualifications: 14 gained a PhD, 43 had a master's degree, 31 a bachelor's degree and 10 a School Certificate.

A tenth of them (9.46%; 14) hold a PhD. Additionally, almost a third (29.05%; 43) held a master's degree. A fifth of the participants held a bachelor's degree (20.95%; 31). A School Certificate was the highest qualification held by a minority of (6.76%; 10). A further 10% replied 'other' and did not specify, and the remainder did not answer this question.

In summary, the demographic data show that the Competent Bilinguals responses reflected diversity in culture, gender and languages spoken with a majority in the professions at the time of the study.

5.3 The summary of Competent Bilinguals' problems in various dimensions

The Competent Bilinguals answered the questions in the survey, which are grouped in six dimensions. The dimensions were created to measure how they felt when they experienced breaking their silences in class as a beginner, such as feelings of anxiety, if they had knowledge of conversational topics, timing skills, organisation of thoughts, delivery skills, and memory. Under each dimension there are two or three items created to explore each dimension. When the Competent Bilinguals replied 'sometimes', it was assumed that they had issues in breaking their silent period. The selected aspect(s) in that particular dimension on the frequency scale show the issues they experienced. On the contrary, if they answered either 'very rarely' or 'never' to

the questions, they were counted as less silent or not silent (i.e. not having any issues breaking their silent period) under the particular dimension.

As seen in Table 5.5, in relation to delivery skills, the Competent Bilinguals, which is equivalent to 82.19%; 60, 51.94%; 40 and 50.7%; 36 of those surveyed who answered this question) reported that respectively ‘very often’ or ‘often’ or sometimes found it easier to talk in their native language. In addition this applied to the frequency of them muddling their words when talking in English, and stumbling over their words when talking in class. The dimensions of anxiety, organisation, and timing were almost equally reported to be problematic by s when speaking in the classroom. Anxiety was found to be one of the highest contributors to EAL Competent Bilinguals’ silence; As mentioned earlier, over 50% of the Competent Bilinguals experienced tension and nervousness when asked to speak in English, which shows that anxiety is a key contributor to Competent Bilinguals when breaking their silences at beginner levels. Competent Bilinguals responded that they felt tense when talking, and they felt very nervous when talking in English, respectively. This finding aligns with previous literature that highlights anxiety as the utmost important issue in student silence (Chalak & Baktash, 2015; Soo & Goh, 2013; Zuraidah, 2007).

The analysis of data in this study revealed that organisation and timing were the other problematic areas reported by these Competent Bilinguals in breaking their silence . Around 50% of them reported that they ‘very often’, ‘often’, or ‘sometimes’ had issues with organising their thoughts or responding in time when speaking English in their pre-intermediate time in the EAL classroom. While the findings of this study report organisation and timing as contributing problematic factors when breaking their silence, previous studies have not acknowledged these factors as equally important. Soo and Goh (2013), for example, did not find a huge difference between agreement

and disagreement responses of Competent Bilinguals' answers to their questions in these dimensions. The Competent Bilinguals in Soo and Goh's (2013) study were highly proficient; hence they did not have issues with conveying their intended meanings and were more stressed because they were going to become English teachers. The overall lowest percentage of responses were for the dimension of knowledge, even though lack of vocabulary was reported as highly important in their silences. Out of the 76 Competent Bilinguals who responded to this question, approximately three-quarters (73.68%; 56) reported a lack of vocabulary as a contributing factor to their silences, which is not surprising when learning an additional language.

The following six figures (Figures 5.6-5.11) consider the results of each of the six reticence scale dimensions individually on: anxiety, knowledge, timing, organisation, skills and memory. Figure 5.6 shows the Competent Bilinguals' indication of the frequency that they felt anxious when faced with needing to speak in English as a beginner through their ratings of questions from 2 to 12 in the survey (see Appendix A). The acronyms in the graphs show the level of frequency: Very often (VO); often (O); sometimes (S); very rarely (VR) and never (N).

5.4 Part B – Competent Bilinguals' reports on how they broke their silence – their ah ha! moments

Part B of the survey was designed to obtain opened ended qualitative responses from Competent Bilinguals. They were asked: What was the ah ha! moment for you that triggered you to begin speaking in English? This question was purposefully designed to explore how Competent Bilinguals viewed their breaking of their silences when in lower levels drawing upon their learning experiences. Of the 148 Competent

Bilinguals, 25.68%; (38) responded to this question. Of these 38 respondents, most of them experienced silence due to lack of teachers not giving enough chances to practise speaking. These open-ended questions gathered answers to help explore how they broke their silences and what triggered them to talk.

Competent Bilingual 42 commented that her ah ha! moment was delayed because: *Actually, when I was a beginner learner, the focus was not on oral skills. We only needed to speak when we answered questions.*

This finding indicates that the teacher was not adapting the use of the target language to the learner's proficiency level to enable some meaning making e.g., introducing utility formulaic patterns such as meet and greet, simple commonly used directions. As this comment indicates, the teacher was not allowing sufficient time for students to formulate speech or a response other than 'yes' or 'no'.

Competent Bilingual 2 commented that, when she *participated in an English poem competition [and] won a prize, that moment I thought of learning to speak in English*. Again she is not saying she had her ah ha! moment in class but instead she realised in a competition and that made her realise she could learn. By giving this statement she suggests that poems helped her in breaking her silent period. The reciting and imitating nature of poems may have been responsible for her ah ha! moment. This data point also shows the importance of teacher modelling at this stage. She also recommended: *to make the learning interactive, and to give more homework that makes students speak English at home or with other friends*, which she saw as also helping her in breaking her silence.

Competent Bilingual 3 only left four words, which were, *support, encourage, friendly, and help*, as having helped her with her ah ha! moment. So what? This shows that their silences were decreased when the respondent was communicated with

empathy by the teacher. Teachers who are friendly seem to make meaning in any way by typically adjusting their use of English to help them begin to make meaning such as use of formulaic language and modelling common interchanges.

However, Competent Bilingual 8 commented that he did not experience an ah ha! moment because of being in immersion. He responded with *long years of immersion*. Similarly Respondent 102 experienced her ah ha! moment *When [she]I moved to the UK*, implying that being in an English-speaking country was encouraging.

The use of authentic English by teachers in immersion school who adapt their use of language to suit the students' needs at this level enables students to experience their ah ha! moments. These data show that teachers' ability to adapt their use of the target language to facilitate students to make meaning is missing. This finding also shed light on the data in Table 5.5, in relation to delivery skills. Of respondents to this question (82.19%; 60, 51.94%; 40, and 50.7%; 36) reported that 'very often' or 'often' or sometimes, respectively, they found it easier to talk in their native language. They also muddled their words when talking in English and stumbled over their words when talking in class.

The data shows a failure of pedagogy and curriculum materials, where traditional textbook driven teaching is evident from these findings. There may be a recognition of the need to develop vocabulary but is still useless if the teacher does not facilitate students to use the language for meaningful purposes. For example, when a lesson content is out of context for students, it is irrelevant to students' everyday needs. The importance of students being able to make meaning is also evident in Competent Bilingual 10's comment that their ah ha! moment was: *When I suddenly understood the message and realised, I could make progress in English. It happened*

because I was enlightened and saw a step of progress. This emphasises the importance of comprehensible meaningful input. Yet very few of the Competent Bilinguals reported that they experienced their ah ha! moment in class. As the comments above suggest the students need to listen to real-life outside talk, but this has to be delivered in such a way as not to appear too formal and unnatural.

Competent Bilingual 22 highlighted the importance of motivation, noting that, *from the very beginning of my school time, I was very motivated to learn a Second Language, particularly English language and I realised how internationalised English is. Equally importantly, since it was all within my goal to continue my studies abroad, I found English the best option.* In addition, Competent Bilingual 24 raised the issue of teacher empathy at the primary school level. They commented that their ah ha! moment was during a primary school lesson: *I was young, curious, and proactive, and the teacher was empathetic with children.* So, this helped her with her ah ha! moment. Thus far in the study, we can see that empathy, motivation, encouragement and a friendly and supportive manner helped students with their ah ha! moments. But Competent Bilingual 24 is referencing her primary school and not her adult EAL class.

Competent Bilingual 25 commented that she does not remember the ah ha! moment: *in particular, I don't remember such a moment; however, I used to push myself to speak when it was required from very beginning!* Again this Competent Bilingual is not mentioning her EAL class pedagogy but rather saying it was her own ambition. This again shows that students self-reliance can be an important aspect of their English language learning when not directly supported by their teachers to achieve their ah ha! moment. Competent Bilingual 27 also alluded to the importance of teachers focusing on all students to break through rather than those who are evidently communicative. They noted their stress when receiving a phone call - *Speak*

slowly. Speak slowly. Speak slowly. Repeat the sentence 2 or 3 times. Don't focus on few good students, instead of the weak students. These findings show that Competent Bilinguals recalled they were silent as beginners due to a lack of teacher understanding of teaching at this level, thus reinforcing the issue of the need to change pedagogy to address 'silence' in EAL classes. Teachers really do need to adapt their language teaching skills and show empathy, so that adult bilingual learners are supported rather than making them feel as if they do not know. Instead, teachers need to be able to identify this and understand so they can skilfully adapt and use the target language primitively – as you would encourage a baby to speak and make meaning –to allow students to break their silence is the process of building on proficiency. Thus, 'proficiency silence' may be an organic process L2 adult learners go through. The need for pedagogical change is also evident in Competent Bilingual 26's recommendations for teacher-related assistance: *Give them confidence, let students speak freely, give them a chance to correct their mistakes, nice atmosphere or surrounding, give them time to talk.* From her comment one can understand that CLT was not being applied in the context of a social constructivist approach. Similarly, Competent Bilingual 31 commented that: *Listening. Hearing a story on radio. Talking English only, writing, reading and going to school 4 days a week,* had helped her with the ah ha! moment. Virtually this data point shows how she compensated for what she could not find in her EAL class e.g. learning experiences that encouraged her interactive engagement in using the language to make meaning. Competent Bilingual 35's comments on her ah ha! Moment also reinforces the vital importance of meaning-making: *I think the moment that triggered my proficiency was when I started watching movies in English and understanding jokes without the need to translate them or thinking about them too long.* As seen from the video analysis data in the next chapter,

the unauthentic language use in teaching can adversely affect students' learning. The curriculum materials may recognise the need to develop vocabulary for facilitating students to use the language for meaningful purposes but teachers need the pedagogical skills to make that happen at a level of language use conducive to students' proficiency level, even when formulaic. Teaching beginners and pre-intermediate levels should be about the functional aspects of language in "day to day life", rather than trying to get students to memorise unfamiliar nouns or as Desai (2015 p. 50) notes to "interrupt during the learning process to correct the errors of learners".

Competent Bilingual 71 commented that: *When I did an interview for work and I spoke to someone who spoke English, I thought I could talk even a little with them,* so when she realised, she could speak, and experienced her ah ha! moment. Again, she did not experience this in class. As respondent 42 commented, her ah ha! moment was delayed because: *Actually, when I was a beginner learner, the focus was not on oral skills. We only needed to speak when we answered questions.* Similarly, Competent Bilingual 148 experienced a late ah ha! moment: *A year and a half later when I started taking in English confidently.* This respondent's silent period may have taken longer due to the formal environments she may have been with a teacher that did not have the language skills to facilitate students' communicative interactions. For instance, Thornbury (1996) argues that teachers' questions, e.g. closed, have been seen as discouraging students from trying to communicate their own ideas. With students at intermediate levels, according to Hedge (2000), teachers who favour a communicative approach to language teaching heavily criticise such IRF sequencing, claiming that it restricts learning because it positions the teacher as an expert. This may also be because, students are required to think of an answer that would come up in the L1 and

translate that into the target language, but then giving an answer becomes too intimidating for students.

Participant 37 commented that: *After realising the usage of forms*, she experienced her ah ha! moment. As this respondent suggests, there is a need to provide modelling for the learner so they realise from the classes that usually lack two-way interaction, as it is only teacher-directed, that the teacher needs to provide more ‘scaffolding’ and ‘modelling’ and that more elaboration is needed in classroom communication.

Interestingly, Competent Bilingual 75 noted how her English language use emerged later: *When I lived in foreign country, I learned English in school but never used it in real life until I travelled to another country*. The respondent here is emphasising the importance of playing out what is learnt in class when there is a real need to do so – to make meaning in a real-life situation. The pedagogical understanding in the teaching professional fails to facilitate students’ language learning in the early stages. This is typically the attribute of not understanding what it takes to learn an L2. This Competent Bilingual found the opportunity to listen is in fact related to teachers not understanding the silent period which leads to lacking teaching skills. This reinforces the need for teachers to be able to adapt their language use in their teaching skills and show empathy, so that adult Bilingual learners are supported and feel safe.

Competent Bilingual 77 commented that: *The biggest ah ha! moment that happened with me-at the first course of my PhD experience - I was trying to understand the mechanism of the Canadian school system. Of course, this happened because I came from a completely different place and education system*. Obviously, this person was challenged to use their English to study and make meaning, thus

providing motivation. In the above report she also added that students were listening to the teacher speaking to identify what sort of language to use to gain an understanding of the context. Again this shows the importance of why students should have opportunity to use the language in the real environment to move beyond trying to imagine experiences through pictures in the textbooks. Competent Bilinguals 83, 92 and 96's comments for instance, also confirm this. 83 noted that: *learning English is very important to connect with other foreign persons to explain and comprehend what s/he wants to say*. She notes that without context or background knowledge, it is very hard to understand the language so she was seeking authenticity through connecting with locals. This reinforces that stand-alone words that belong to a particular part of the world are contextually represented through pictures in the textbook or through films and so on are not enough to do this, as she realised her ah ha! moment through local conversations. Participants 92 and 96 also found they were able to use English communicatively when they studied abroad. Competent Bilingual 92 commented that: *When I wanted to study in the UK*, she experienced her ah ha! moment through immergence immersion. Again, this respondent also thought that this is not enough and that students should play it out in the real environment. Competent Bilingual 96 noted that she also experienced her ah ha! moments when she: *Came to study in an English-speaking country*. Again, this respondent also thought that students should apply their language learning in the real environment and not in an environment that is represented through use of media. Not surprisingly, other Competent Bilinguals' Ah Ah! moments related to having experience in an English-speaking community. Competent Bilingual 108 stated that: *Many years ago, I travelled along with my family to Canada and because I was quite young and had no ability to use English language at all, I found myself in a 100% English speaking*

environment and struggled to understand and communicate with others. I will never forget that moment when they took us to the computer lab, and it was a typing lesson I think also it was my first encounter with a computer because they were not common at that time as now. I could not figure out how to match the letters on the paper with letters on the keyboard because I didn't even know the alphabets at that time. I remember I cried a lot because I felt helpless, and I was a good student back home. It is then I was triggered that learning English is a must. In emphasising how intimidating such a situation is for students, despite students being at formulaic levels, he felt pressured, and was compelled to break his silence and learn as quickly as possible, on his own. This again suggests that teachers do not know how to create opportunities to facilitate students' meaning making, such as the use of formulaic language for students at pre-intermediate levels. Thus, the implication that EAL teachers do not understand the difficulties of learning English as a second language is well documented in these data.

Competent Bilingual 132 also experienced her ah ha! Moment during a visit to an English-speaking country: *When I was overseas for the purpose of English learning. My class full of multinational students also the country I went to is English-speaking country. My classmates were mostly from south America and these people are so confident to speak and participate in anything, anytime. I was hesitating because of my accent and self-confidence. With the help of their confidence and even they don't stop talking with weird accent. I said ah ha!! I could do that too; I believed my accent is super decent when compared to my classmates.* This respondent gives an example of the importance of peer work. It is argued that "children learn from peers in the first place, second language teachers should give priority to group work where a capable student could take the lead in his/her group to teach the rest of the group"

(Khanekah, 2017 p.138). That adult learners identify and create more meaning with peers is reinforced here.

Others cited the importance of their teachers having consideration of students' potential anxiety and emotional state. For instance, Competent Bilingual 104 noted that when she was feeling less shy, she experienced her ah ha! moment, and added: *I was nervous about how to start speaking and my voice tone was muffled due to feeling shy*. From this comment it is understood that she experienced her ah ha! moment and broke her silent period once she overcame her shyness and possibly felt more confident. Whereas, Competent Bilingual, number 117, reacted to her: *colleagues being more fluent so I decided to make more effort to improve my language, [then she got] achieving a 7 in the IELTS speaking test*. Again, this respondent was motivated by peer success and took the matter into her own hands to improve independently of their teachers' approach. This suggests that for EAL teachers to be effective they need to adapt their language teaching skills and show empathy, so that adult L2 learners are supported. Becoming fluent in the language was also referred to by Competent Bilingual 123 as she reported her ah ha! Moment as: *When I have a lot of words*. Moreover, she emphasised the need for the teacher of English to help students take the risk and try to speak in English through: *teacher support systems*, advising *Don't look at any mistakes; Encourage talking with students; Let him speak with other students*. The respondent here is expressing how important it is to have authentic opportunities to speak EAL. She emphasised speaking to other students because it may be very hard to speak to the teacher who sometimes does not adapt the language to suit their levels. A drawback of this can lead to second language learners advancing in writing and more formal settings of language but in social setting remaining silent.

Other Competent Bilinguals reported their breakthrough related to them being more linguistically knowledgeable such as number 130 whose ah ha! Moment was *the moment I could connect the sentences. It made me feel like chattering.* This data point relates to how EAL children in primary school, unlike adult language learners, when immersed in meaningful language use in class break relatively easily break their silences. From this can be drawn the need for informal and natural language use; so they develop social speaking skills, but adults are often deprived of that experience in the adult learning situation. She gave herself this chance. This point also shows that she started off very nervous and shy, and if this was not treated by pedagogical understanding in the early stages of teaching to facilitate students' language learning then there is a failure of teaching. Research on the attitude of second language learners has shown that they prefer certain speaker models over others and that this preference has obvious effects on the quality of the learner's speech. This is the order of their speaker-model preferences, which helps explain the common phenomenon in EAL classrooms that students prefer to speak to each other and often with peers in their common home language. Equally, this is a potential barrier to facilitating students' conversing in English with each other as well as their teacher:

- a. Peer over teachers;
- b. Peers over parents;
- c. Own ethnic group members over non-members. (Khanekah, 2017 p.138).

In conclusion The ah ha! moment that triggered the respondents to begin speaking in English was asked and Competent Bilinguals commented on why they thought it had happened when it did. The data strengthens that argument that their ah ha! moments were unrelated to either their culture or their age but in fact was related

to issues of pedagogy, practicing and understanding, which indicate gaps in how EAL is taught. Firstly, as seen from the data of the Competent Bilinguals, there is an overall highlighted gap of listening and modelling and meaning making that constrained them from breaking their silent period in classes due to an incorrectly applied pedagogical approach. The Competent Bilinguals in this study have confirmed their need to break their silences and in how it happened in a range of ways. As seen from many of the their comments, this needs to include: their teacher's empathy and modelling, meaningful listening speaking/practices, provision of time, creation of a context that supports language use and development of vocabulary. These needs are very similar to children playing out what they have learnt in similar scenarios and have their errors corrected by parents, which seems to be unnoticed by teachers. Most Competent Bilinguals have advised that watching easy-to-understand movies helped them in breaking their silent period, rather than teachers assisting them in the classroom. It would appear that Competent Bilinguals have helped themselves in breaking their silent period and gaining an understanding of the complexity of the pedagogy in the classroom. This suggests that there was not much help/facilitation of their meaningful use of English in their pre-intermediate classes.

These above findings have made this study acknowledge that, if language teachers cannot help language learners to speak, then students cannot be anything else but silent as beginners. The Competent Bilinguals in this study have questioned the purpose of attending the class if they are only answering closed questions. Findings show that teachers need to acknowledge that the learners have no choice but to be silent at the start of their learning unless teachers can adapt their use of the target language to the lowest level to enable students to make some meaning. It is being able

to make meaning no matter how basic the language used, that is motivating and encouraging.

These findings are further explored in the next section 5.4, where the Competent Bilinguals responses to the reticent scale are analysed to gauge how silent they were in class and why.

5.5 Part C – Competent Bilinguals reporting of the reticent scale

Part C of the survey asked students to think about their time as a beginner learning English in class, “to what extent do you agree that the statements below describe you as a beginner learning English?” Part C questions were adapted from Soo and Goh’s (2013) survey, which measures the level of reticence across six dimensions: anxiety, knowledge, timing, organisation, skills and memory.

Additionally, a frequency scale was used. Thus, the same dimensions were applied in this study to explore the adult Competent Bilinguals’ silences and their connections to what helped them in breaking their silences when they were a beginner language learner.

Thus, the reticent scale (RS) was calculated from their total scores from their survey responses. The 16 items clustered around the six dimensions required participants to rate: “very often” attracting a value of 5, or “often” a value of 4, “sometimes” a value of 3, “very rarely” a value of 2, and “never” a value of 1. The total score in RS-16 indicated how likely a respondent was to be silent in class. This indicated the higher the silence score, the less willing they were to be at breaking their silence, according to the six dimensions.

To group the Competent Bilinguals in high and low silence groups, a median split procedure was applied to their total scores in the scale. Using this method the Competent Bilinguals who scored 39 or above were grouped as the ‘high silence group’ and the Competent Bilinguals with scores below 39 were categorised as the ‘low silence group’ (O’Connell, 2010). Table 5.4 shows the number and percentages of Competent Bilinguals in the high and low silence groups. The next Table 5.5 displays the descriptive statistics for these data.

Table 5.4: Frequency of high reticent and low reticent Competent Bilinguals (n = 67)

Reticent score	Frequency	Percentage (%)
Above 39 High Group	44	65.67%
Below 39 Low Group	23	34.33%

The Competent Bilinguals, as shown in Table 5.4, who received a score higher than 39 are seen as highly silent beginner language learners. Those who attained a score lower than 39 are deemed to be less silent. This score calculation showed that approximately 2/3 of Competent Bilinguals (65.67%; 44) rated that they were highly prone to be silent in class compared with only one-third (34.33%; 23) seeing themselves as having low reticence so were more likely to speak and participate when they were at beginner levels. These findings support Soo and Goh’s (2013) study.

Table 5.5: Descriptive statistics of RS-16 (n= 67)

	Mean	Standard Deviation	Median	Mode	Range
RS-16	42.58	14.12	43	40	15-80

The mean, median, mode, and range of the scores were calculated as presented in Table 5.5, the scores ranged from 15 to 80. The mean score was calculated to be 42.58, the Standard Deviation was 14.12, the median was 43, and the mode was 40. The mean, median, and mode all fell above the calculated midpoint of 39. This confirms that more than three-quarters of the students in the classes regarded themselves as being reticent. The mean score of 35.12 on the scale, with a median of 35.00 and a mode of 34, were all far above the scale midpoint of silent scale in table 5.6 below. This further confirms that a vast majority of the students felt they experienced a great deal of reticence in their preintermediate EAL classrooms.

Previous researchers (Caspi et al., 2006; Crombie et al., 2003) have also repeatedly found that most students do not participate or are passive in classroom discussions. For instance, Caspi et al. (2006) and Crombie et al. (2003) respectively reported that about 55% never and 64% rarely of the students participated in class.

They found that three-quarters of their students regarded themselves as being reticent in class. This study has also found that Competent Bilinguals reported they had been substantially silent in their pre-intermediate classes.

Table 5.6 below shows Competent Bilinguals' frequency of silences. For example, their silences were in relation to stumbling over words and forgetting them because they were unfamiliar with the vocabulary.

**Table 5.6: Part C Competent Bilinguals' frequency ratings for silent scale (SS)-
16 statements**

Dimensions and Items	VO&O	S	VR&N
	f %	f %	f %
Anxiety			
1. I used to be nervous when talking. (Q2)	15 (19.74) 13 (17.33)	25 (32.89) 28 (37.33)	36 (47.36) 34 (45.33)
2. I felt tense when talking. (Q12)			
Delivery skills			
3. I stumbled over my words. (Q15)	13 (18.31)	23 (32.39)	35 (49.29)
4. It was easier to talk with my friends in our home language instead of trying to use English. (Q16)	46 (63.01)	14 (19.18)	13 (17.80)
5. I muddled my words. (Q7)	16 (20.78)	24 (31.16)	34 (44.15)
Memory			
6. I forget what I wanted to say when talking. (Q3)	14 (19.71)	22 (30.98)	41 (57.74)
7. I lost sight of what I wanted to say when talking. (Q11)	13 (17.33)	20 (26.67)	42 (56)
Organisation			
8. My thoughts were disorganised. (Q14)	11 (14.67) 13 (17.80)	27 (36) 29 (39.72)	36 (48) 31 (42.46)
9. My thoughts were jumbled. (Q8)			
Timing			
10. I waited too long to say what I wanted to say. (Q1)	14 (18.18)	34 (44.15)	29 (37.66)
11. I hesitated too long to say what I wanted to say. (Q10)	19 (24.68)	20 (25.97)	38 (49.35)
12. I needed my teacher to speak more slowly before I could try to reply in English. (Q13)	8 (10.81)	29 (39.19)	37 (50)
Knowledge			

Dimensions and Items	VO&O	S	VR&N
	f %	f %	f %
13. I was unaware of what to say. (Q9)	9 (12) 8 (10.39)	23 (30.66) 26 (33.76)	43 (57.33) 43 (55.84)
14. I was unfamiliar with what to say. (Q4)	38 (50)	18 (23.68)	20 (26.31)
15. I needed to learn more vocabulary before I could try to speak English. (Q5)	18 (25.35)	28 (39.44)	31 (43.66)
16. I used to take notes in class instead of trying to participate in using English. (Q6)			

Note: VO = very often; O = often; S = sometimes; VR = very rarely; N = never

Table 5.6 recapitulates the results of the advanced English-speaking Competent Bilinguals, the items under 16 in-class difficulties were related to silence. Of these 16 in-class difficulties related to silence, a high percentage of the Competent Bilinguals believed that problems in their delivery of English were obstacles in speaking in EAL classes in the early stage of learning. More than 60% of Competent Bilinguals very often or often preferred to speak in their home language with their friends. They also reported they used to be nervous and tense when talking in English, causing them to feel extremely anxious (20% very often or often plus 30% sometimes). Timing was also an issue with 50% of Competent Bilinguals reporting they very often or often waited and hesitated too long to say what they wanted to say, with 10% very often or often and 20% sometimes needing their teacher to speak more slowly in English. While 50% saw themselves as needing more vocabulary before they could speak English, 25% very often or often used to take notes in class instead of trying to participate in using English. Similarly, between 15% and 20% very often and often had issues with memory and organisation a greater percentage indicated sometimes, 40-50%.

Table 5.7: Competent Bilinguals' six-dimensional reticent scale compared with Soo and Goh's (2013) tertiary students

Dimensions and items	Competent Bilinguals' percentage positive ratings	
	Soo and Goh (2013) (n1=78), %(f)	Present research (n2 = 67) %(f)
Anxiety		
1.I am nervous when talking	17.9(14)	19.74(15)
2.I feel tense when talking.	25.7(20)	17.33(13)
Delivery skills		
3.I stumble over my words.	30.8(24)	18.31(13)
4.I muddle my words.	29.5(23)	20.78(16)
Memory		
5.I forget what I want to say when talking.	37.2(29)	19.71(14)
6.I lose sight of what I want to say when talking.	48.8(38)	17.33(13)
Organisation		
7.My thoughts are disorganised.	51.3(40)	14.67(11)
8.My thoughts are jumbled.	37.2(29)	17.80(13)
Timing		
9.I waited too long to say what I wanted to say.	47.4(37)	18.18(14)
10.I hesitated too long to say what I wanted to say.	43.6(34)	24.68(19)
Knowledge		
11.I am unaware of what to say.	61.6(48)	12.00(9)
12.I am unfamiliar with what to say.	71.8(56)	10.39(8)

Table 5 7 shows reporting of Competent Bilinguals' completed responses (respectively) to the six-dimensional reticent scale compared with Soo and Goh's (2013) tertiary students.

The non-parametric Mann-Whitney U test for independent samples was applied to test for any statistically significant differences between the two groups (two-tailed with alpha level of 0.05). The results showed the Soo and Goh (2013) EFL

tertiary students majoring in English in second- and third-year university studies to be statistically significantly more reticent than the Competent Bilinguals who had completed their studies and were recalling their experience as beginners (U-value 17; z-score -3.29077 ; $p < .001$).

It would seem that the Competent Bilinguals in Soo and Goh's (2013) study reported themselves as far more likely to be anxious and reticent than the Competent Bilinguals group who were already following their various careers, being advanced English-speaking Competent Bilinguals. Moreover, Soo and Goh's (2013) group were EFL higher education students who were in the middle of studying an English major in Jordan where they would need to do well to achieve their degree and get a job related to the English major. In contrast, the group in the present study were Competent Bilinguals who had completed their studies and probably felt much more confident in retrospect since they had been using English for meaningful purposes for some time and lived in an English-speaking country. Thus, in contrast, the students' high reticence in Soo and Goh's (2013) study appears to be exacerbated by the pressure to do well in developing their English proficiency as that was their university major, upon which their job prospects depended. This study has strengthened the argument found in Soo and Goh's (2013) research as to why adult students are silent.

This study, in addition to theirs has found that, when adult students are learning a language,

especially in the early stages, they have level-specific needs. The results of this study clearly show that the silent period is a level-specific biological need. If their needs in breaking their silent period is not met by pedagogical implications, then they have problems. This is an issue where the students' needs are not being met due to the teacher's approach.

When the Competent Bilinguals replied ‘sometimes’ in a dimension, it was assumed that they recognised they had issues at some time in breaking their silent period. The selected aspect(s) in that particular dimension on the frequency scale show the issues they experienced. However, if they answered either ‘very rarely’ or ‘never’ to the questions, they were counted as indicating they experienced less silence (or not having any issues breaking their silent period) under the particular dimension.

The Competent Bilinguals’ frequency ratings were calculated across the six dimensions and for the 16 statements. As seen in Table 5.6, in relation to delivery skills, 60, 40, and 36 Competent Bilinguals’ (which is equivalent to 82.19%; 60, 51.94%; 40, and 50.7%; 36 of the surveyed who answered this question) reported that ‘very often’ or ‘often’ they found it easier to talk in their native language, they muddled their words when talking in English, and they stumbled over their words when talking in class. The dimensions of anxiety, organisation, and timing were almost equally reported to be problematic by this group when speaking in the classroom. Anxiety was found to be one of the highest contributors to EAL Competent Bilinguals silence; as mentioned earlier, over 50% of the Competent Bilinguals reported they experienced tension and nervousness when asked to speak in English, which shows that anxiety is a key contributor to when breaking their silences at beginner levels. These Competent Bilinguals responded that they felt tense when talking, and they felt very nervous when talking in English, respectively. This finding aligns with previous literature that highlights anxiety as the utmost important issue in student silence (Chalak & Baktash, 2015; Soo & Goh, 2013; Zuraidah, 2007).

The analysis of data in this study revealed that organisation and timing were the other problematic areas in Competent Bilinguals reporting on them breaking their silence as past pre-intermediate students. Around 50% of them responded that they

‘very often’, ‘often’, and ‘sometimes’ had issues with organising their thoughts or responding in time when talking English in an EAL classroom. While the findings of this study report organisation and timing as contributing problematic factors when breaking their silence, previous studies have not acknowledged these factors as equally important. Soo and Goh (2013), for example, did not find a huge difference between agreement and disagreement responses of Competent Bilinguals’ answers to their questions in these dimensions. The Competent Bilinguals in Soo and Goh’s (2013) study were highly proficient; hence they did not have issues with conveying their intended meanings. The overall lowest percentage of responses were for the dimension of knowledge, even though lack of vocabulary was reported as highly important in their silences. Out of the 76 Competent Bilinguals who responded to this question, approximately three-quarters (73.68%; 56) reported lack of vocabulary as a contributing factor to their silences, which is not surprising when learning an additional language.

The following seven figures (Figures 5.6-5.11) consider the results of each of the six reticence scale dimensions individually on: anxiety, knowledge, timing, organisation, skills and memory. Figure 5.6 shows the Competent Bilinguals’

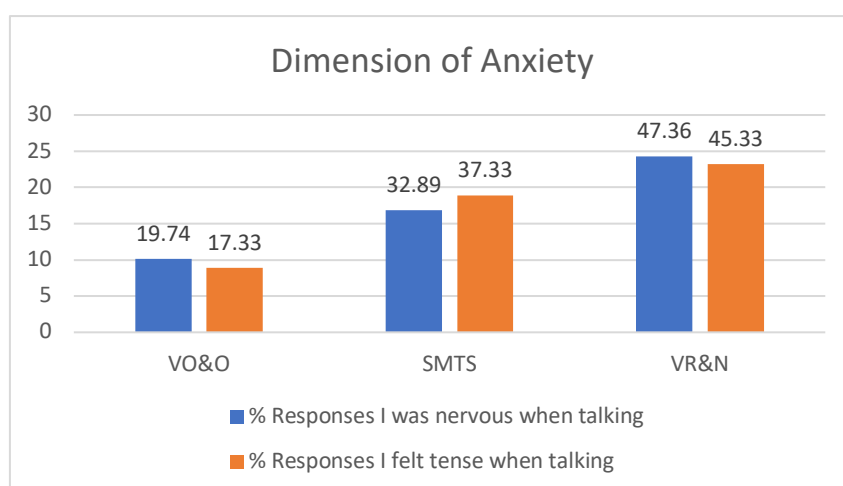


Figure 5.6: The Competent Bilinguals' indication of the frequency they felt anxious when faced with needing to speak in English as a beginner

This cluster consists of two items. The first was *I used to be nervous when I was asked to talk in English* and 75 out of 148 responded to this question. The second was: *I felt tense when I was asked to talk in English* and 71 out of 148 answered the second question. Figure 5. 6 displays the Competent Bilinguals' indication of the frequency they felt anxious when faced with needing to speak in English as a beginner. The majority of them reported on their nervousness and tension, creating an understanding of their anxiety levels. As displayed in Figure 5.6, from the positive percentage ratings, 52.63% and 54.66%, the majority of the Competent Bilinguals, said that they were 'often', 'very often', and 'sometimes' nervous and tense, respectively, when asked to talk in an EAL classroom. The fact that over 50% of the Competent Bilinguals experienced tension and nervousness when asked to talk in English shows that anxiety is a key contributor to student silences at beginner levels. Anxiety is one of the main signs when Competent Bilinguals are not assisted in breaking their silent period and the results clearly show this. In contrast, the Competent Bilinguals who replied 'never' had completed their studies and so probably felt much more confident in retrospect since they had been using English for meaningful purposes for some time, and in an English-speaking country.

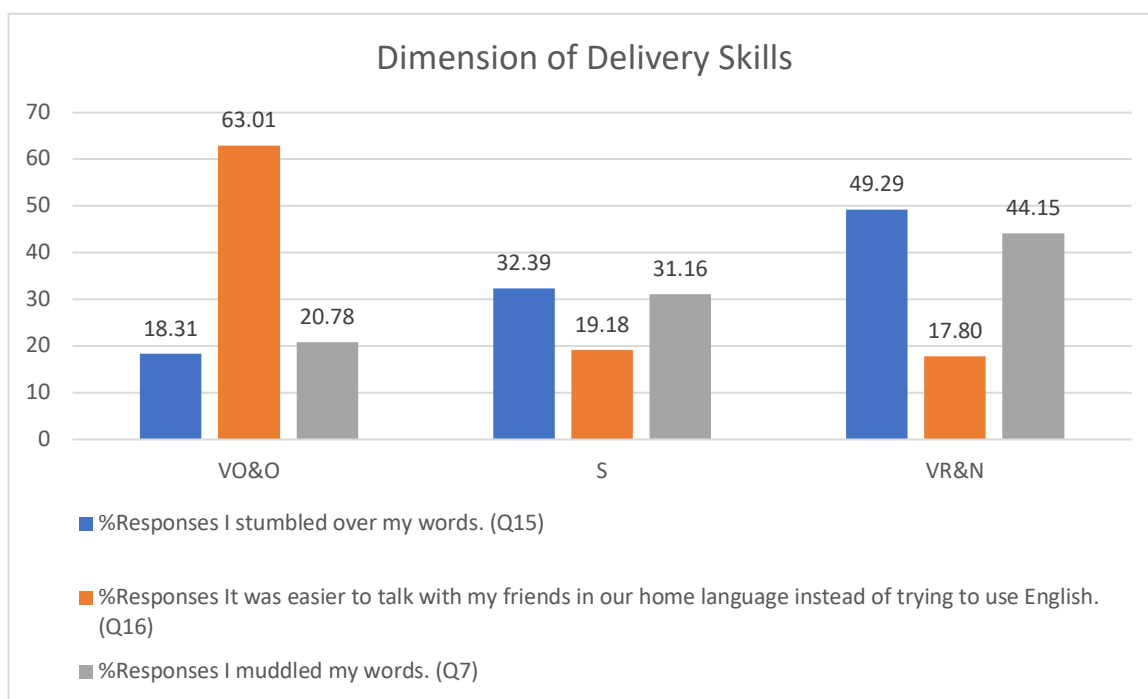


Figure 5.7: The Competent Bilinguals’ indication of the frequency they faced with difficulty when needing to speak in English as a beginner

Figure 5.7 shows the graph of positive ratings percentages for cluster items under the dimension delivery skills. In this cluster, there are three items exploring the frequency they faced with difficulty when needing to speak in English as a beginner. The Competent Bilinguals’ perceptions of their delivery skills were measured by asking them to answer survey questions in relation to the delivery of their speech. They were asked if they had stumbled or muddled when they needed to talk and if, rather than in class.

The survey questions under the ‘delivery skills’ cluster show that Competent Bilinguals had struggled immensely with their delivery skills. The vast majority of Competent Bilinguals, 82.19%; 60 indicated it was easier to talk to friends outside of class. 51.94%; 38 of Competent Bilinguals said that they ‘very often’(VO), ‘often’(O), and ‘sometimes’(S) stumbled their words when trying to speak in English. More than

half of the 52.7%; 36 Competent Bilinguals said that they muddled over their words when they were asked to speak.

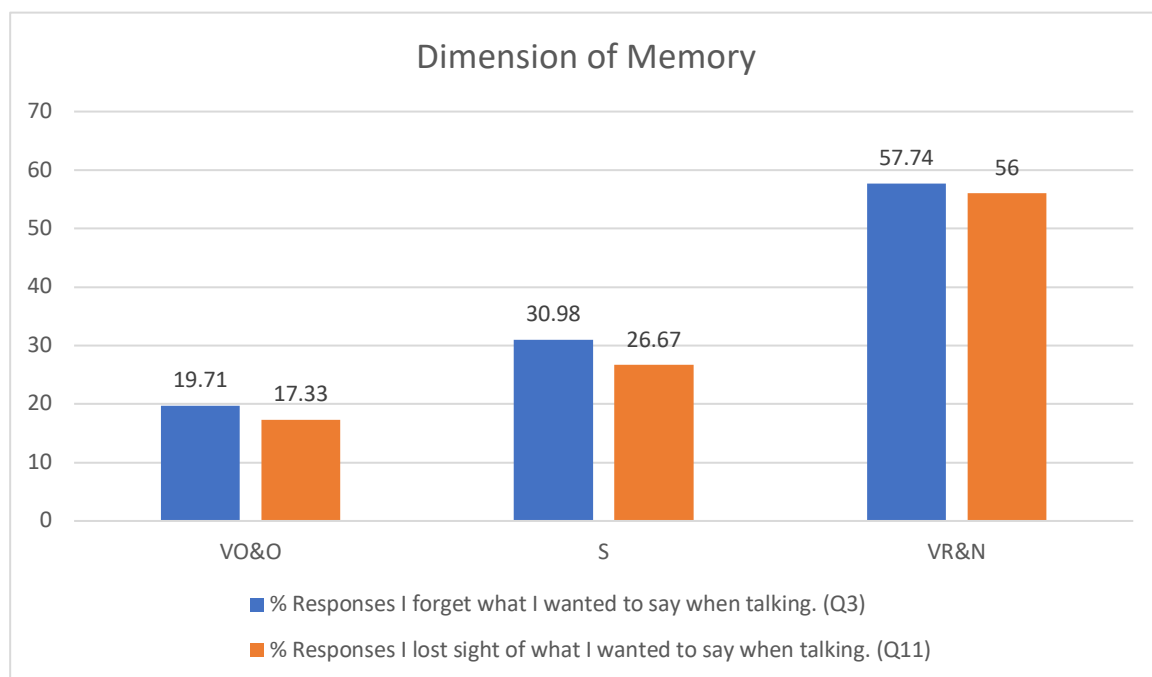


Figure 5.8: Frequency of difficulty remembering when needing to speak in English as a beginner

Figure 5.8 indicates how often the Competent Bilingual speakers found it difficult to remember what to say when they needed to speak in English as a beginner. In the cluster under the dimension of ‘memory’, respondents forgot or lost sight of what they wanted to say. The purpose of these questions was to explore if they were having difficulty or delay in breaking their silent period due to memory. The results show that memory was not the issue of their silence. The approach to teaching and learning might have been the issue. Competent Bilinguals (19.71%; 14 and 17.33%; 16); answered that they ‘often’ and ‘very often’, (30.98%; 22 and 26.67%; 20) and ‘sometimes’ forgot and lost sight of what they wanted to say.

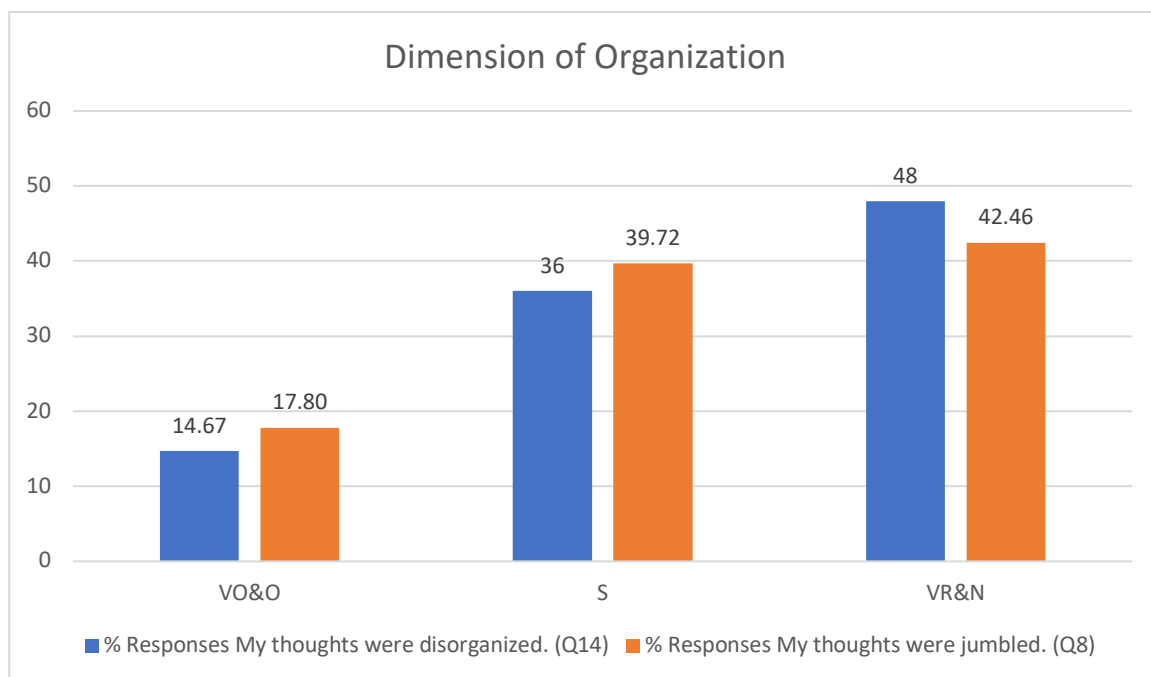


Figure 5.9: The Competent Bilinguals' indication of the frequency of facing difficulty in organisation when needing to speak in English as a beginner

This shows memory also played a role as well, but they lost sight or forgot what they wanted to say because they did not have the opportunity to construct and speak. In general, language learners at this level have very low-level proficiency and need to be assisted when they are answering the questions directed at them. Additionally, their silent behaviour may also be from the lack of memory as they are in lower levels along with other dimensions that contributed to the delay of breaking their silences. Memory in relation to remembering their words is in fact a very high contributor.

Figure 5. 9 illustrates that a minority (17.80; 13 and 14.67%; 11) of respondents answered that their thoughts were 'often' and 'very often' jumbled and disorganised in response to questions X & Y, whereas more respondents (39.72%; 29 and 36%; 27) considered their thoughts were jumbled and disorganised when they were trying to

break their silence when they were at beginner level of their English learning journey in class.

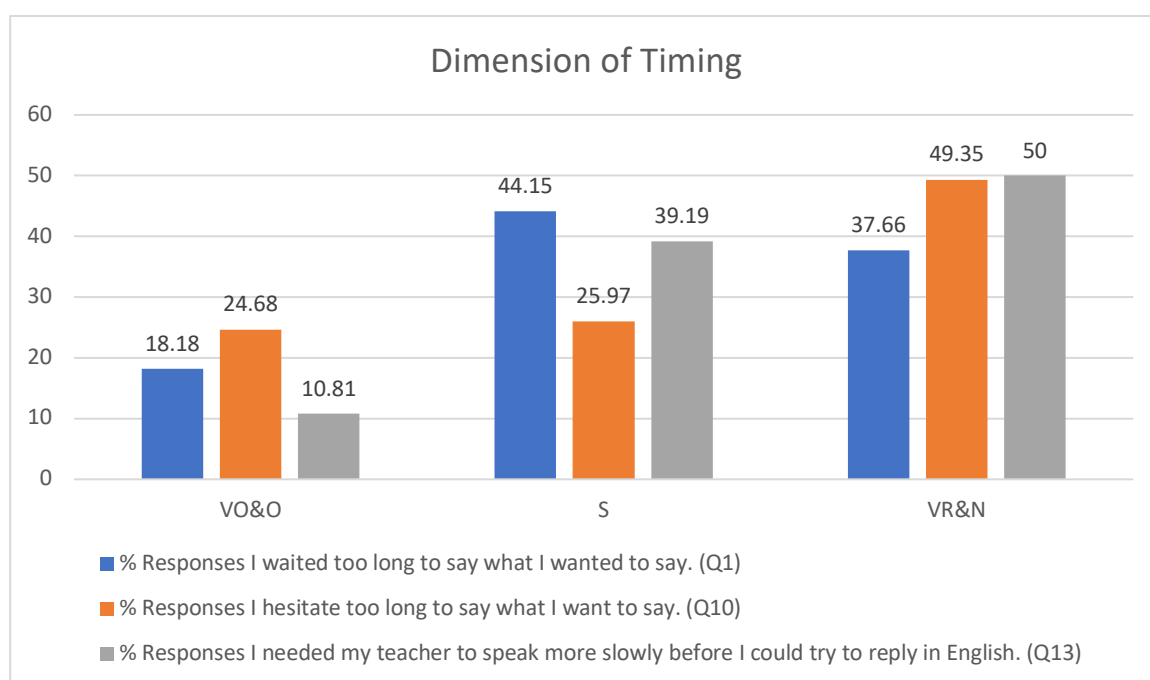


Figure 5.10: The Competent Bilinguals’ indication of the frequency with which they faced difficulty with timing as a beginner

Figure 5.10 displays the frequency with which they had timing difficulties when needing to speak in class. The survey questions under this dimension of ‘timing’ had a cluster of three questions related to hesitation, waiting, or needing the teacher to speak slowly. The majority (62.33%; 48, 50.65%; 39 and 50%;37) of respondents answered that they ‘sometimes’, ‘often’, and ‘very often’ hesitated, waited or needed the teacher to talk more slowly when they wanted to say something, and that they hesitated or waited too long and needed the teacher to speak more slowly when they were beginners, an indication that the teacher talk was not comprehensible when the teacher spoke too fast. Because the Competent Bilinguals were not assisted in breaking their silence as beginners, they found it confusing.

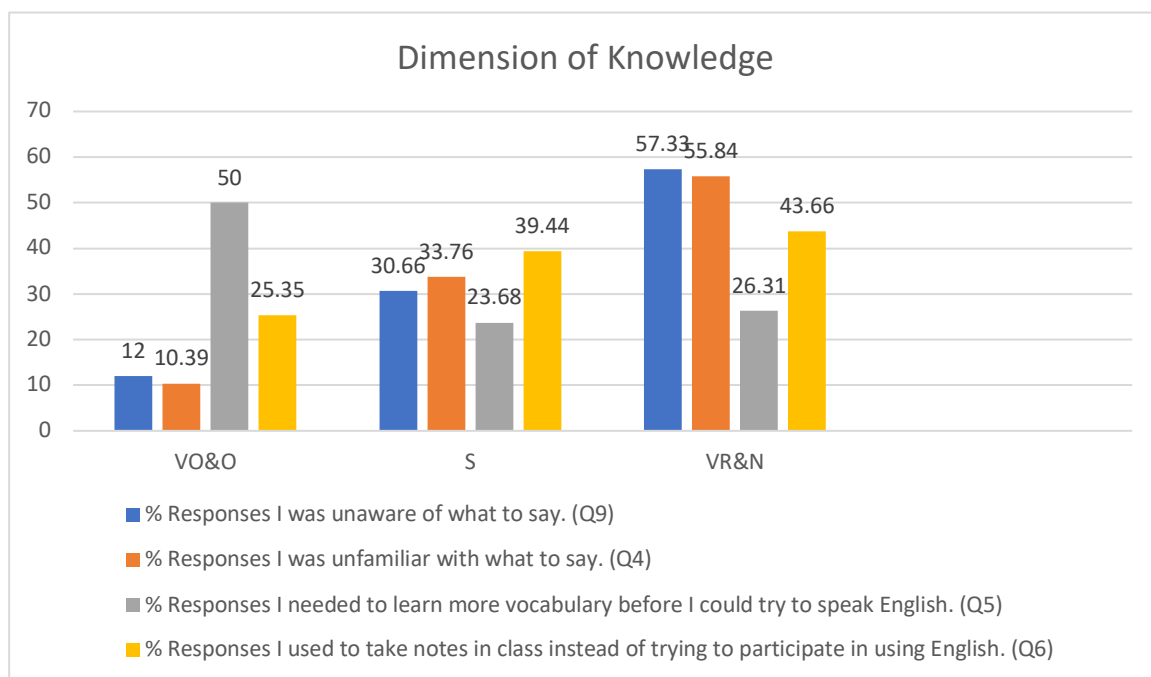


Figure 5.11: Competent Bilinguals’ indication of the frequency they lacked knowledge when needing to speak in English as a beginner

Figure 5.11 shows how often these respondents lacked the language when needing to speak in English as a beginner. The four questions in the ‘knowledgeable cluster’ were designed to explore how knowledgeable Competent Bilinguals were in the English language in terms of if they were unaware, unfamiliar, needed more vocabulary, or if they took more notes instead of participating when beginning learners. In response, they were ‘often’, ‘very often’, and ‘sometimes’ unaware, unfamiliar, needed more vocabulary, or took more notes instead of participating, resulting in their silence in the classroom (42.66%; 32, 44.15%; 34, 73.68; 56, and 64.79%, respectively). The high percentage (73.68%) of Competent Bilinguals needing more vocabulary shows that vocabulary learning is an important factor when it comes to breaking their silence as a beginner. A high percentage of respondents (64.79%) reported that they used to take notes in the classroom instead of participating

in discussions. The Competent Bilinguals also reported that they had issues of being unaware, and unfamiliar with vocabulary and they had issues in breaking their silence in classroom as a beginner. Thus, it can be concluded that although this competent bilingual group emerged from their EAL learning journey satisfactorily, their views strongly concur that their teachers failed to create supportive communicative language learning environments where they were encouraged to use English in purposeful/meaningful ways.

5.6 Part D – Competent Bilingual respondents’ views on teacher behaviour

In Part D of the Survey on a Likert frequency scale where VO = very often; O = often; S = Sometimes; VR = Very Rarely; N = Never, the Competent Bilinguals group responded to 13 items designed to investigate their teachers’ pedagogical approach, as displayed in Table 5.8 below (see Part D of the survey, Appendix A). They were asked to think about their time as a beginner, learning English in class, and respond (on a Likert scale) to the question: “to what extent do you agree with each statement below that describes the way teachers might behave”.

Table 5.8: Part D Competent Bilinguals' responses to pedagogy scale -13**statements (n= 148)**

Dimensions & Items	VO&O	S	VR&N
	f %	f %	f %
<i>Scaffolding/modelling</i>			
1. My teacher rephrased what I said, to show me what to say. (Q1)	19 (26.03)	21 (29.00)	33 (45.21)
2. My teacher added to what I said, to show me what to say. (Q2)	16 (22.86)	23 (32.86)	31 (44.29)
3. When my speaking was wrong my teacher modelled the correct speech. (Q3)	29 (39.73)	22 (30.14)	22 (30.14)
<i>Form- focused/Content feedback</i>			
4. My teacher gave me feedback on my grammatical errors rather than the meaning of my message. (Q13)	28 (40.58)	28 (40.58)	13 (18.82)
5. My teacher gave me feedback on my message but not on the words I should use. (Q4)	13 (20)	24 (36.92)	28 (43.08)
<i>Extended wait-time/learner turn</i>			
6. My teacher gave me plenty of time to think of how to respond in English. (Q6)	31 (44.29)	18 (25.71)	21 (30)
7. My teacher gave me a second turn to speak when I was answering a question. (Q11)	24 (35.82)	26 (38.81)	17 (25.37)
<i>Learner participation</i>			
8. I was able to ask my teacher a question. (Q10)	60 (84.51)	6 (8.45)	5 (7.04)
9. I was able to ask my teachers to clarify when I could not understand their speaking. (Q12)	45 (63.38)	14 (19.72)	12 (16.90)
10. My teacher encouraged me to have a conversation in English. (Q5)	44 (63.77)	10 (14.49)	15 (21.74)
<i>Teacher role/talk/awareness</i>			
11. My teachers asked me to clarify when they could not understand my speaking. (Q7)	20 (28.98)	24 (34.78)	25 (36.23)
12. My teacher interrupted when I was struggling to speak English. (Q8)	9 (12.86)	19 (27.14)	42 (60)
13. My teacher completed what I was struggling to say, for me. (Q9)	16 (20.78)	29 (37.66)	26 (33.77)

Note: VO = very often; O = often; S = sometimes; VR = very rarely; N = never

Table 5.8 is adapted from Walsh's (2006) Framework

Table 5.8 reports the results of the Pedagogy Scale-13 that was designed to measure the Competent Bilinguals views of their teacher's pedagogical behaviour referring back to their beginner phase. It is based on five dimensions of the pedagogical approach, which are: scaffolding/modelling, form-focused/content feedback topics, extended wait-time/learner turn, learner participation, teacher role/talk/awareness, that were clustered items. These clustered items were created to assess if teachers gave students enough support during their silent period. If the Competent Bilinguals on the frequency scale replied 'sometimes' with the statement(s), they were said to have experienced the selected aspect(s) in that particular dimension. If they responded either 'very rarely' or 'never' with certain statements, they were considered not to have experienced the aspect(s) under the particular dimension.

The analysis of data in (Table 5.8) showed that most of the Competent Bilinguals believed that their teachers encouraged them to speak in English before they were ready to speak, which resulted in anxiety and delayed them in breaking their silences. For the 'learner participation' dimension, 84% (54) out of the Competent Bilinguals who responded to this statement reported that their teachers encouraged Competent Bilinguals to speak in English when they were at beginner level in the classroom without giving them enough explanation of vocabulary.

The analysis of data also highlights that in the dimension of form-focused feedback (Table 5.8) the majority of Competent Bilinguals experienced that their teacher was more focused on grammar than message (81.15%; 56) and believed that

the focus on grammatical issues rather than the message caused tension and anxiety and resulted in the delay of breaking their silent period. Thirty-seven Competent Bilinguals, (56.92%; 37) expressed that their teachers at least sometimes focused on the message but not the words when giving them feedback. And 40.58%; 28 responded that their teachers ‘very rarely’ or ‘never’ gave them feedback based “on my message but not on the words I should use”, they were trying to convey.

The reliance on form-focused behaviour of the teachers in beginner level classes indicates why the majority of the Competent Bilinguals may have reported ‘lack of vocabulary’ as an obstacle for their talking in the classroom. Similarly, while 49 Competent Bilinguals responded that their teachers gave them extended time and “gave me plenty of time to think of how to respond in English”, and 50 reported “a second turn to speak when I was answering a question”. Many Competent Bilinguals believed that problems with timing, such as learners taking turns to talk in English, contributed to issues when breaking their silences. Therefore, it can be assumed that the wait time they experienced might not have been enough for them to be able to express themselves in English.

In relation to the Competent Bilinguals’ recall, 40 responded noted that at least sometimes teachers “rephrased what I said, to show me what to say” while 27 responded that their teachers ‘very rarely’ or ‘never’ rephrased what they said or added to what they said or modelled the correct speech to show them how to say something.

For the dimensions of teacher role/talk/awareness, the difference between high and low frequency responses was not huge. Although they were Competent Bilinguals who claimed that they had problems in these dimensions, it was not as serious as the dimensions discussed above.

The following five figures (Figures 5.12-5.16) consider the results of each of the six pedagogical scale dimensions individually. In doing so, as shown in Table 1, the positive percentage ratings of ‘very often’ and ‘often’ are compared with the ‘sometimes’ rating and the combined ‘rarely and never’ ratings. The data collected are displayed in graphs under each dimension below. The findings of the dimension anxiety, knowledge, timing, organisation, skills and memory, and the knowledge dimension clearly show that these Competent Bilinguals were silent as a beginner and this was due to lack of teacher understanding of the disconnection between the silent period and pedagogical approach that resulted in teachers not helping them as beginners in breaking their silent period.

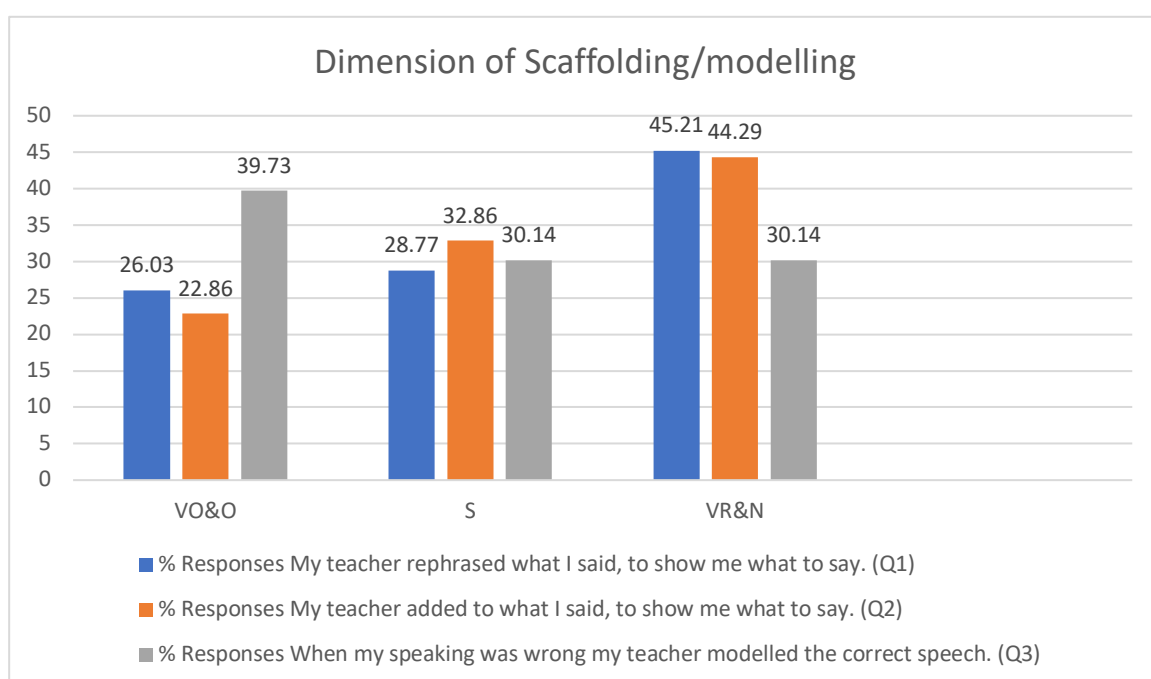


Figure 5.12: Competent Bilinguals’ indication of the frequency their teachers used scaffolding/modelling at beginner level classes

Figure 5.12 shows the frequency of scaffolding/modelling their teachers undertook when they were at beginner levels of their language learning. To measure the dimension on scaffolding/modelling there was a cluster, of three questions. The Competent Bilinguals were asked if their teacher added or rephrased what they wanted to say. Their responses show that the majority of Competent Bilinguals answered that their teachers ‘never’ and ‘very rarely’ added or rephrased Competent Bilinguals verbal contribution which resulted in silence due to confusion. This response shows that there is a need for scaffolding/modelling by teachers at beginner levels. Less than half of the Competent Bilinguals (54.8%; 40 of those who responded to this question) said that their teachers ‘very often’, ‘often’, and ‘sometimes’ rephrased what they said, to show them what to say. This means that 45.21% (33 out of 73) of Competent Bilinguals ‘very rarely’ or ‘never’ received rephrasing of what they said by their teachers when they were at beginner levels. Similarly, 44.29%; 31 of the Competent Bilinguals reported that their teachers did not add to what they said to show them what to say. Finally, just over one-third of the Competent Bilinguals responded that their teachers ‘very rarely’ or ‘never’ modelled the correct speech to them. This table shows a lack of scaffolding/modelling experienced by almost half of the Competent Bilinguals resulting in silent behaviour due to the lack of these aspects in teaching.

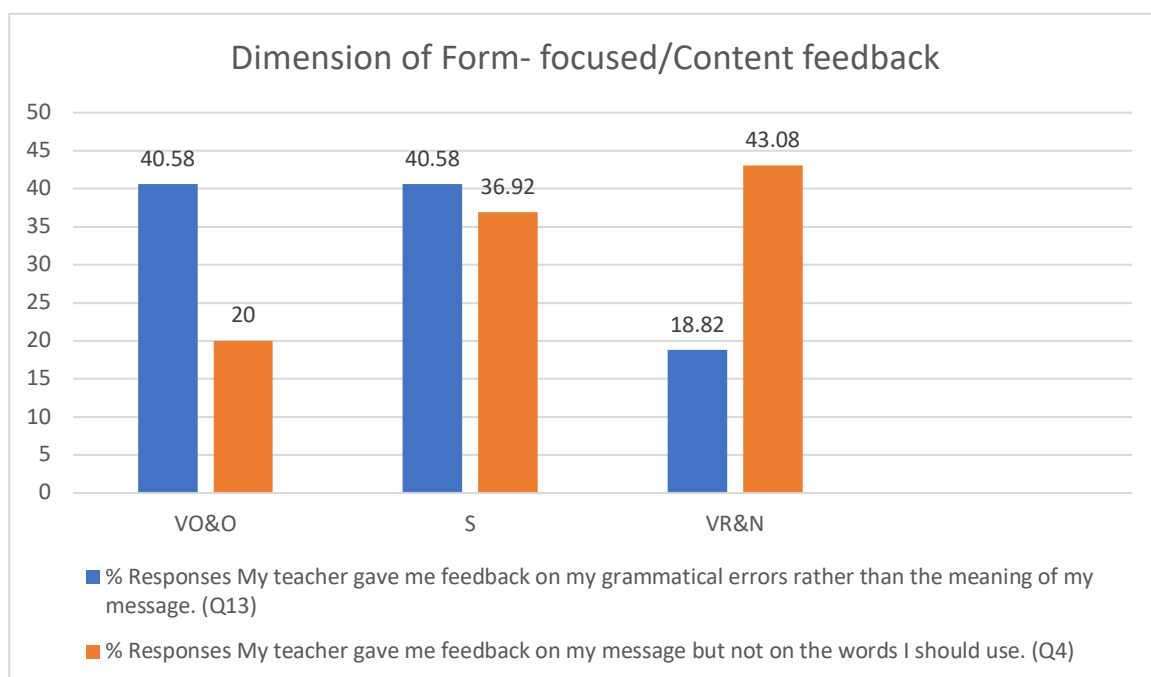


Figure 5.13: Competent Bilinguals’ indication of the frequency their teacher provided form-focused/content feedback at beginner level classes

The respondents indicated that their teacher provided form-focused support at least sometimes. It was rare for the students not to receive grammar related assistance. Conversely only sometimes or very rarely did the respondents recall that the teacher gave feedback on the content in class. Such findings indicate further reasons for silent behaviour when the meaning of the communication is not provided in highly form-focused situations.

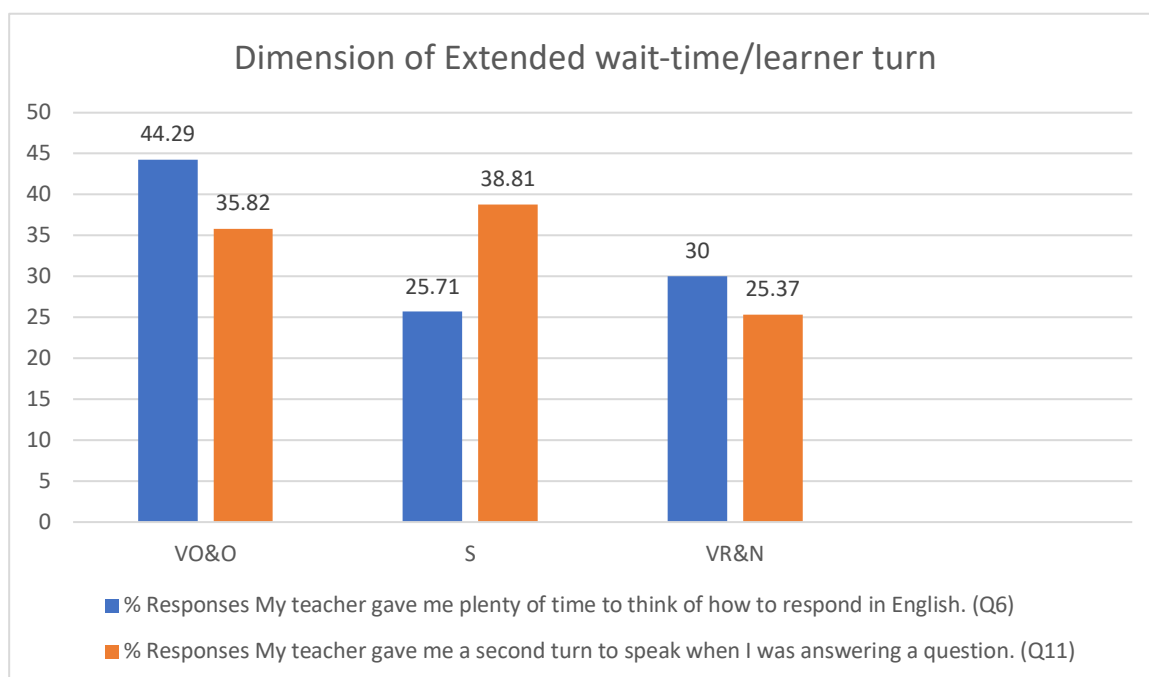


Figure 5.14: Competent Bilinguals’ indication of the frequency their teacher used extended wait-time/learner turn at beginner level classes

Figure 5.14 shows how the respondents indicated teacher used extended wait-time and learner turn when answering questions in their beginner level classes. Findings show that the Competent Bilinguals did have time, 70%; or 49 out of 70 Competent Bilinguals stated that they had plenty of time to think when answering questions in class. A significant percentage of responses, 74.63%; or 50 out of 67 believed that their teacher gave them a second turn when answering question. Competent Bilingual There is a problem with timing because if their teacher gives them too much time without modelling on what to say in a given context, this could provide an impetus for silence.

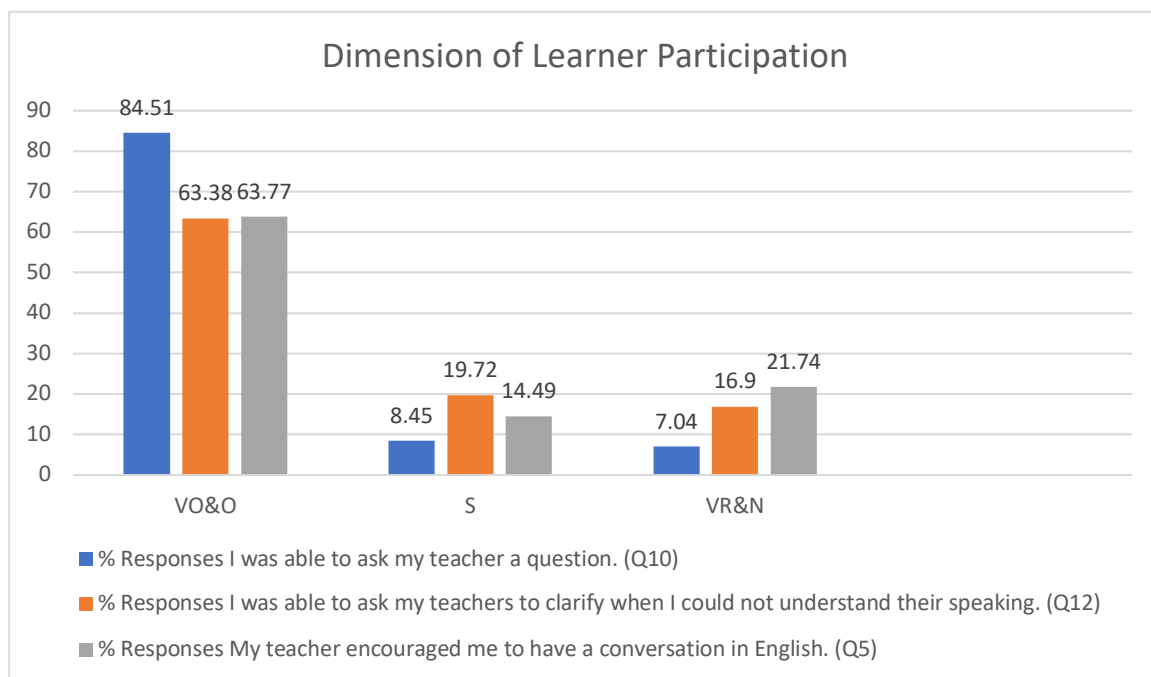


Figure 5.15: Competent Bilinguals’ indication of the frequency of learner participation at beginner level classes

The dimension of learner participation shown in Figure 5.15 was a cluster of three questions, firstly if they were able to ask their teacher a question, then to seek clarification if they did not understand the teacher, and thirdly if they were encouraged to converse in English. The majority (60 out of 71, or 84.51%) reported that they were able to ask their teacher questions in the classroom. 63.39%; 45 (out of 71) were able to ask their teacher if they needed clarification. The high percentage of participants seeking clarification seems to be because they did not understand the message. While analysis of the data presented in this chart shows that the majority of respondents felt comfortable when asking for clarification or questions, a high percentage of them 63.77%; 44 (out of 69) reported they were encouraged to speak in English at beginner level classes. This could be linked to previous findings on anxiety of not understanding

the message, as most of the Competent Bilinguals experienced anxiety when asked to respond in English as anxiety is a significant instigator of silence.

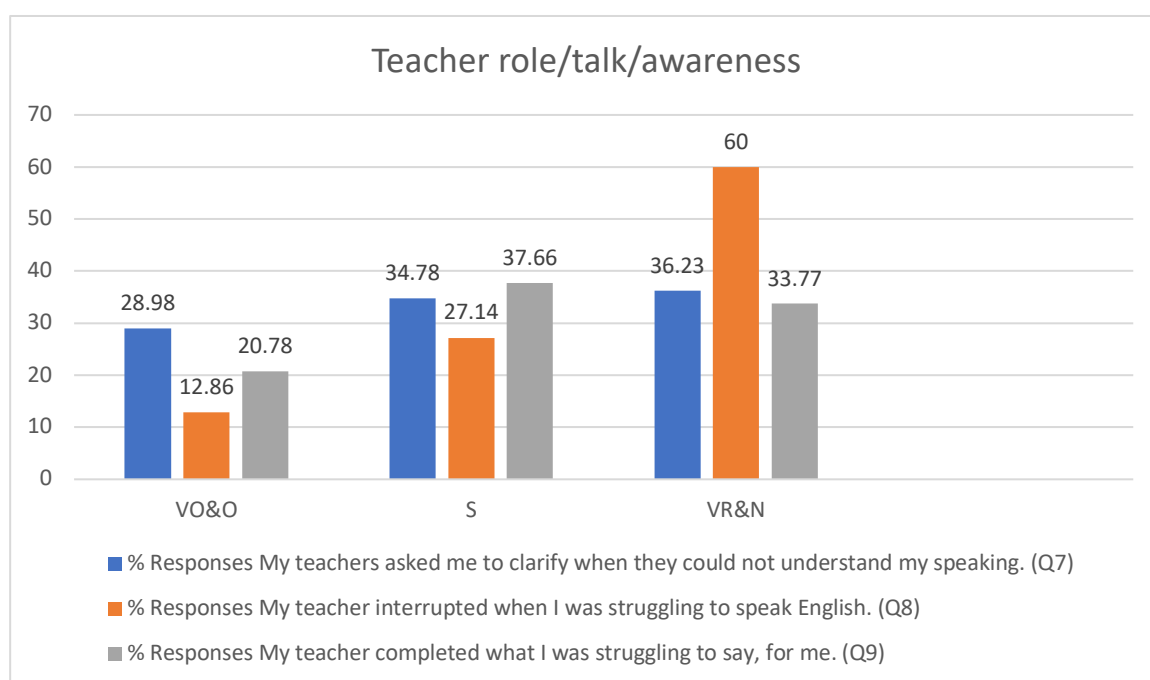


Figure 5.16: Competent Bilinguals' indication of the frequency of teacher role/talk/awareness at beginner level classes

The dimension of teacher's role, talk and awareness in Figure 5.16 was a cluster of two items, namely if their teacher asked for clarification to understand their speaking or if their teacher interrupted when they were struggling to speak in English. Although there was not a major difference between the frequency of the findings regarding these questions, a significant percentage 60%; 42, who answered this question stated that their teacher 'very rarely' and 'never' interrupted them when they were struggling to speak in English. This finding indicates that if their teacher did not interrupt them when they were struggling or for clarification, they probably felt that they were not supposed to talk, and this may have made them nervous and silent. This could also be a factor in why the Competent Bilinguals identified anxiety as a

problematic factor in speaking in lower-level English classes. The data collected from these items show that the Competent Bilinguals were silent as beginners, possibly due to a lack of teacher understanding of the disconnection between the silent period and the particular pedagogical approach that resulted in teachers not providing them with enough support as beginners for breaking their silent period.

The next sections 5.7, 5.8 and 5.9 display the responses of Competent Bilinguals to open-ended questions. They were asked 2) what were the five most important things that their teacher of English did to help students take the risk and try to speak in English? and they were asked: What are the five most important things that the English language learners at beginner level can do to help themselves take the risk and try to speak? From their responses, the below themes have emerged. Lastly in 5.9 they were also asked to leave their advice and any final comments.

5.7 Survey responses to the five most important things that the teacher of English can do to help students take the risk and try to speak in English

The data below is obtained from Competent Bilinguals as they were asked open-ended question at the end of Part D of the survey to collect qualitative responses. The question “What are the five most important things that the teacher of English can do to help students take the risk and try to speak in English” was answered by almost a third of (29.73%; 44) respondents. The data is presented below and please note that the English teacher here refers to an EAL teacher. Firstly, the data that emerged emphasised the importance of practicing speaking to help them with their proficiency silence. There was an urge for teacher modelling as well. They commented on having access to socialising to find more opportunities for modelling to compensate for their

missed opportunities to practice in classes that had led to silent behaviour. Most also commented that their teachers did not give them more information on the background of the topic and give them more time to prepare. Many Competent Bilinguals had pleaded for more listening comprehension that may aid modelling and meaning to help them understand and make meaning for comprehension. Their learning experiences showed that they had troubles with meaning making in the classroom. Overall this analysis showed these Competent Bilinguals' silences were in relation to: teachers empathy, modelling, lack of listening, and lack of speaking/practices as well as not allowing time to prepare, contextual issues and lastly the lack of out of context teaching materials and vocabulary.

Seven key themes emerged from the colour coded transcripts of s survey:

- Teacher's empathy
- Modelling
- Listening
- Speaking/practices
- Give/time
- Context
- Vocabulary

Competent Bilingual 2 answered this question by advising teachers to *make students to sit as groups in the class and give activities which involves conversation and provide feedback for students on where they need to improve in spoken English,* and lastly, *Start with easy sentences.* In this comment, she appears to suggest more help with phonetics to assist beginners with breaking their proficiency silent period. She also advised to *make the learning interactive. Give more opportunities for students to speak up in the classroom, Give homework's that make students to speak English at*

home or with other friends. Thus, she is raising the importance of activities that foster social communication for meaningful purposes in keeping with a social constructivist approach.

Competent Bilingual 3's comments identified: *Support, encourage, friendly.* This data point shows that the respondent wants teachers to create a safe environment for them to be supported in their speaking practices during their silent period. Thus, again raising the importance of activities that foster social communication for meaningful purposes. Also Competent Bilingual 8 again commented on the skills such as *Listening, modelling the English, and the use of plain English were very helpful* raising the importance for basic skills to communicate for meaningful purposes in the local environment. He advised new students of English to watch *Movies*, and pay attention to *Teachers plain talk*, and left four ideas that helped him learn English:

- *practice*
- *listen to the person you are talking to*
- *radio*
- *other people*

This respondent is suggesting that everyday social and digital resources could be helpful.

Competent Bilingual 22 also said that teachers can help language learners in breaking their silence: *By providing friendly atmosphere within the classroom. By having teacher-student, student-student interaction within or outside the classroom. Encouraging students to speak in English and telling them the advantage of knowing English, like how English can be helpful for their further carrier! Depending on the atmosphere of the classroom, giving them either direct or delayed feedback. More teacher modelling rather than asking questions. Giving them additional source of*

information such as online methods which can motivate students in learning English.

This data point so far resonates with children, as unlike adult language learners, they break their silences in primary school if EAL students where language is informal and natural and they have English speaking peers; so they develop social speaking skills, but adults are often deprived of that experience (Krashen, 1987). Thus, the respondent here is again, like Competent Bilingual 2, raising the importance of activities that foster social communication for meaningful purposes.

Competent Bilingual 10 said that the important thing that teachers of English can do to help students take the risk and try to speak in English was to get them to *practice, which is the only way to change. Give them easy reading English novels. Talk with native speakers when possible. Watch English movies. Listen to BBC and VOA special English.* Her responses show that that the classroom did not have meaningful listening for her, so she took the matter into her own hands and did listening on her own. Listening can be given to students in many ways. For example, teachers may model a local conversation with another teacher in preparing their students for their role plays. But what helps them learn and break their silence during learning within the silent period needs more development. It seems so far that Competent Bilinguals have said they would rather be silent than give a wrong answer in class.

Competent Bilingual 24 advised that the teacher of English can help by *giving occasion of conversation. Find conversation anywhere.* To find meaning this respondent notes to converse with students. Most Competent Bilinguals have reported that they did not have chances to practice speaking in class as they only spoke when they were asked questions, which tended to be closed. This suggests that the respondent had to find occasions for conversation outside of class. L2 learners need therefore to be supported rather than asked questions when they do not know answers.

Competent Bilingual 104 also raised the issue of teacher support, commenting that teachers of English can help students by *Being patient, speak slowly, and correct mistakes as soon as possible*. She also advised teachers to: *Make class interactive. Encourage students to build up their self-confidence*. Similarly,

Competent Bilingual 24 suggest teachers *be patient, be clear, be empathetic and give examples. Give second chance*,.

Also of importance was the issue of how to teach language features and use of metalanguage as Competent Bilingual 25 noted: *teachers should not stick into grammatically correct phrases (encourage them to form sentences even if it's grammatically inaccurate). Teach them more verbs and vocabulary in separate, just for giving them more materials to form sentences. Never push students too much as it makes students to be more anxious, rather than opening up to speak in a foreign language!* This respondent thinks there should be more emphasis on meaning rather than grammar in keeping with the thrust of a social constructivist pedagogical approach. Thus, the Competent Bilinguals responses reflect strong insights into pedagogy and language learning. This is reinforced by Competent Bilingual 26 whose recommendations were to: *let students speak more freely, learn more vocabulary. Start conversation with English speakers. Build their confidence, get contact with foreigners. Give them a chance to correct their mistakes. Read newspapers. This topic is very important to do research about it. And give them nice atmosphere or surrounding. Give them time to talk*. This respondent was again raising the importance of skills that foster social communication for meaningful purposes.

Competent Bilingual 36 highlighted the importance of positive feedback to students but also they needed immediate correction regarding mistakes but this should be dealt with respectfully, noting that *the teacher should be constantly reminding*

students that how great their progress is, and the student must be corrected right away. The teacher can even smile or make a joke about the mistakes that student make. Thus, again this respondent raised the importance of a more natural environment in class with activities that give them social communication skills for meaningful purposes. Also contributing to the theme of creating opportunities for meaningful social communication, Competent Bilingual 35 saw the teacher as being able to help more by: *Pick interesting and current topics. Learn more about their taste in music, movies and hobbies. Be more friendly and correct them without making them feel inadequate. Teach them a common use of language first and then the academically ones. Offer creative tasks.* Here the respondent emphasised that classrooms can be too formal and again raising the importance of activities that allow them to learn language that cultivates social communication for meaningful purposes. Competent Bilingual 88's comment that *teacher of English can help students by providing more practice and listening and her recommendations* that students should take the risk and try to speak in English so: *Talk with English people. Read books and, newspapers. Listen to news and by watching tv and movies in English.* Thus, again, this advice combined with the comment: *Don't worry about mistakes*, also reflects the use of social media for meaningful purposes to negate the formal class settings.

Competent Bilingual 92 commented that the teacher of English can *Learn [their] your [students] them. Support them. I do not know.* This data point translates as the need for teachers to 'identify' the needs of their students. It raises the importance of activities that cater for language used in social settings for meaningful purposes and reinforcing their need for verbal interactions adapted to their beginner level while they are experiencing proficiency silence. This was identified more explicitly by Competent Bilingual 42 who said that the teacher of English can help students by

Providing authentic situations in and outside the classroom. Pair and teamwork. Try not to correct all mistakes. Give different tasks depending on students' abilities. Choose the content that the students are interested in. Simply try to speak as much as you can. She also commented on the five most important things that encourage students to take the risk and try to speak in English. Besides reiterating the use of media e.g. *Listen to news in English and watch films* and *Connect with native English speakers*, she emphasised the need to *Take online tests that measure their linguistic abilities* and ensuring *the teacher . . . increases student talking time, and decreases teacher talking time.*

In addition, the speed at which EAL teachers spoke was raised as having an influence on pedagogy. Competent Bilingual 83 saw the teacher of English as able to help students by *speaking slowly*. They specified: *Give more than ten words to keep it using the photo using C-D to hear.* She also commented on the five most important things that students can do to take the risk and try to speak in English: *Talking together always reading and always writing, always speaking. Watching the English program. Don't be afraid to learn a new language try and try you will succeed.* In addition, Competent Bilingual 54 commented in the same way and said *Always speak in English during class. Start by using simple vocabulary and make the class fun, for example watch English movies, allow students to write weekly journals in English and read them out loud. Bring English-speaking individuals for the students to interact with.*

Competent Bilingual 148 only commented that teachers should *Not [be] pushing to talk. Giving them time to prepare. Providing some background knowledge encouraging more to participate. Not correcting and focusing on content and background knowledge. Realising that conveying meaning is more important than anything.* Thus, again respondents are usually either worried about raising the

importance of activities that foster social communication for meaningful purposes or reinforcing their need for verbal interactions adapted to their beginner level. The data so far is sufficient enough to show that respondents were silent because their teachers did not create an environment for students to practice and break their silences. Simply they were not facilitated to practice speaking and that may have prolonged their silences.

In Competent Bilingual 27's response to one the five most important things that students can do to take the risk and try to speak in English, she says *Listen to news. Join any convection in English, read a lot, Write in English. Students need more free courses to practice English, more free events, more free gathering practice in English*, this reinforces the need for verbal participation in class adapted to their beginner level.

Competent Bilingual 28 also raised similar issues commenting: *help with speaking, reading, and writing, culture and social diversity communication*. Additionally, this participant noted that *Listening to the news, practice to write, reading, news*. Here again the Competent Bilingual is virtually saying you can help yourself as if it is difficult to attain these objectives in class.

Competent Bilingual 51 also raised similar issues, commenting: *Bring English-speaking people to class to interact with them. Always speak in English, begin with simple vocabulary, Watch English movies in class. Ask students to write weekly journals in English*. This again reinforces students' recognition of the need for verbal interactions adapted to their beginner level.

Respondent 102 commented teachers should *Encourage, provide examples, and correct mistakes. [Also] Allow for more conversation in class*. Similarly, Competent Bilingual 62 commented *Focus on conversation, by listening on daily basis and try to create a worry less, less serious environment, so the students won't be afraid*

of telling their thoughts which might be full of mistakes! And Competent Bilingual 77 commented that *Breaking the ice - game, friendly conversation, etc. Self-confidence-importance. The feeling of is have them as a student is good. Plan storming - in speaking as well as in writing. Simple materials, clear argument, self-confident.* Further, here both respondents reinforce students' recognition of the need for verbal interactions adapted by the teacher to their beginner level.

Competent Bilingual 132 commented on teachers; *Not embarrassing the students, not correcting unless it's crucial after baby steps he/she could learn the right ones, pushing to participate in projects and activities to separating students not according to their levels, and combining with every levels.* And Competent Bilingual 71 similarly commented that a teacher of English *should encourage them to learn the language without being overwhelmed* [without unknown vocabulary and out-of-context information]. *To leave enough space for them to speak in the classroom with him and their colleagues. To train them to speak without fear.* [The teacher] *should encourage them to exercise speaking outside in life.* Again here both respondents reinforced teachers' recognition of the need for verbal interactions to suit their beginner level.

Competent Bilingual 68 commented that the teachers can *make sure they sit with someone who doesn't speak English and encourage reading a lot. Listening lessons, and make sure [they] to let them know it's ok to make mistakes, make learning fun.* Furthermore, respondent 75 also commented that an EAL teacher can *start with general and simple topics to talk about. Reading in front of the class to know how words sound like. Giving each student their own time to speak or read louder.*

Competent Bilingual 108 commented that the English teacher can help students by *Encouraging students to use English as much as they can. Being patient with*

students when stumbling with words. Using creative methods to teach English. Being supportive and trying to know their students well. Paying extra attention to shy students as they are the ones who need a little push. Here the respondent is asking teachers to know their students' needs, understanding their learning needs to suit their level. Competent Bilingual 117 commented similarly and said *Through motivation and forcing them to speak. Ignoring their mistakes. Making the class enjoyable Interaction, Courage and self-esteem, achievements. Be a good listener. Both teacher and student should be, passionate about teaching and learning.* This data point shows that there needs to be a level-specific method that caters for students' low proficiency period that will lead to helping them with breaking their silences in support of the silent period.

Competent Bilingual 112 only commented on the five most important things that the teacher of English can do to help students take the risk and try to speak in English, and she said: *To be able to manage & deal. Encouragement. Do not interrupt till end of sentence. Speak slowly. No accents. Use simple vocabulary,* The respondent is literally asking teachers to use the language primitively as you would encouraging a baby to speak and make meaning to allow them to break their silence is the process of building on proficiency. This again shows that proficiency silence is an organic process that language learners go through. Competent Bilingual 100 commented that *Smiling, Support, add different vocabulary* and also helps to avoid favouring the formal knowledge transmission method that seems to be the way they had been experiencing in class that was silencing them.

Competent Bilingual 96 commented that the teacher of English can *Encourage talking in class in English. Presentations. Answering questions. Role play Games. Ask more in class. Talks and presentations. Present themselves and their country.*

Participation in class activity. Competent Bilingual 130 commented very similarly that the teacher of English can help students to *create a drama class, video talk friend project (like pen friend), essay homework's discussing movies and books, and teamwork.* Again, here both respondents reinforce students' recognition of the need for verbal interactions adapted to their beginner level to make meaning. Overall, in the pedagogical advice that this group provided demonstrates that this group of competent bilinguals was very much aware of the issues associated with beginning/pre-intermediate EAL learners and the challenge to overcome being silent and their recognition of the inadequacy of teachers' pedagogical repertoire. Thus, the next section discusses what they did themselves to compensate.

5.8 Survey responses to the five most important things Competent Bilinguals did to help themselves take the risk and try to speak

Lastly, Competent Bilinguals were asked what were the five most important things that English language learners can do to help themselves take the risk and try to speak. Their responses are reported below. In total 35.16% (53) answered these open-ended questions.

Competent Bilingual 53 commented that the five most important things that students do to take the risk and try to speak in English are: *Speaking with people on the streets. Watch movies and news, Make English speaker friends.* Again, the respondent once again reinforced the recognition of her need for verbal interactions adapted to their beginner level. They seem like they did not have the opportunities to practice speaking in a natural way so they rather be silent then giving a wrong answer and sought meaningful input outside of class. Similarly Competent Bilingual 10 says

Listen to BBC and VOA special English. Read English novels. Talk with native speakers when possible. Make Pals with native speakers. Watch English movies. Don't be afraid of making mistakes. Don't be concerned too much about own accent Read widely. Make English-speaking friends' self-confidence. Talk with native speakers whenever possible.

Again, as seen from these Competent Bilinguals' comments, the importance of listening and modelling is reinforced by students' recognition of their need for verbal interactions adapted to their beginner level. In this respect, it may recommend that teachers can detect these student language learning needs during proficiency silences at lower-level language learning stages in class. This would help those students to start speaking and gradually they will gain confidence to speak in front of others, as well. On the other hand, Competent Bilingual 37 drew attention to how students can take the risk and try to speak in English, exaggerating the need to listen regularly: *listening, listening, listening, listening, comprehensible listening listening to others, watching news, listening*. She is alluding that there is not much listening and modelling in classes. Competent Bilingual 36 also commented that L2 learners should *try to imagine [themselves] yourself in different situations and practice a suitable conversation. Watch movies and try to mimic them Talk to yourself. Always remind yourself that you need not be perfect, it reduces your tension and calms you down*. She is just like many others, helped herself in breaking her silent period as it seems as if there was not much support in class because teachers were unaware of students' proficiency silences. Respondent 24 commented that students should *Learn at least 3-5 words in English every day to improve vocabulary. Make mistakes, be confident, and try hard. Note down the any new word and its meaning and try to create a sentence for each of those new words. Ask questions to your teachers to clarify anything you do*

not understand. Here, she is emphasising the importance of the pedagogy needing to be tailored to suit the students' needs with meaningful comprehensible input has played in breaking the silent period.

Competent Bilingual 31 commented that, *Listening to movie and watching kids' channels. Reading books for children Speak English only.* Here again she said watching kids' movies helped her in breaking her silent period. To identify what is happening in an EAL class when students are silent, is that the teacher could be providing them with beginner verbal participation in class adapted to their level. It seems as if Competent Bilinguals have helped themselves to break their silent period. This suggests that there was not much help in class. Respondent 35 similarly commented to *Watch movies and listen to music in the target language Get involved in the current affairs and culture of English-speaking countries. Get to know and talk to English-speaking people. Be curious and not afraid to speak in English.*

Competent Bilingual 45 commented that students can start to speak in English by, *learning new, vocabulary. Understand grammar. [And through] Conversation.* Respondent 50 also to *Speak loudly. Practice, ask for anything. Do homework. Listening, writing reading listening, speaking, good luck.* And respondent 51 also suggested to take part in language exchange programs online. *Watch English series and movies. Read English books/ Novels Rehearse before a mirror or with a friend.* She has placed significance on modelling and teachers being patient. Respondent 54 in the same vein commented to *Watch English movies/ series and Read novels/ books. Participate in language exchange programs/ groups online. Practice before a mirror or with a family member/ friend.* Competent Bilingual 62 also commented that *Being Seriousness. Practice speaking every day. Listen everyday advise teachers to encourage their students to practice speaking.* Respondent 68 commented that the five

most important things to take the risk and try to speak in English is again through *Read, Radio, and speak as much as possible. Be brave.* Respondent 71 also commented *not to worry when you cannot use grammar well, only speak. Try to speak with someone who is speaking English fluently. Do not worry about what you say or how you say, only you speak to break fear from use foreign language.* The comment from this Competent Bilingual supports the silent period hypothesis which is similar for children, thus supporting that adults also experience a silent period. She said just break the fear, meaning the silent period will be broken if the language learner lets go of their tension/anxiety. Importantly, EAL teachers need to be able to accommodate this in their teaching by adapting their pedagogical approach in the light of these findings. This is in keeping with Competent Bilingual 75's response that reinforces students' recognition of the need for verbal interactions adapted to their beginner level. She says, *reading books louder. Listening to audio books. Put themselves in situation force them to speak English. Keep reading books and learn new words every day and listen to native English speakers to learn the correct pronunciation of words.* There is a pattern here in the data, Competent Bilinguals are doing things that are not supported in class, as they are taking the matter in to their own hands to break their silent period.

Competent Bilingual 77 commented that *be able to learn from your mistakes. The more vocabulary they know the most confident [they are].* So, for this Competent Bilingual, confidence and context is key in breaking her silent period.

Competent Bilingual 94 commented that students should *Increase speaking ability. Increase Writing opportunities, Increase Comprehension Vocabulary and structures. Supporting Use lots of visuals, pictures, videos and etc. Create a safe environment for practicing. Make use of the students' native languages. Introduce new vocabulary at the start of a lesson.*

Competent Bilingual 100 commented that *listening more, reading more, and just try to speak And speak again. Reading it can help students to learning English quickly.* Respondent 102 similarly commented that students can help themselves by *watching English shows, movie, and [listening to] songs. Read frequently, speak with others, and don't be scared to make mistakes.* Again, from this Competent Bilingual, comments indicate that she is advising students to do things they would not be supported to do in class. Respondent 104 also thinks *Improve their vocabulary bank. Do more conversation with English speakers. Watch TV programs and movies in English and to, try to use English language as much as possible. English language is not that much difficult language to learn, it only needs practice and practice.*

Competent Bilingual 108 commented students should *Never be shy.* Unlike children, adult language learners can be shy to make mistakes, so there needs to be a strategic language teaching method that understands this. Moreover, she says, *Practice talking in English as much as possible. Learning English is not as difficult as many people think, and it is much easier when learnt at a young age.* She adds a final note: *Therefore, parents should try their best to have their children learn English as young as possible.* Competent Bilingual 112 also commented that students should *Go out to meet native speakers. Watch TV programs, enrol in a course, practice every day.* Thus again, raising the importance of most important thing to do is foster social communication for meaningful purposes adapted to their level by their teachers.

Competent Bilingual 123 comment that *Talking with students, support, don't look any of the mistakes and talking.* Competent Bilingual 130 commented on the importance of *Read everything, watch movies, read a dictionary, change your phone's*

language, and don't be shy. You are learning... Trying to find meaningful purposes to practise and learn L2.

Competent Bilingual 132 commented on the fact that student must *Beware it is not your mother tongue, make mistakes. Learn from your mistakes use vocabulary application try to combine complex words to make sentences. Try to socialise more than before with English speakers, no need to talk just analyse the situation and its connections with words when they speak.*

Competent Bilingual 22 also commented that *they should know that making mistakes is a part of this journey and they should totally be open to make mistakes and form wrong sentences in order to learn. They should know other students also are somehow going through same difficulties by learning a new language. So, they should never compare themselves with other students who may be slightly better in speaking or any other language skills. They should understand that only putting a few words together also is very important step. So, they should be start and feel good about only putting few words together as a part of a sentence which they want to make.*

Competent Bilingual 8 added comments on what has helped her to learn English. *Feeling confident about themselves. Group work or talking in English with friends can be quite useful. Internet, Online tools, YouTube in particular can be quite influential in improving English. Having an English native friend can be very helpful. The comments again show the importance of listening to people who model the local dialect well.* As seen again and again from these comments, the respondents nearly all put importance on listening, modelling and speaking practices, which are reinforced by students' recognition of their need for verbal interactions adapted to their beginner level.

5.9 Competent Bilinguals left last comments and advice

The Competent Bilinguals left their last comments or advice at the end of the survey. In total 35.14%; or 52 Competent Bilinguals commented and left advice, and only the comprehensible comments are discussed. Most of their advice and comments were on concerns about the lack of speaking and listening in an EAL English language classroom. More specifically the data here highlights inadequacies in teachers' pedagogical knowledge and skills regarding the implementation of the communicative approach, particularly with respect to adapting their own use of the English language, for instance, teachers tended to engage with these students at the formulaic level; and with regards to creating a safe environment for students to play out and practice in order to improve speaking skills.

Respondent 2 said: *Speaking English only improve when we speak and practice, it cannot be improved by notes only. Learning the basics of this language and start speaking can helps to improve a lot.* Here the Competent Bilingual is signifying the importance the teacher plays by assisting them in talking.

Respondent 8: *More teacher modelling rather than asking questions.* Here the data point shows that teachers do ask questions more often rather than they adjust and adapt their level of English language use to an enabling a level of modelling which would facilitate low English proficiency students' oral participation.

Respondent 10: *Practice is the only way to change. Talk with native speakers whenever possible.* This data point is important because it shows that everyday small talk with natives is simpler and more informal and this way they can make more meaning.

Respondent 22 emphasises the fact that *Paying close attention to teacher's error correction and learning from the errors. In my opinion receptive skills are important in improving productive skills. Therefore, improving our listening can quite impact our speaking. I believe Ted talks can be a good choice.*

Respondent 24: *Teachers should keep contact with students. Give them the chance to repeat, improve, try and test in order to find the clue to learn English as their mother language.*

Respondent 25: *In my opinion, it's more difficult for foreign language learners to start speaking a new language, while they are in a group of students. Because mostly people lose the courage of speaking when they are in a group of other students as they may be either shy or afraid of being judged by others. In this respect, I recommend teachers to detect these students and try to give them some homeworks by asking their voice records while speaking at home and whenever they feel comfortable to do that. This would help those students to start speaking and gradually they'll gain confidence to speak in front of others, as well.* This data shows that teachers' ability to adapt their use of the target language to facilitate students to make meaning is missing, and Respondent 26 says that *This topic is very important to do search about it. Student need more free courses to practice English. More free events.* In the same way Respondent 27 argues for *More free gathering practice English.*

Respondent 28 highlights the importance of *Being confident when you learn English.* And Respondent 31 very importantly is suggesting *Speak English only for 1 year* meaning if you practice for a year your proficiency should increase.

Respondent 35: *Internet culture was crucial for my proficiency in English. Memes are very underrated because they have deep layers of meaning that allow the learner to get to know the culture better and feel accepted.* This data point really proves the point

of meaning. If teachers can adapt their use of the target language to the lowest level to enable students to make some meaning then there is there is silence in the class. It is being able to make meaning no matter how basic the language used, that is, motivating and encouraging L2 learners as a teacher. Respondent 36 argues that to make some meaning, *Talk to native speakers and read books.*

Respondent 37: *Listening and* Respondent 89: *Listen to songs.* Again, the data point here shows how L2 language learners need modelling through listening to develop more native like speaking skills. Adult students need to listen to real-life outside talk, but the classroom is in such a way as not to appear formal and made up. The teacher has to enact the same speech tone with more detailed information as they would to a friend.

Respondent 44 commented that *The teacher should increase student talking time (STT) and decrease teacher talking time (TTT),* and Respondent 51 also said that *Teachers should be patient with students learning a foreign language (English). It takes a lot of effort, especially for those with a first language that is not Latin-based, to learn the language.* Respondent 54 reiterates that *It is harder for people with a first language that is not Latin-based (such as Arabic/ Turkish/ Russian/...) to learn English. Teachers should keep that in mind* and be patient with students. Respondent 62 also advises *teachers to encourage their students to practice speaking, listening on daily basis and try to create a worry less, serious less environment. So the students won't be afraid of telling their thoughts which might be full of mistakes!* Respondent 96 has commented in the same vein, arguing that *Participation in all activities and listening to news and reading more in English* to make meaning.

Respondent 53 has taken the matter into her own hands and suggests L2 learners to *Make English speaking friends*. And Respondent 68 forwards that, *What helped me was reading and sticking to English as much as possible*.

Respondent 75: *Keep reading books, and learn new words everyday listen to native speakers to learn the correct pronunciation of words*. This data point shows that the respondent does not find enough modelling from the teacher and tries to read books to make meaning.

Respondent 77 argues that, *Most of the international students specially whose came from a society with no English practice, need to have a close background about the new culture, language, and the learning system*. She is trying to say that the current L2 learning system is not working and teachers need to pay attention to this. Respondent 83 says that despite everything *Don't be afraid to learn a new language ... try and try you will succeed*. As this data point shows that, he has persevered many times despite his poor learning experiences.

Respondent 108 argues that *Learning English is not as difficult as man young age. Therefore parents should try young as possible*, and Respondent 117 argues that *Both teachers and students should be passionate about teaching and learning*. Respondent 112: *Practice makes perfect*.

5.9.1 Findings: The survey

Based on findings from this chapter it has been seen that two-thirds of students were silent in EAL classrooms. Competent Bilinguals were from diverse ages, cultures and professions and their silences were not in relation to a particular demographic. The findings of the dimensions: anxiety, knowledge, timing, organisation, skills and memory, and knowledge, clearly show that Competent Bilinguals were silent as a beginner and this was in part, due to lack of teacher understanding of CLT principles

because the participants indicated that they were asked if they received feedback on the messages rather than on their words and grammatical errors.

The Competent Bilinguals said that they ‘sometimes’ received feedback on their grammatical errors rather than the meaning of their message, resulting in silent behaviour. The findings clearly show that they were not receiving a constructivist approach and that CLT and the constructivist approach were not applied and that they received a more traditional teaching approach. This becomes even more clear with student responses to their ah ha! moments as they have left comments about only answering questions in class as Competent Bilinguals said that they only spoke when we answered the questions. The disconnection between the silent period and pedagogical approach seems to be disadvantageous to Competent Bilinguals in breaking their silent period.

Competent Bilinguals reported on the five most important things that the teacher of English can do to help students take the risk and try to speak in English. The Competent Bilinguals clearly show that they were lacking help with their speaking practice as teachers appeared to lack empathy and did not speak slowly.

Findings in these sections have shown that their teachers were not speaking slowly and did not adapt their use of the target language to the lowest level to enable some meaning making, which resulted in prolonged silences in the Australian EAL classroom. In the previous section, it was further confirmed that Competent Bilinguals needed more facilitated speaking practice from their teachers in order to break their silence.

5.10 Chapter summary

In summary Chapter 5 has presented the quantitative results and explains the data analysis process. The chapter was divided into ten sections: 5.1 this introduction, 5.2 Competent Bilinguals' demographic data (Survey Part A), 5.3 Competent Bilinguals' problems in various dimensions. 5.4 Competent Bilinguals' reports on their ah ha! moments (Survey Part B). 5.5 Competent Bilinguals' reporting reticent scale (Survey Part C). 5.6 Competent Bilinguals' reflections from their beginner English classes of their teachers' pedagogical behaviour (Part D). 5.7 explores the five most important things teachers can do for them to begin speaking in English. 5.8 comments on what five most important things that English Language learners can do to begin speaking in English. 5.9 last comments of Competent Bilinguals and a conclusion. The next Chapter 6 displays Stage 2 and Stage 3 of the qualitative data and findings. These research findings show that more than half of the surveyed Competent Bilinguals have experienced tension before they broke through their silence, and had felt disorganised, stumbled over their words, felt tense and unencouraged and the majority of Competent Bilinguals stated that it was easier to talk with their friends in their home language instead of trying to use English in the classroom. The Competent Bilinguals have also emphasised the importance of practicing and teacher modelling. They have identified the importance of socialising to find more opportunities for modelling to offset their missed opportunities of practising in classes, that led to their silent behaviour. Cognitive overload of unfamiliar vocabulary has led to silence as many of their comments were about teachers giving more information on the background of the topic and also giving them more time to prepare. The Competent Bilinguals have argued for more listening and comprehension. In summary, Competent Bilinguals' silences were in relation to:

teacher's empathy, modelling, lack of listening, lack of speaking/practice, not allowing time to prepare, contextual issues and lastly the lack of vocabulary teaching.

CHAPTER 6: RESULTS OF TEACHER INTERVIEWS

5.11 Introduction

This chapter presents the qualitative findings on Stages 2 and 3 of the data collections. Both stages of the data were collected with the purpose of answering research questions 2, 3 and 4: *Q2. When there is silence in an EAL pre-intermediate classroom, what is happening? Q3. When there is silence in an EAL pre-intermediate classroom, how do teachers explain what is happening? Q4. How do teachers perceive silent behaviour of pre-intermediate students?*

Section 6.2 introduces the application of Walsh's SETT Framework and 6.3 presents findings from a video recording of the English classroom. 6.4 Material mode: functions of teacher talk in the video recording. 6.5 illustrates the classroom context of functions of teacher talk in the video recording. 6.6 covers Teacher Participants interviews and analysis of the findings. 6.7 presents Theme 1: student silences, 6.8 Theme 2: teacher talk and 6.9 Theme 3: educational context and culture. 6.10 Theme 4: student silence. 6.11 Theme 5: teacher awareness. Then finally Section 6.12 comprises a chapter summary.

5.12 Application of Walsh's SETT Framework

Table 6.1 outlines the interactional features of Walsh's' framework implemented so that teachers could pinpoint the feature being attempted during the interview. I have highlighted these features occurring at each point or when Teacher

Participants pointed out different features in the SETT Framework. This is done to tie together the analysis of the lesson to the framework and the interviewee's observation.

Table 0.1: Application of Walsh's SETT Framework to the video lesson

Feature of teacher talk	Description	Lesson transcript exemplar (see Appendix H)
A scaffolding	<p>1 Reformulation (rephrasing a learner's contribution)</p> <p>2 Extension (extending a learner's contribution)</p> <p>3 Modelling (providing an example for learner(s))</p>	<p>T specifically, what city yeah</p> <p>L aa London [learners is nervous in giving answer]</p> <p>02:42T London it's famous in London but of</p> <p>02:44T course we have them all over the country</p> <p>02:45T right what do you call that? [teachers are bossy when asking questions] this it is a</p> <p>02:49(Scaffolding Extension) what's a synonym? what's another word like</p> <p>modes?8.40</p> <p>Electric stake... skate..1.50</p> <p>T nice electric skate okay, it is a good idea but no it is not called an electric skate 1.59</p> <p>T it's got a particular name okay, it's called... Segway, Segway right 2.04 then she follows by asking which country you would see these transport to extends but students keep giving examples of European countries rather than Asian. She extends by explaining where they would most see them</p> <p>S rickshaw 6.31</p> <p>T yes okay I'm going to help you with that pronunciation 6.30</p> <p>T okay this is called a rickshaw</p>
B Direct repair	Correcting an error quickly and directly.	<p>01:54 L Electric aa skate</p> <p>T nice</p> <p>T-electric skates okay it's a good idea</p> <p>T-but no it's not electrics skate it's got</p> <p>02:00 Ta particular name okay it's called?</p> <p>02:02T Segway Segway right where do you think</p>

Feature of teacher talk	Description	Lesson transcript exemplar (see Appendix H)
C Content feedback	Giving feedback to the message rather than the words used.	L UK 02:35 T specifically, what city yeah L aa London T02:42London it's famous in London but of 02:44course we have them all over the country 02:45right what do you call that this it is a 02:49(Scaffolding Extension) L Taxi T taxi it is a particular name that people 02:52 use for that though what colour is it 02:55 S black T okay so it's you can say black cab
D Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.	T and what do we think about this one T Muhammad – do you member this one? L 06:21[Pause no answer for 7 sec] T not so much 06:27 T. what do you think
E Referential questions	Genuine questions to which the teacher does not know the answer.	L France T okay yeah France we 05:05 T have some okay sometimes when I see it 05:08(seeking Clarification) trams I think of San Francisco you know 05:11 T in the states in L Edinburgh T wrong rakeyy 05:17 T okay they've got some there okay
F Seeking clarification	1 Teacher asks a student to clarify something the student has said. 2 Student asks teacher to clarify something the Teacher has said.	T you would see this Yasin? (The teacher is asking where he might have seen a vespa- a form of transport) S Europe T what do you think S America 02:12 T think America definitely I've seen this in Boston where have you seen it secured 02:18 L Turkey T in Turkey okay where else 02:22 T Switzerland everywhere right everywhere okay okay let's go to the one at the back 02:29T Mohammed particularly from? L UK 02:35 specifically, what city yeah L aa London

Feature of teacher talk	Description	Lesson transcript exemplar (see Appendix H)
G Extended learner turn	Learner turn of more than one utterance.	L wants to raise Kolkata and I think the 44:06 L rickshaw is bad for the body drivers and 44:09 L the drivers they work like a slave yeah
H Teacher echo	1 Teacher repeats teacher's previous utterance. 2 Teacher	L couch T okay coach 03:10 T yeah there's another word for coach a (Scaffolding Reformulating) S Bus L Electric aa skate [Learner is nervous and stutters] T nice (Content Feedback)
I Teacher Interruption	Interrupting a learner's contribution.	09:07 T what's a synonym what's another word like modes L price T price no L less T less no
J Extended Teacher Turn	Completing a learner's contribution for the learner.	T CACO what about the next one? L couch T okay coach T yeah there's another word for coach a (Scaffolding Reformulating) S Bus 03:13 T a bus right okay it's a very different
K Turn completion	Completing a learner's contribution for the learner.	Ta particular name okay it's called? 02:02 T Segway Segway right
L Display Questions	Asking questions to which teacher knows the answer.	T-any ideas what that's called that mode 01:47 T-of transport what do you think? L Electric aa skate [Learner is nervous and stutters]
M Form-Focused feedback	Giving feedback on the words used, not the message.	it's got wheels this one he's pulling it right okay so this one is called a pedicab pedicab yeah...

5.13 Findings from the analysis of a publicly available online English classroom video recording

In the publicly available video recorded lesson, the teacher uses English to instruct the class, she is introducing new work, explaining activities, and giving

directions on how to carry out tasks in basically all modes. The teacher speaks English as her native language, and in a natural way. This was a significant feature of the teacher's classroom language. She does not slow down her speech to suit the formulaic level of the students and assumes that adult students at this level understand her. The transcripts of the video recording are used in this chapter without corrections or alterations. In what follows, the interactional features in the English classroom (based on Walsh's 2006 framework) are analysed under three major modes of teacher talk: managerial, material, classroom context.

5.13.1 The students in the video recording

The adult students in the video recording are studying at pre-intermediate level and remain silent most of the time because they do not know the language. This publicly available video recording takes place in English at a language centre in London. The reason for selecting this publicly available video recording was because it portrayed generic characteristics of a pre-intermediate class, also it was diverse both culturally, ethnically and had both genders nearly equally. This diversity was important to see if that silence is or is not a quintessential aspect of any ethnicity or gender as assumed in SLA. This aspect has also been assessed in the quantitative data in Chapter 5 that the silent period was not attributed to a particular culture, race. The learners in the video recording shared English at pre-intermediate level as a common language.

Table 0.2: Interactional features in the English classroom (adapted from Walsh, 2006)

Mode	Pedagogical Goals	Interactional Features
Managerial mode	Giving instructions in homework Arranging the physical environment Managing the behaviour of students Transition between the phases of lessons	A single extended teacher turn in L1 or L2. Short, formulate language for familiar situations (routines) Transitional markers in both in L 1 and L 2
Materials Mode Skills and system mode	Conducting the material becoming the voice of the material making the material accessible becoming the inner voice of student opportunistic teaching Making explanations providing language practise bridging the focus on form	Translating scaffolding error correction form focused feedback Interactional features have the same mode Teacher eco meta language
Classroom Context Mode	Sharing opinions feeling an experience is communicating in the shared history of the classroom community	Mostly in L1 teacher led topic nomination by learners but topic termination always by teacher topic returns to conversational language work
	(a sub mode) Providing feedback on students' performance	Mostly in L1 Initiated by teacher not always producers are next turn

5.13.2 The analysis of the managerial mode: functions of teacher talk in the video recording

The following Lesson 1 excerpt shows how the teacher uses English for organising classroom activity – she is asking the students to pair up and discuss what

they see on the pictures on the wall. As seen from the excerpt, she instructs students to talk in pairs while looking at different forms of transportation. She presents the task using printed visuals on A4 paper of the transport varieties on the walls and asks them to discuss it in pairs despite their very low proficiency, and without any explanation, I critique this pedagogy. The students spend less than five seconds and say: *teacher we are finished*. Because students have not fully broken their silences and cannot speak to each other in the desired way, they do not ask each other questions such as ‘where would you see this’ or ‘how do you say it’ and so on. Even if students had the communicative abilities, it seems like they would still be equivocal because the transportation in the pictures are not used in London and are very uncommon. The class could have been managed to cater for active listening first. Due to the lack of unfamiliar content, students therefore, have very limited opportunities to talk in the target language, the class could have been managed in a way that meant that discourse features were not limiting. In Table 6.2 above, as seen from the managerial mode, the teacher should formulate language for familiar situations (routines). Transitional markers were in both in L1 and L2, however, there is no evidence of this in the video.

So here there are two problems so far, one is, NOT acknowledging that fact that they are silent because they cannot speak and just pushing them to speak and secondly using ambiguous, unfamiliar content.

The teacher then tried to fill in for the lack of listening by repeating students’ responses, displaying feature H (see, Table 6.2) echoing in other words. After explaining the words on transportation to the class she then got individual answers from them to increase their attention. She repeated key words and phrases that have become familiar to the adult students. The repetition has multiple purposes here: to assist the learners’ understanding of the teacher’s directions and to get the student’s

attention. But echoing is more than repeating a students' response, it is also modelling.

The teachers' management of the classroom extends to an explanation. She heavily relies on explaining the meanings and use of each transportation from her own understanding and experiences and wants students to expand on their experiences as well, but the students have difficulty doing this and mainly remain silent and only give answers. It is important to remember that L2 learners begin from the silent position in the new language. For example, if I was silent in a country where I do not know the language, I would pick up a few words. We socialised so we picked up the 'meet and greet' formula a little plus I learnt the words 'the London bus' when we had to go alone to visit a school. So sitting in a classroom what should my teacher of English teacher do to help me break my silence? They need to be able to understand and have the skill to adapt their use of English to the lowest level to allow students to use the language, albeit primitively, similar to encouraging a baby to speak and make meaning to allow them to break the silence. In addition, the learning environment should be safe for students to trial their speaking – no pouncing on 'mistakes' as the teacher often does, as seen in Excerpt 2 she says *wrong*. That attitude is unfortunate as it can dissuade students from speaking. It should be a shared collaborative safe space 'to play' with words etc. Teachers' pedagogical skills and knowledge of language use and approach should not be textbook driven and test information transmission. The data shows this and implies the need for teachers to change their pedagogical approach.

Due to the information testing attitude of the teacher, students seem to lack speaking and understanding, as is visible in Excerpt 2. They cannot make meaning of the content.

Basically, the teacher in the video does not recognise students' English level and assumes that they can speak, based on their experiences and she instructs them accordingly.

This mismanagement of the managerial mode is evident as she commences the activity immediately by asking numerous questions, disregarding the fact that the students are at their formulaic levels and need mental build up. This build up can be through hearing and seeing and feeling during their silent period.

In the video lesson Excerpt 2, the teacher assumes that students have schematic build up and can speak at this level and does not acknowledge that these students experience silence. It seems as if the teacher has no understanding of the silent period in this class recording and she lacks management, this is a vital pedagogical failure and does not cater for proficiency silence. When watching the video, it seems that because she does not recognise proficiency silence, she mismanages all the modes, so there needs to be teacher awareness of students' silent period first to manage the criteria of modes.

Strategies by the teacher for making English comprehensible: the teacher in Excerpt 2 frequently checks for comprehension. She mainly uses questions, a number of references from countries, as she asks them where they would see it. Then she explains why they use it to make the meaning clear – she asks questions such as: 'have any of you have ever used any of these transportations?', and then also asks question about which countries might use this transport and then to students who might have used them. The teacher assumes that they have heard of these words so this way of teaching then becomes unauthentic.

Even though the students are at a learning stage in the classroom, the teacher runs the class as part of normal classroom interactions. As the English was not

contextualised and related to students' experiences and expectations of the teacher and of the classroom setting, students are eager to seem familiar with the teacher's utterances in English and tried to respond to them.

The teacher in the video lesson did not appear to intend to manage the class by assisting them with breaking their silences because she did not utilise comprehension tools such as schema building, listening, and visuals that have meaning in the social context. Clark and Clark (2008) state that classroom talk should represent activities of making meaning in the creation of language learners' social identity. As Krashen (1982) states, teachers simplify their speech to meet the characteristics of foreigner talk so that lower levels can identify with the content and can play out in the sociocultural settings. When classes are not managed for learners to seek meaning, as Ur (2012) states, the classroom interaction is usually initiation-response-feedback (IRF). Students became nervous and anxious due to the level of uncertainty and unpredictability of the outcome of their errors. This shows that CLT is not applied at all.

The managerial mode is very poor in the video recording. As one can see, the students were not given any worksheets or extra time to look up words, and it was assumed they knew all the different forms of transport. The teacher immediately asked questions about which country students might have seen these different types of transports and student experienced anxiety and fell into impulsive IRF 'yes' and 'no' patterns. This style of teaching lacks meaningful classroom interaction and is stress-inducing for students. The language they are presented with in the video is not used outside the classroom and this is known and judged as inauthentic (Nunan, 1987) and is the culprit of IRF patterns.

Usually, in IRF patterns, students are not receiving meaningful modelling which they can emulate. For example, in this case, the teacher asked which country they might have seen these transportations. It is so evident that students were not receiving a silent period assisted CLT approach. As seen from Excerpt 1, the teacher acknowledgment and understanding of the silent period is so important when managing the language class.

Students were unfamiliar with the content and cannot contextualise to make meaning. This was disregarded by the teacher in the video, she was not managing the classroom and not paying attention to scaffolding comprehensible communication or attention to assisting in ways that would have helped the students contextualise ideas that could help them to speak.

5.13.3 Lesson Excerpt 1

T: right so welcome to this class as you can see we've got some pictures around the walls right so what I'm going to ask you to do you're going to work with a partner two and two. I'd like you just to walk around and write down what is the name of the transport and where do you think this transport is what country would this ...

Source: The National Geographic Learning (2015) titled 'Class observation using Life Pre- Intermediate'

To summarise this mode, the managerial mode was poor because the teachers' ability to adapt her use of the target language to facilitate students to use it to make meaning was missing. This mismanagement was due to her lack of understanding of the silent period. This seems to be a hugely vital failure of pedagogy and curriculum materials that may recognise the need to develop vocabulary but are useless for facilitating students to use the language for meaningful purposes e.g. the video lesson on different forms of transport which was irrelevant to students' everyday needs. Due to the lack of the teachers' ability to manage and adapt her use, students really did not spend much time looking at the pictures.

The classroom should be managed in a way that students are encouraged to socially construct, identify and make meaning of the content and then talk about their shared experiences. CLT is a constructivist learning approach, but it is also a teaching approach as well. Teachers' understanding of constructivist teaching need to develop and to do so explicit teaching needs to be a part of teaching development. For example, if there was a bus used in the host country the teacher could have tapped into their memory. Teachers who usually teach at this level lack an understanding of adult silent period and manage classes as they would general classes.

Walsh's framework (2006) states that teachers can manage a classroom by giving instructions in homework. So, if the teacher gave them homework on out-of-context vocabulary meant that they would not have opportunities to use the real word so that it would really cement in their memory and the physical environment should also be arranged to support this. Because there are a lack of arrangements then managing the behaviour of students becomes complicated As seen in the video the teacher cannot really manage their behaviour so she asked them questions and could not get answers as the students became really silent because of the lack of meaning.

Transitioning between phases of activities is also complex because the content is new and unheard making students struggle to remember. As mentioned in chapter and in the conceptual framework, teachers do not know when students are silent. To answer this from findings in this analysis, one can easily say this is because of the lack of understanding of formulaic levels and the silent period. As seen in Chapter 8 from Figure 8.1 ISLPR Scale, the ISLPR proficiency level shows the proficiency level of students in each level and the introductory summary description from the “General Description of Language Behaviour” of each level. At this level they are “to perform in a very limited capacity within the most immediate, predictable areas of own need, using essentially formulaic language. Single word utterances or simple formulae in predictable areas of need” (Wylie and Ingram, 2010 para 5).

5.14 Material mode: Functions of teacher talk in the video recording

The material mode in Walsh’s (2006) framework indicates that teachers conduct their classes so that material becomes the inner voice of students. It should be accessible in their surroundings, creating opportunities for material becoming accessible for practising. The problem here is that teachers usually do not study research and hence have a lack understanding of the silent period due to a paucity of research in the area. If the adult silent period was established in teaching at this level, then material could be included for phonological adjustments to suit this linguistic level such as grammatical, lexical, and discoursal (Jouibar & Afghari 2015). “Teachers are not usually aware that they are engaged in the adaptation of the way they speak” (Jouibar & Afghari, 2015 p.20).

For example, if there was a bus used in the host country then they can make meaning. But because it is not used where they reside, students can get confused about why they need to learn these unusual names of transport in their language lesson. This seem to be causing a pedagogical barrier in their learning. Students have no choice to start off with when they have no language and the teacher does not speak their L1. So teachers need to typically have material that compensates for this. Then, when students have learned a little, albeit formulaic, they should have materials that should help them make meaning of the environment they are in. The teachers in the video need training to have a pedagogical approach that will facilitate them to use English for meaningful purposes.

The video teacher needs to apply the CLT pedagogical approach with materials that suit her students' formulaic levels. This can only happen in two ways – either the teacher teaches them simple formulaic dialogue they can practice in relation to what happens in classrooms and daily needs like meet-and-greet etc or they have an avenue to use their own L1 – hence translanguaging (otherwise silence will be quite long term and particularly for those language learners who are introverted as opposed to extroverted⁰). The English-only rules can be omitted from lower levels so they can talk among themselves to make meaning.

5.14.1 Lesson Excerpt 2

T: right Mohammed to you again what do you think about the other one

L: aaaa Italy

T: do you know the word [Teacher seems annoyed and this is obvious from her voice tone] what is the name of that transport?

L: Train...

T: it's a kind of train it's a tram yeah a tram right where do you think you would see that...

L: Italy [Muhammed gives the wrong answers because he is nervous] and the teacher cringes. He will probably fail]

T: mmm yeah what are the countries

L: Milan... France

T: okay yeah France we have some okay sometimes when I see it trams I think of San Francisco you know in the states in

L: Edinburgh

T: wrong rakeyy okay they've got some their young okay fine let's go to this one Keiko what do you think... you're not sure what country do you Think?

L: India

T: probably in India okay now these two they look similar right but actually they're not really called the same name what's the difference with these we drive like that one the Tuk Tuk what's the word we can use for those you bike you cycle yeah you ride yeah you ride a bike okay it's got wheels this one he's pulling it right okay so this one is called a pedicab pedicab yeah... and what do we think about this one Muhammad – do you remember this one? not so much what

do you think thank you yes okay I'm gonna help you with that pronunciation
okay this is called a rickshaw I say it again rickshaw there's like a ruff ruff ruff
ruff rickshaw that...

Source: The National Geographic Learning (2015) titled 'Class observation using Life Pre- Intermediate.

There is pressure placed upon the students to answer the teacher's questions, as seen in Excerpt 2 above. The student Muhammed, is stuttering when the teacher directs a question to him. She seemingly knows she will get the wrong answers but still asks, despite not building on the topic with no materials showing anything. She then gets annoyed by the wrong answers that the student gives her. In Excerpt 2 the teacher is seeking answers from students. Once she seeks answers, mainly incorrect ones, she then gives explicit instructions on pronunciation saying *ruff ruff ruff ruff rickshaw* trying to model the pronunciation. As the teacher is a native speaker, students seem to take advantage of this, and repeat after her but they cannot negotiate meaning. Pica, et al (1996) in their seminal work, outline how negotiating meaning improves comprehension of input. This shows that if the content is out of context and meaningless then language learning is very limited because it is unable to cater for the student's inner thinking.

5.15 Functions of teacher talk in the video recording: classroom context

The classroom context mode is the most crucial mode. The features in Excerpt 3 are identified according to the interactional features of the SETT Framework (in

Appendix B). This mode allows students to learn through sharing opinions, feeling an experience which is communicating in the shared history of the classroom community. In the transcript of Excerpt 3 below, the teacher introduces new content. Again here, it is apparent that the students lack an understanding of context due to the abstract ideas of another country and its climate. It is said that in a language classroom, students should be exchanging ideas if the material is authentic, which is also a CLT principle as outlined in Chapter 2. It is obvious from the video that the teacher lacks an understanding of the 'classroom context mode' because adult students should be sharing opinions in order to practice and break their silent periods. She does this by writing the nouns on the whiteboard to give them greater significance. Both students' responses indicate learner comprehension, but they lack the explanation of feeling. The affirmation the teacher provides is through the explanation and she asks two questions. By doing so, she is able to get the students' contribution to be showing comprehension and then she provides them with an explanation of the vocabulary. Comprehension does not necessarily mean it will give the students the ability to talk. Learning to talk at this level requires mimicking through the internalisation of intonations, phonetics, and semantics and this is mainly done by negotiating meaning (Clark and Clark, 2008). By asking students the advantages or disadvantages of using a rickshaw, she does not convey the meaning students want to hear. This can create ambiguity and confusion among students that silences them further, whereas a learning environment should be safe for students to trial their speaking.

Students want to intuitively write down some of the words but the teacher says: *don't worry about writing, I want you to talk*. Student talk at this level is not based on the teacher's desire. I wish to make an analogy here. When primary school students start school, there is so much that they learn from social cues, it is not just about

learning generic skills. They are with their peers which means they learn new ways to impress their peers. They are learning new ways to improve their peer discussion and formal uncontextualised institutional language is not going to improve their language speaking skills. In the same vein as in primary education, they are learning about new ways of life such as commuting and respecting others in social settings. The list goes on. These students are in a host nation and would want to know what the social norms and cues people use in a particular situation are in a host nation. If the teacher was explaining safety measurements and requirements of using rickshaws in London in traffic, then she might have prompted students to go and explain to other people in their social circle, and explain why they can't use them in London. There are layered issues in the video recording and 'context' is one of them and then 'meaning' is another. Real-life meaning is not attached to the words in this video and formal language is presented as being similar to instructional language and this would not normally occur at this level.

5.15.1 Lesson Excerpt 3

T: okay right we're going to focus on this one okay the rickshaw okay we've got two questions here why do people choose the rickshaw in India and are there any advantages to using this transport okay you don't have to write the question down don't worry about writing I want you to talk[*she is asking them to talk after the learner's poor answers*] okay so talk together do and to see if you can answer these questions T okay I'm getting your ideas let's see Keiko what did you two talk about what

L: [unintelligible even though she tries very hard]

T: do you think why people choose them?

Source: The National Geographic Learning (2015) titled ‘Class observation using Life Pre- Intermediate.

The above Excerpt 3, reveals that the teacher is asking students why people choose the rickshaw. Students really do not know why but they make an effort to answer her. The student gives an unintelligible response despite trying very hard. Seliger (1983, cited in Nunan 1987) found a major difference in talk that takes place inside and outside the classroom:

These differences are the necessary result of the organisation of contexts for the formal teaching of language that takes place inside the classroom. Outside the classroom, however, in naturalistic environments, language is a means to an end... The language classroom is, by definition, a contrived context for the use of language as a tool for communication. The bulk of time in a language class is devoted to practising language for its own sake because the participants in this activity realise that is the expressed purpose of their gathering together in a room with a blackboard and a language expert, the teacher (p.142).

Lastly, classroom dialogue analysis shows there needs to be improvement in the quality of teachers’ pedagogy by scaffolding. Teachers can allow for more in-depth scaffolding and feedback techniques (Walsh, 2006) to help students in breaking their silences.

To conclude this section of the chapter, it can be reasonably argued that teachers need to understand the silent period when teaching at this level and help students in classroom talk or discourse that provides language with a pedagogical goal rather than constructed and institutionalised language. In the classroom, authentic and natural modelling is much needed and requires more than the teacher simply echoing.

Contextual and natural language learning and teaching which allows students to play out what the teacher has modelled for them outside the classroom is what is required. Krashen (1981) was referring to “the language samples to which the learner is exposed. It contains the raw data which the learner has to work on in the process of interlanguage construction”. This process can only occur if the language is genuine and contextual with raw data that represents the environment the learners are living in.

5.16 Findings from Teacher Participant interviews

This section outlines findings on Stage 3 data collection from Group 2, the EAL Teacher Participants of interviews via video stimulated interview (VSI) of 60 minutes duration. with five EAL Teacher Participants. The purpose of this section is data checking with Teacher Participants who expressed opinions and feelings on the pedagogical approach, educational context, and student silences they noticed during the recorded lesson. All teachers observed and had similar insights and opinions about the teacher and the students in the video lesson that echoed the above analysis. During the interview, interactional features were pinpointed by the researcher based on the Walshe’s SETT key as seen in Table 6.2. At particular points, the video recording was stopped, and the EAL teacher interviewees highlighted for example when the teacher displayed Feature B – direct repair (see table 6.1) and the teacher had missed an opportunity to interact. They confirmed the features in use and the missed opportunities and pedagogical issues they raised in keeping with the emergent themes, which gave a stronger analysis.

All five interviewees were very talkative and seemed to enjoy analysing the video lesson of the adult pre-intermediate students and their teacher. Their statements showed that students in the recording had limited opportunities to talk due to cognitive

overload of new content in an isolated environment that limited the students' opportunities to talk. Similarly, more major themes like 'pedagogical approach' and 'teacher expectations' emerged. Key themes emerged from the transcripts:

- Pedagogical approach/sub theme 1: limited opportunity for students to use the English language, and sub theme 2: cognitive overload of new content
- Teacher talk
- Student silences and cultural differences
- Teacher awareness
- Context

The mind map below (Figure 6.1) shows the major themes and their subthemes. The interviewee/teachers at the end of the interview reiterated their concerns about the pedagogical approach that provided limited opportunity for students to use the English language. As shown in Figure 6.2, some of the most frequent words mentioned in the interviews were "know", "time", "understand", and "quick" which are linked to the identified themes.



Figures 6.3 and 6.4 outline the most frequent themes and subthemes that emerged in the process of data analysis. Thus, derived from these various figures, when taken together in consideration of the teacher interviews and the SETT analysis of the lesson transcript, and acknowledging the Competent Bilingual groups' emergent

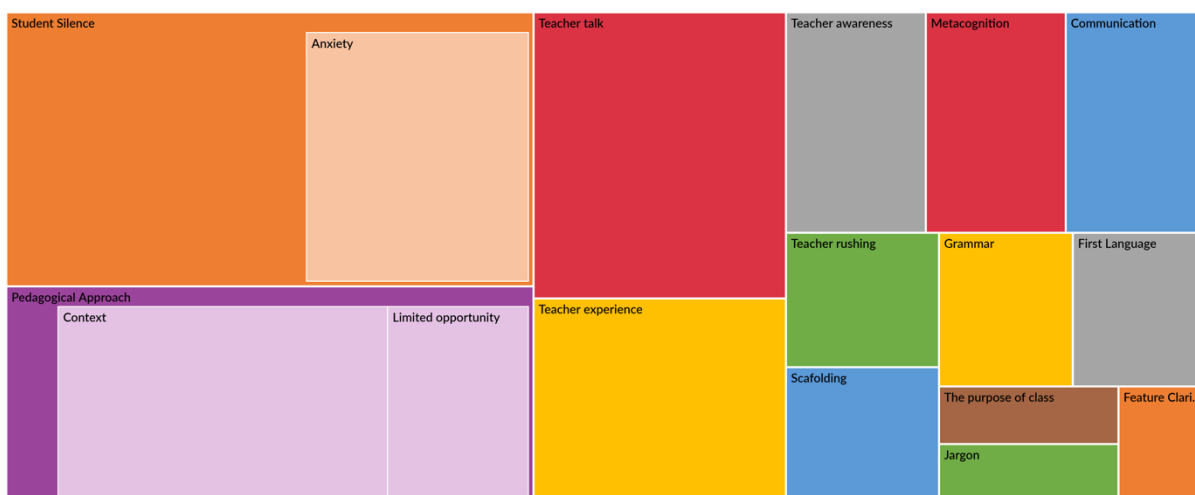
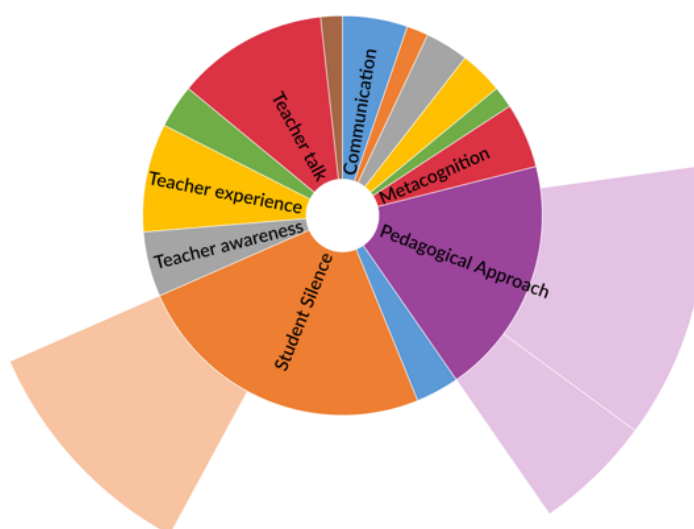


Figure 0.3: Hierarchy of themes

themes from the survey qualitative data, which focused on pedagogies to break silence



the major themes related to pedagogical approach, teacher talk, context, student silences and cultural differences, and teacher awareness.

5.17 Theme 1: Pedagogical approach

After watching Excerpt 1, the teachers noted that the ‘pedagogical approach’ plays a crucial role when teaching at this formulaic level. This is partly due to the students’ low proficiency and involved attention to their comprehension. According to the interviewed Teacher Participants, the teacher in the recording lesson did not apply and display sufficient interactional features such as form-focused feedback nor did she provide enough ‘direct repair’ of students, therefore the students did not have much chance to talk because the teacher was talking as if she was teaching advanced level students. All of the Teacher Participants observed that the pre-intermediate adult English language learners in the video were taught using a pedagogical approach that resulted in cognitive overload of new content. Where the teachers commented on unfamiliar content, irrelevant information for students’ communicative needs, their ability to communicate was impeded by having to struggle with new concepts and vocabulary.

Additionally, all interviewed teachers made similar observations in relation to teaching and learning approaches in the video when they watched the first segment.

Figure 0.4: Common themes from the interview

Teachers restated that pedagogy was incorrectly applied to the level, and even after watching the other segments in the video, it was clear that the teacher’s intention was to elicit longer turns but students did not have the interactional opportunities to do so. The teacher interviewees specifically thought that the pedagogical approach limited opportunity because the teacher was asking a display question Feature L (see Table

6.1) to initiate a class discussion on transportation. This resulted in confused students and ultimately limited opportunities to communicate and subsequently led to students sitting silently, behaving quietly while the teacher failed to assist them in breaking their silences and some teachers thought the silence was because of cultural differences. In what follows, data excerpts related to this theme are presented.

After watching Excerpt 1 (from 0.22" – 3.30" in the video) Teacher 1 observed that the teacher in the video lesson displayed inadequate Feature A – scaffolding, where in an ideal lesson (according to Walsh, 2006) the teacher should 1. Reformulate (rephrase a learner's contribution), 2. Extend (extend a learner's contribution) 3. Model (provide an example for learners). Instead, she introduced transportation examples that are not used in the city where the students in the video live. Being oblivious to the content, students in the video did not have answers to the questions. The teacher asked questions and gave no "extended wait time" despite their low level. In fact, Features D and C are rarely seen in the excerpts watched.

I asked Teacher 1 how differently she would have started the lesson. She suggested that the teacher in the video lesson had bombarded students with names of unfamiliar transport and then went on talking about cities in India, and this gave the students limited and missed opportunities to interact verbally. Teacher 1 said:

I don't know, I don't know why people choose a Rickshaw I did I just don't think they're really great questions actually, and then I couldn't hear what the young student was saying the Japanese the girl Keiko which should be saying exactly, but then she goes what Keiko was trying to say was ... I didn't really like that, and then they're trying things she's like no no no no. And now she's just asking what cities they know in India.

However, Teacher 1 added that scaffolding involves “extension” and “modelling” with the contextual natural dialogues. This made students give comments on unfamiliar content, irrelevant information for students and totally dismissed the students’ communicative needs. The pedagogical approach in video lacked most of the interactional features. Teacher 1 commented that she does not agree with the pedagogical style of the teacher, because the students’ ability to communicate was impeded by having to struggle with new concepts and vocabulary.

A pedagogical approach that understands acquisitional needs such as the simple communicative needs of students at this level is extremely important. Walsh (2006) points this out as “extending their turns”. The reason for this is because students have the opportunity to do as Teacher 1 puts it, “play out what they have learnt” in everyday life communication. She mentioned that the talk in the classroom needs to cater for this; if it is words that cannot be found in their natural setting, for example, there are not any Tuk Tuks in London, they would not be able to play out what they are learning. Educational context and lack of it is discussed in the next theme (see section 6.2).

Teacher 2 agrees that the vocabulary should relate to the learners’ context,

I mean just more general generic type or just the vocabularies we can use best the main thing so I mean I mean the selection of that vocabulary probably improves by just teacher interest by yourself I'm not sure whether she is teaching those words many based on those curriculum or out of nothing but just a little bit curious this is more specific.

Teacher 2 draws on his experience when watching Excerpt 2 where the teacher uses Feature B – direct repair (see, Table 6.1) and dismisses features such as G ‘Extended learner turn’. He added that it takes a lot of time to understand the structures in a new language. Teacher 2 had more to say about learning another language because

he also has learnt English as an adult. He added that if the lesson is too fast then students do not understand much, and this contributes to silence in the classroom:

Very fast, very directed, very teacher directed, very out of context again I think most of them have been out of context is it the most effective way of learning this vocabulary no the language of the questions I thought was complex, and didn't really give the students time to um understand the question little not very the class isn't very dynamic in history teacher led responses to students were quite quick I'm not sure it's very difficult to see her whether the students could see what she's writing there on that notepad is another matter too I think.

Teacher 2 states that the classroom communication is “very fast”, and very “teacher directed”. As his comment shows, this “out of context” teaching style hinders student understanding as it does not provide opportunities to process information and build schemata. His comment reflects that there is no writing either. The students only rely on sounds that they hear. Teacher 2 shared that after moving to Australia, he still to this day, cannot understand some local English when he is communicating with people who use non-formal language, and he thinks that this is an attribute of the prescribed language teaching approach. Teacher 2 suggested that there is a problem that leads to confusion between formal language —such as institutionalised language— and authentic language among lower-level students. Teacher 2 commented:

... however if I go outside of University but when I talked to the plumber when I talked about some tradesmen then the language they're speaking just I can't understand sometimes lot of the slangs lot of fear you know jargons and you know see this argument how could I understand how

*those issues can understand see you this argument they can't understand
this is my point of course we need to teach our formal official language.*

If you look at the Teacher 2 data point above, he points out that we need to teach our formal official language, but when he goes outside, he struggles with understanding. So, this data point shows that the teacher has a communicative approach but is not applying the principles correctly. Because the teacher in the video is giving transportation names that students will not be able to see in that city. The teacher in the video is making students remember names of transportation used in other countries (particularly in Feature A– scaffolding) and the principles of CLT is that it should not be memorised (Desai, 2015).

Teacher 2 explains that this results in struggles with understanding informal language because he learnt English formally: *“tradesmen and then the language they're speaking just I cannot understand sometimes”*. To summarise this point, this data point clearly shows that there are interactional strategies that students can learn to help them with their social communicative necessities. This struggle of students leads them to ‘willingness to communicate’ at the expense of memorising and imposterism. As Teacher 2 mentioned, the teacher asked the student *“to repeat what she said because it was very quiet and very shy we didn't hear my girl”*. Teacher 1 has a similar opinion *“well so as I said in the beginning, she's just writing on the board and they're sitting there watching her silently so that's not that's not very good”*. These comments indicate that too much teacher direction and not providing sufficient opportunities to process the information leads to limited language use by students.

In such an environment, students will give only one-word answers if they are directed with a question. For example, Teacher 2 highlights that: *“a lot of teacher talk happening now and it's clear that some of the students to previously I think were*

struggling to give answers". Teacher 4 has a similar viewpoint that it should be "*more hands-on, see at that moment the students are really just sitting there and watching.*" As Teacher 2 commented *students are quiet and shy*. As this comment shows: If the communicative and social needs are not set up for this level, that students will be silent and will be struggling.

5.18 Theme 2: Teacher talk

The teacher used English for the management of the students' activities and behaviour in the classroom. She did not fully address the whole class with the new topic but then individually asked them questions when required to gain their attention, which led to confusion. The teacher's instructions were not in the context of previous activities and do not relate to the Competent Bilinguals student taking action to find answers and join their partners. She repeated her instruction four times, each time using a different form, but repeating key words and phrases that have not become familiar to the adult Competent Bilinguals student. The following extract shows the teacher's technique:

T: okay a small city right do you have a lot of pollution there not so much what about in Tokyo is your place your city is it polluted not so polluted okay low populated okay what about you need a low populated area yeah okay a little town you got some fresh air beautiful okay right we're focusing on one area in India today we're going to do a reading and the heat is Kolkata Kolkata have you heard of this it used to be called Kolkata but now it's

As the comments above show, in the video ‘teacher talk’ impedes the students’ ability to understand and learn. From transportation names she then moves quickly on to the topic of pollution.

The Teacher Participants all agreed that ‘teacher talk’ also plays a crucial role, because it offers language learning opportunities when teaching pre-intermediate adult language learners, when they were watching the second excerpt. They were honing on feature G – extended learner turn. The teacher in the video was asking display questions “*is your hometown polluted*”, “*what about you Keiko is your place highly populated*” which are categorised as ‘referential questions’ which Feature E in Table 2 but there was quite a lot of ‘extended teacher turn’ (Feature J). In relation to teacher talk in the video Teacher 1 mentions that there is a lack of Feature A– scaffolding:

talk time and that's because maybe she hadn't scaffolding it enough for the students like providing the vocab and then getting them know to match the appropriate kitchen knives and helped and giving them more per pair work I know there is some pair working but...

All Teacher Participants made very similar comments in relation to the speed and Feature J – extended teacher turn, when they watched the video segments. All participants agreed that the teacher was doing self-directed talking. They all focused on teacher talk as an important issue. Most of the participants thought that the teacher did not explain the words and they all agreed that without enough information, students would inevitably be confused. This all built up to the idea of silencing students, or in other words a passive quiet behaviour induced by teacher talk for this very delicate level. All participants, especially Teachers 2, 3 and 5 said that the teacher in the video was not checking to see if students had understood what she was saying so comprehensibility was an issue. Please note that these three participants also have

English as their second language, so they understood the importance of comprehending information and its relation to Language learning.

Teacher 3 noted that,

it's definitely very quick the activity was very quick and very fast, very directed, very teacher directed, very out of context again and secondly "yes that's right so for me yes it's about their noticing how well they've noticing in the past the connections they've made in doesn't necessarily, so it's got nothing to do with their language level" and then added "that's the only thing I notice it's a difficult choice of not so difficult unusual choice of vocabulary" (Teacher 3)

Teacher 3 was really concerned with the unusual word choices the teacher used. He thought they were very difficult'. As seen in the above data, classroom interactional competence (CIC) (Walsh, 2013) is defined as teachers' and learners' ability to use interaction as a tool. Teachers demonstrate CIC through their ability to use language appropriate to the level of the students. This will be elaborated on in Chapter 7. Teacher 4 refers to the teacher's CIC in the video, pointing that the teacher's communication competence is not appropriate for this level.

I think it's an intermediate but the way the teacher explained to the student and asked them to give feedback or give them is not that good for the teacher. First, I think this year the teacher should give an idea about what's the subject about and then ask the student and then give the ideas and in my point of view and shouldn't not communicating with the student well asking questions do not others just ask every students what do you think and what's your feedback and blah blah blah I don't think there's a good communication with the student.

In this comment, in addition to CIC, Teacher 4 refers to Feature C – content feedback, suggesting that the students should be given a background and encouraged to express themselves rather than be asked for feedback. From the above data from Teacher 4, one can see that the teacher talk can enhance language learning. Teacher 4 said: *“shouldn't not communicating with the student well [by just] asking questions”*. He added that the teacher is saying *“what do you think”* without giving time for students to “recollect in tranquillity” (Barnes 2008 p. 8). The teacher asks a question and gets a one-word answer from the students and then evaluates based on her understanding, without considering the level of the language in use. What Teacher 4 means is that in the classroom teacher talk has to be slow and easier to understand so that it is comprehensible (Krashen, 1981).

‘Concept checking’ is an interactional tool in the SETT frame that makes sure that teacher has correctly understood a learner’s contribution (Walsh, 2006, p.168). This is important because it will enable the teacher to ask again, to give “form- focused feedback” Walsh, 2006, p.168). Teacher 4 said *“I still there’s a miscommunication between the teacher and the student is it miscommunication between the student the student just they want to gather the information”* This shows that the teacher’s intention is focused on getting answers. He also added that, *“she asked the question but no comments from the teacher, the students saying correct or not because I’m maybe this is the resolution”*. Teacher 4 said at this level teacher’s talk *“should be more interactive between teacher and student give enough time for the student to answer and give feedback.”* The researcher’s reflective notes on the interview indicate that Teacher 4 was trying to say that classroom talk should be contextualised through real-life talk in a slower pace than outside talk. Teacher 4 had insightful comments as he had experience learning English as a second language.

The video teacher was teaching transportation vocabulary so that the students could use it outside the classroom. In a way, she was contextualising the real world, but her teaching lacked strategy. Teacher 4 picked on this noting:

Still I don't a lot of lack between the communication between the teacher and student and also the name of the transportation was yeah I don't I don't there's a lot of a lot of things need to be done from the teacher to student.

This refers to Feature A— scaffolding. As the comment above shows, there is a need to provide modelling for the learner; the teacher's CIC in the video lacks reciprocal interaction as it is only teacher-directed. Teacher 2 also referred to Feature A— scaffolding and modelling and that more elaboration is needed in classroom communication.

I'm thinking of liberation would enhance more elaboration would enhance what skill their listing order speaking the hearing, or I mean just teaches point of view style just drawing a picture or even just using their body language or even another experience giving some other examples yeah. (Teacher 2)

As the comments above show, the students need to listen to real-life outside talk, but this has to be delivered in such a way as not to appear formal and made up. The teacher has to enact the same speech tone with *a more detailed information* as Teacher 4 puts it. He said: *“the teacher is wasting time but if they teacher keep asking us to repeat this word say this word speaking this is speaking lesson there should be a blah blah blah blah blah blah blah blah blah”*.

Teacher 2 said that teacher talk needs to be detailed so that students can understand what is going on and actively engage.

I mean even if I'm if I were there probably give them a some preliminary information like for example giving them of some introduction what we're doing is something we need to try to find out different culture than some transportations in a different country I'll give them more details more you know instructions and preliminary type of just the idea or oh that type of thing should be delivered and the secondly students behaviour here it looks for me I mean just like a bit passive learner right so they may ask you some questions if they have just on the time this teacher asked them then if they have some questions to claim by clarify something then they might need to ask some question beforehand not only just listening to exactly what teacher said it's not that great wa.y

Teacher 2 is saying that CLT exists in theory but is not really well understood in practice. CLT principles in the paper by Desai (2015) who argues that CLT is all about the use of functional aspects of language in “day to day life”. Rather than trying to get students to memorise unfamiliar nouns or to “interrupt during the learning process to correct the errors of learners” (p. 50). All participants were concerned about how the lesson was delivered. Particularly Teacher 2 showed more concern than others and said:

well I'm concerned I mean the first thing that I found from the beginning until now I mean just a teacher needs to give them a more detailed information especially this level because not only finishing with just to take a look at it then you need to find out something that is not good enough

He then adds that:

I mean even if I'm if I were there probably give them a some preliminary information like for example giving them of some introduction what we're doing is something something we need to try to find out different culture than some transportations in a different country I'll give them more details more you know instructions and preliminary type of just the idea or oh that type of thing should be delivered and the secondly students behaviour here it looks for me I mean just like a bit passive learner right so they may ask you some questions if they have just on the time this teacher asked them then if they have some questions to claim by clarify something then they might need to ask some question beforehand not only just listening to exactly what teacher said it's not that great way. (Teacher 2)

Teacher 2 also refers to the types of questions asked by the teacher in the video, noting that Features D –extended wait-time and E – referential questions were missing in the communication.

I think they need to pronounce or be more clearly at the same thing for example what what you think, what you think what you think, always she say we see what you think but that is not the right expression always what do you think about this including their names more polite way and speak a little bit slower.

As this comment indicates, the teacher is not allowing sufficient time for students to respond or formulate a response and the only question the teacher engages in is “what do you think?”. As pointed out by Teacher 2, there should be genuine

questions to which the teacher does not know the answer. Teacher 5 was also critical of the type of questions asked by the teacher in the video. The teacher in the video asked questions about what the students thought. Teacher 5 reacted to teacher questions in the video lesson saying, *“What do we think about it... what kind of question is that?”*. Teacher 5 also referred to a lack of Feature G – extended learner turn, saying: *“yeah I also thought that overall, her talk time was a bit too high, but time had had the teacher talk time there is too much teacher talk”*.

Teacher 4 had similar comments on the same excerpt: *“well, I guess this is the students maybe that they probably need a bit more direction”* then he followed up with: *“this teacher says what do you think about this what do you mean what do I think about it”*. Teacher 4 criticises a lack of Feature G – extended learner turn, in the video, also noting that Features D – extended wait-time, and E – referential questions, were not incorporated in a fashion appropriate to the level. Teacher 4 added that *“I know what she's doing she's talking too much”*, *“the girl Keiko which should be saying exactly, but then she goes what Keiko was trying to say was I didn't really like that and then they're trying things she's like no no no no”*. All the interviewed teachers agreed that the video teacher was talking too much and throwing questions that the students were oblivious to. The next theme presents data on the educational context and how it plays a role in student learning.

5.19 Theme 3: Context

The teacher in the video builds the teaching context by drawing students' attention to pictures of unfamiliar transport and for the second topic on pollution she does not even use pictures. She then tries to elicit ideas on the transport that the students would probably never use in the country they are living in. The Teacher

Participants said there is no meaning attached to these words because they are out of context. Out-of-context pedagogy is a very common aspect of EAL teaching materials. This is Feature G – extended learner turn, in the SETT Framework as the teacher in the video is building the context. When I asked Teacher 1 “*How would you have done it differently?*”, She replied:

in context, I would have been in context as much as I could or at least create the context between the scenes. I've said before I would have had much more hands-on see at that moment the students are really just sitting there and watching why not have some pictures why not have some they've got pictures but why not the students why don't they have them. Participant 1 said that, there should have been more visuals that represents the context where these words would have been used in. she also added that at that moment “the students are really just sitting” meaning that the silence of the students is an attribute of the lack of setting up the context.

This data point shows that Teacher 1 thought that the students in the video lesson were just listening to unfamiliar content because it was too formal and out of context, thus limiting students’ opportunities to talk: “*Um again I think it's speaking and listening at the moment I think it could be put in again in much more context but then we don't know what the purpose of the lesson is anyway is it a vocabulary*”. She also thought that students are just listening and there is no chance for the student to play out what they learnt. As seen from the below data she also adds that life experience is crucial for language learning. It occurred to me as a researcher as I was writing up this data that what Teacher 1 was saying meant that students needed to build up schematic knowledge to process the vocabulary. This process would enable

their mental progression, as Pienemann (1987) suggested, so those who were instructed on structure learned more. Teacher 1 understood 'experience' as a preliminary precursor for language development.

After the third segment Teacher 1 then mentioned "life experiences". She noted that experiences within a particular environment will give you the basic exchanges of daily communication which this class is not giving. Teacher 1 said,

um but again that may just be their life experience that's not enough information there really to make that judgement like if you showed them different pictures and might actually know those so yeah, It also depends on the actual picture of them pictures as well are they familiar with that type of environment do they recognise the cues in that environment?

Teacher 1 elaborated on the classroom context as a determining factor in communication. She commented on the topic discussed in the video,

well if we're looking at transport looking at modes of transport etc at the moment there in the classroom with white walls and windows aren't open I'd be outside I'd be actually in context a bit more and even if not outside watching a video or spending a bit of time getting into that topic a bit involved yeah so it does feel very out of context ... um again I think it's speaking and listening at the moment I think it could be put in again in much more context but then we don't know what the purpose of the lesson is anyway is it a vocabulary?

In the above data she adds again that students are listening to the teacher speaking. Teacher 1 also commented, "I think the students could have been given the opportunity to elaborate and through that attempting to elaborate again there's more

practice with the language more opportunities to make errors". Teacher 1 emphasises Feature G – extended learner turn, in the SETT Framework (Table 6.2). Teacher 1 suggests that the teacher could have ‘extended their turn’ which is not happening. She continued with the following comment:

*well I think it's the... I have the same comments as the others [segments]
I think if um if this is about vocabulary I will be starting with the context
first it's it's a lesson out of context perhaps there is some context in the
textbook I don't know cos I can't see it but I would definitely be in the
context she's trying to create it by using her words and actions but it
doesn't necessarily help every student to me it would mean that they
would be learning these words in isolation ummm yeah.*

After watching Excerpt 2 (from 4.30" to 6.45"), Teacher 1 mentioned that learning in isolation without context, means genuine talk is not happening in the video and this is just limiting students from real day-to-day communication. Teacher 1 believes that if they had the chance to play out everything they are learning in the context; they would have been more talkative:

*it is enriching as well but you're not learning these words in isolation,
you have to make context to in two contexts got to be context and that's
what I think is missing here is going to be in isolation. (Teacher 1)*

She also added that:

*no I did isolation because these words are not just standalone words but
they belong on their own they belong in an environment they belong in a
context so at the moment she's really just checking their memory in their
knowledge bank that's it so sorry it's ...*

The stand-alone words that belong to a particular part of the world are contextually represented through pictures in the textbook or through films and so on. But Teacher 1 still thinks that this is not enough and that students should play it out in the real environment and context should not be represented through pictures in the textbooks. Then I asked her if she thought that students at this level may have difficulty speaking because of proficiency, she replied:

no not necessarily know because again it might depend on whether starting from if they have a lot of experience if they come from Pakistan for example and they've seen those buses a lot then you would anticipate that someone student from that part of the world would have a lot more to say. (Teacher 1)

Teacher 1 emphasised the important of context again,

So again, that's that starting point in that experience with the word and that's where context comes in because setting it in a context allows someone to and actually the context is interesting contexts it depends on the context let's say you have a bus in a city in a bassinet rural area there different contexts so if someone comes from the city and not necessarily rural area again you may have a different speed of response quality of response... aaa this is again about experience so really what I would like to say early learners having experience in lots of different contexts.

Focusing on the communication in the video, Teacher 1 pointed out to the importance of different contexts and how learning depends on previous experiences within a given context:

yeah, so for example they're looking at transport modes of transport well let's in there in the costume but go outside as well and then transporting different yeah different contexts of a different purposes and modes so that language development so that their proficiency is so when we talk about proficiency we were saying that someone is able to respond flexibly accurately and they are able to respond with complexity fluency and accuracy in a broad range of context and purposes... so, then that's what I'd like to see young not young those earlier known as doing learning the same topics but in different contexts for different purposes etc. (Teacher 1)

As the comments show, Teacher 1 is referring to what is known as the interactional features of the SETT Framework, that include 'focused feedback' and 'scaffolding', stating that they are present only when students are outside in the context.

but definitely not just in inside and got to be in the real context as much as possible and the purpose of the inside class should be focusing on something else is always saying no no it's just one part of the mix part of the mix. (Teacher 1)

Teacher 2 said that words used in the video lesson were uncommon and out of context. Teacher 2 stated: *"I've never heard that word on here right OK I've never heard about that word So at this point I mean it is the problem of curriculum."* He followed by noting that this is a curricular problem. At this point I totally agree with him. Most of the prescribed textbooks and the materials that teachers use at this level also try to represent the context of the culture that the English language belongs to.

Teacher 2 also emphasised on Feature L – display questions, to which they know the answer to, along with Teacher 3:

yeah right I think if the student finished the class and you come back and ask them can you repeat what you learned I think you will get 10% they learned from this lesson if you ask them again can you please repeat what you learn ten percent they learned in percent out of 100 the student learned from this session 90% is not I don't think they will remember it because I don't have a background knowledge. (Teacher 2)

Teacher 5 agrees with the other interviewed teachers that the context plays a critical role in student understanding. Teacher 5 commented,

I think familiarity if it even if you know that word or if you understand what the person is saying but it's with the language and the context effect if you don't know the context even if you hear in some older word that you know you wouldn't really understand what the person is talking about then then that kind of discourage you from learning was that you would think oh I don't understand anything even though you the it's good always good too more familiar topics for learning the it's also in other the other way around if you know the topic or the concept of what you know the topic if you don't know the word to describe if you know the topic maybe if you don't if you can't describe something in the way you would be describing in your past language and if you know the topic you might be able to explain in different ways. (Teacher 5)

Pointing to the language use in the classroom (in the video), Teacher 5 notes that without context or background knowledge, it is impossible to understand what the teacher is saying or what the words mean.

so those rickshaws and it's good to have different kinds of it does for building vocabularies but some will gather is a not that common those ones for example in in this case they instead of asking you know the world she could ask in different way if they if they never see this transport they wouldn't know what yeah it's impossible for them to know the world it would ask the whole class maybe any of you seen this. (Teacher 5)

Teacher 1 also criticised the types of questions asked in the video, she said that: “I'm asking them and then her questions were a little bit the first question I thought was a little bit strange what... why do people choose a rickshaw”? She believed that it restricted the student's contribution because they are unfamiliar with the content.

Teacher 5 followed up on this,

the what is this also on some I'm here I mean that if they if they know about India sorry I suppose they know some about India I believe there are quite big population of India people in England and Indian seems to be quite popular there so that some people might know it just in case that not a familiar income from that from that kind of questions the teacher could judge if students need extra support in reading if they don't have much idea about the topic you might need to provide extra support in reading.

5.20 Theme 4: Student silence and cultural differences

As discussed in Themes 1 and 2, language used in the class video lesson was very out of context, and words are uncommon and formal. Some of the interviewed teachers noted this as a reason for student silences. The interviewed teachers who had English as their first language registered some confusion. For example, Teacher 1 said that, *“some teachers say oh you know all this stuff about Oh well students from other cultures and even some people from some teachers who are from other cultures would say this or students from other cultures they're not active and they're just passive”*. She also commented on motivation and identity in relation to silence. Teacher 1 commented on this too,

um for me language development is self-organised and relies on motivation or time motivation and how well what they're doing relates to what why they want to do it so introducing the lesson that way helps students to make those decisions, so I think that that definitely was missing. Behaviour language behaviour reflects an evaluation of what that someone's doing in relation to their identity this important for me is this something is can I identify with this um and so and there's also a lot of production there how much are they just saying just one word so yeah

Teacher 1 was a native English speaker and her comment above shows that she had a different perception of learning English. She attributes student silences to different cultural backgrounds or social factors. This is in contrast to non-native teachers' perceptions.

The teachers who learnt English as a second language were quite sure about the fact that the students were silent because of their proficiency levels. Teacher 2, for example, highlighted that:

they might have something to say but quite just you know struggling to speak out that is quite important in an issue especially lower-level language learner. Students' behaviour here it looks for me I mean just like a bit passive learner right.

All the teachers who had learnt English as an adult had virtually the same comments when it came to adult silent behaviour. They all thought that students were silent because it was “*intimidating*” to talk with such low proficiency, passive learning and cultural differences. Teacher 4 said: “*well so as I said in the beginning, she's just writing on the board and they're sitting there watching her silently so that's not that's not very good.*” Teacher 5 added: “*I think it's a bit intimidating and he just asking do you know their world there wasn't much not really negative enforcement but that that particular students in that orange just might help or bit stressed but not knowing.*”

Teacher 2 concluded his interview by reaffirming that fact that it was hard to learn English in a short time with teachers who did not know this. Teacher 2 also said,

five weeks programme or 10 weeks programme that is not enough but however we are teaching you guys how you could improve more rapidly more effectively more efficiently it's kind of guideline we are just we are sharing together during our programme I guarantee that you cannot improve your language only 10 weeks programme.

Teacher 2 also said:

I talked about some tradesmen then the language they're speaking just I can't understand sometimes lot of the slangs lot of fear you know jargons and you know see this argument how could I understand how those issues can understand see you this argument they can't understand this is my point of course we need to teach our former official language.

He continued,

I mean it's just they do not realise always mainly based on their memory and general expressions just spoken by other people then they tried to practise in a real situation whether it could be worth or not hook so always checking points right so I mean this is my point I mean Academy so sets always heavily rely on their writing skills rather than speech so that's my point as well sometimes you could see even my colleagues working for the University or from other country English as second language sometimes will be difficult to understand what they're talking about but there is a real issue but however their writings just will far superb and great so academic work would be evaluated by the writing skills that wouldn't have to worry about this feature however if they want to survive here and probably they need to speak more public as I mentioned the last time grab multiply always checking out whether just the you know why you're talking about also grammar is quite important that's my personal point of view.

Teacher 2: “students’ behaviour here it looks for me I mean just like a bit passive learner right”. This formal education leads to second language learners advancing in writing and more formal setting of language but in a social setting they

are silent. Children, unlike adult language learners, break their silences in primary school where language is informal and natural, so they develop social speaking skills, but adults are often deprived of that experience.

5.21 Theme 5: Teacher awareness

The final theme that emerged was teacher awareness. As discussed above, Teacher 2 talked about his silent period when he first arrived in Australia which shows the importance of teacher awareness.

I mean learning another language is not just easy task to complete at least those students there coming to Australia to learn English language but however my point of view they need to stay here minimum more than five years then they start figuring out something that's my experience is even for myself I understand TV advertisement Ohhh what a feeling Toyota' I couldn't understand what they're talking about first time just I could hear sounds like it's it so I mean you know this is only simple example but you know just the IT takes time.

Teacher 2 was concerned about a lack of empathy on the part of native English teachers and how they do not understand the difficulties of learning English as a second language: *to be honest with you I mean I'm always talking to my colleagues is here as well they are native speakers born here in Australia, but they wouldn't understand the learning under the language is so difficult.* Teacher 3 agreed with Teacher 2 saying, *quite difficult task even harder than they thought so now just for example they need to get trained something like they need to start learning another language,* he emphasised that learning and understanding another language can be very difficult and requires teachers' awareness and empathy. He stated, "my

experiences when I learn another language especially in this language or be difficult to understand if those teachers just mumbling or even they do not pronounce more clearly” (Teacher 2).

Referring to the classroom communication between the teacher and the students in the video and in general, Teacher 4 noted that the language used was high-level and did not cater for the low-level students’ needs. Her reaction to the interaction was: *“God that’s quite a high-level word and maybe if she wanted to talk about modes of transport she should have introduced that right at the start of the lesson”*. She empathised with the students and pointed to the lack of awareness on the part of the teacher. Teacher 1 was also aware of this noting that: *“she uses pair work and has questions, but I wondered if she knows if they know what advantages are I mean I talk a lot about advantages in my classes but even though the higher level I still you know always elicit So what are advantages good points and bad points so just I just to make sure that students are with them”*. Her comment shows that there is lack of awareness and empathy on the part of the teacher.

Building on this, Teacher 3 believes, *I suppose yeah what I would do is I’d pre teach the vocab whether that’s you know giving them to match it to a picture or you know doing some exercise which teaches them the vocab in a in a clear way and in an active way so they’re not just passive*. His comment reflects the importance of teacher awareness.

Kumaravadivelu (1993) emphasises the importance of students freely interacting and not just by reacting to a teacher’s questions while learning a language. Teacher1 also added that students needed *probably need a bit more direction”* such as *“learning environment which is um really supportive an enthusiastic and kind and*

interesting engaging and everything has a clear purpose then the students respond really well (Teacher 1).

At this level, asking open and closed questions requires students to think of an answer that would come up in the L1 and translate that into the target language and then give an answer is too intimidating for students and this is evidenced in the video. Most studies have categorised questions based on the purpose. The categorisation includes ‘referential questions’ and ‘display questions’(Thornbury 1996) that have been seen as discouraging students from trying to communicate their own ideas.

Despite students being at formulaic levels, the teacher's talk lacked a contextualised nature and was not rich in discourse data in the target language. The teacher's coercive regulation on classroom interaction impedes language learning. According to Hedge (2000) teachers who favour a communicative approach to language teaching heavily criticise IRF sequencing, claiming that it restricts learning because it positions the teacher as an expert.

5.22 Chapter summary

In summary this chapter has analysed stage 2 and stage 3 of the qualitative data. The statements made by the interviewed teachers showed that students had limited opportunities to talk due to cognitive overload of new content not appropriate for beginners and intermediate English learners. It seems that their silences could be because L2 English adult beginners and intermediate learners just do not have the appropriate English level to meet the teacher's expectation. They may not have the level to communicate to make any meaning in any way and their teachers typically do not know how to adjust their use of English to help them begin to make meaning, such as use of formulaic language and modelling common interchanges like meet and greet.

Unfamiliar content in an isolated environment limited students' opportunities to practise talk. Similarly, the major themes like a 'pedagogical approach' and another argument were to be 'teacher expectations' shows major themes and their subthemes. The interviewees/teachers at the end of the interview reiterated their concerns about the pedagogical approach that had limited opportunity for students to use the English language. The major theme emerging from the transcripts with the underlined part being a coded as a sub theme where I have coded the teacher statements in their interviews to reflect this. Teacher 1 said: "*the students were not encouraged to speak*"; Teacher 2 said the "*talk between yourselves task needed to be structured*"; Teacher 3 said "*I would have created an explicit pair-work task*". So, another coded subtheme under pedagogical approach might emerge as cognitive overload of new content where the teachers commented on the lesson content being unfamiliar, containing irrelevant information for students' communicative needs, where their ability to communicate was impeded by having to struggle with new irrelevant concepts and vocabulary for them to use to make meaning. Therefore, the results of these video stimulated interviews with EAL teachers highlighted what might be called a 'pedagogical barrier' where in this case the intermediate English language learners in the video were silenced because of the above emergent issues.

CHAPTER 7: DISCUSSION

6.1 Introduction

This chapter presents discussion of the findings from Chapters 5 and 6 in the light of studies and theories captured in the Conceptual Framework to systematically answer the research questions set out after Figure 7.1 the mind map below. In the early stages of adults learning English, there are many instances of silence, as mentioned previously. This study has shown a number of explanations for adult language learner silences, related to how they respond in their learning, based on their perceptions of their silences. Further, it has demonstrated ways in which EAL teachers understand the explanations Krashen (1982) gave for language acquirers to need a ‘silent period’ and the principles they apply to scaffolding, specifically the need for EAL teachers to facilitate the co-construction of language learning experiences they design for the students’ English language learning.

Utilising a quantitative survey, with some open-ended questions that gave opportunity for advanced Competent Bilinguals to describe and explain the quality of their beginner English language learning experiences, the research involved an innovative methodology, compared with previous research in the field. These results, combined with those from interviews from experienced EAL teachers, regarding their critique of a current publicly available video of seemingly appropriate pedagogy for beginners, triangulated with the application of Walsh’s (2006) SETT Framework classroom dialogic analysis, increased the depth and breadth of understanding of the pedagogical setting. With a sociolinguistic orientation on second language acquisition (SLA) this study explored key issues theorised by Swain and Lapkin (1995),

particularly in terms of language learners needing to speak the target language to be able to acquire it. The research responds to Yates and Nguyen's (2012) advice that silence needs a more educational explanatory meaning that overrides its cultural one. Similarly, researchers, such as Granger (2004), made assumptions based on ethnographic research (which are not based on student and teacher experiences), that claim students are silent because they are depressed. But, most recently, King and Harumi (2020) emphasised that: "teachers [are] less familiar with the field of silence in language learning and teaching" (p. 59). This confirms Ollin's (2008) past advice that to continue to present 'what is happening' as business as usual when there is silence in an EAL pre-intermediate classroom literally continues the pedagogical status quo and therefore has become an obstacle to change. Importantly, the findings from the diverse backgrounds of the Competent Bilinguals in this research have shown that silence is not merely an attribute of cultural differences but rather is caused by pedagogical barriers related to issues that clearly demand change. Thus, the present research findings have critical implications for language pedagogy and EAL teacher professional learning, besides the nature/design of language learning experiences and resources, and the design of learning environments in the 'EAL classroom'. This is further discussed and illuminated in this chapter.

The chapter consist of five sections, 7.1 is the introduction, followed by Section 7.2 which discusses what is happening during student silences in an EAL pre-intermediate classroom. Section 7.3 discusses the results interview with the EAL teachers. Section 7.4 discusses how the mixed findings expressed in the EAL teacher interviews demonstrated the range of teaching experiences needed to understand silence. Given the unique conditions under which this study was conducted, the teacher interviewed reflected their own approach to teaching early adult learners as

they analysed the actions of the EAL teacher in the video conducting the lesson for pre-intermediate students. Very few studies have utilised this method of video stimulated interview to explore and gain EAL teachers' perspectives on pedagogy. Section 7.5 discusses how the teachers in the study viewed silence among their pre-intermediate students. Consistent with the study by Ollin (2008) who used phenomenological research, this research explored what silence meant to the EAL Teacher Participants. Section 7.5 summarises the chapter, which concludes in 7.6.

EAL teachers in this study reported that the concept of students' silence was not a part of their teacher training and were confused about the relevance of silence among students in language learning; they provided a range of perspectives. Their perspectives varied from raising the issues of context, culture and pedagogical approach, to teacher talk and students' cognitive overload. However, there was no mention of any psychological issues that are discussed in the literature.

Figure 7.1 shows the summary of all of the data findings in a mind map with the data gained from teacher interviews, video analysis and Competent Bilinguals.



Figure 6.1: Mind map of all the findings

Figure 7.1 shows a summary of my findings (both qualitative and quantitative) which answer the research questions. The data analysis and triangulation of the data allowed to synthesise the findings and answered the following research questions: *Q1. When there is silence in an EAL pre-intermediate classroom, what is happening? Q2. How do proficient bilingual English speakers perceive their previous silent behaviours and what triggered them to break their silence? Q3. When there is silence in an EAL pre-intermediate classroom, how do teachers explain what is happening? Q4. How do teachers perceive silent behaviour of pre-intermediate students?* The findings in Figure 7.1 are further discussed in the coming sections of this chapter. This study has found that the Competent Bilinguals had experienced silence because they likely found their teachers language teaching approach and instructions rather confusing. This was because of their lack of proficiency in English combined with potential pedagogical barriers. These barriers typically related to unknown and unfamiliar lesson content and their inability to ask for help, which also could be embarrassing. Moreover, in the EAL context their teachers neither spoke their L1s nor were able to adjust their use of English to the students' communicative level, even formulaically to support meaning making. These findings differed from studies in the literature review that do not look into silence from a constructivist perspective despite the teaching approach supposedly supporting the communicative approach. The Competent Bilinguals said they were treated with an approach that was silencing them because it focused on them trying to explain unfamiliar content rather than addressing a real-life purpose for making meaning. Some Competent Bilinguals said that they did not receive speaking practice and spoke only when they were asked a question about unfamiliar vocabulary. Secondly, the Teacher Interviews revealed their confusion about student silences. One teacher interviewed said that the silence was due to

‘passive learning’ and another said it was cultural. Teacher interviewees explained it was mainly because of the context. Based on findings of this study, there is a lack of interest being created on content (materials) given in the classroom. The interest of students can be increased with more common themes within their social context of learners to increase their motivation and interest. Furthermore, the word ‘context’ used by interviewee teachers means that the teacher in the video was unable to adapt her use of language to suit the social needs of the student in the video and this data was later triangulated with Competent Bilingual that the EAL teachers need to adjust their use of English to a more formulaic level for beginners to allow students to more easily communicate for meaningful purposes. Findings from the video analysis and reapplying the SETT Framework also showed that the teacher in the video did not adapt her language use to meet the level of the students. Moreover, the pedagogy reflected more of an information transmission view of learning that depended on students memorising vocabulary related to pictures. Thus, the teacher in the video mainly asked questions about unfamiliar and irrelevant content (forms of transport) and then explained it when students did not know the answers for unfamiliar words. Students in the video were mainly silent and hesitant to answer as they were unsure, tense and confused.

As seen from both the teacher interviews, and from the teacher in the video analysis, the lesson pedagogical approach was unsuccessful in facilitating the students’ use of the English language to make purposeful meaning. Moreover, while evidence of the communicative approach or CLT would be expected the lesson revealed this as a pedagogical barrier to language learning, where the task failed to engage the students in needing to use English at their level, even if formulaic. It seemed that the teacher interviewees did not fully recognise the issues with the video

lesson with regards to the conflict between teaching new knowledge of the unfamiliar content but at the same time expecting students to use the vocabulary to communicate. Clearly, the teacher in the video did not think about adapting her use of the English language to facilitate the students' understanding or foster social communication for meaningful purposes adapted to their level creating a silencing pedagogical barrier.

Kumaradevalu, 2006 argues that context is extremely important because language acquisition is based on learners mimicking. He asserts that this is significant because the initial phase of language learning is used in the context. He also posits that similarly just like first language acquisition, children imitate the phonology and strings of sentences and then they play out and get corrected by parent and then self-monitor. This ends when they reach a rationalisation, where they think about not only by saying 'I want milk' but also how milk is good for them. Same applies to adult bilinguals where the classroom is a play where they learn sounds and sentences through imitation. Nonetheless the content has to be of interest for them to imitate so they can try to imitate it, if not they seem to be silent.

Thus, teaching speaking should require teachers to ensure students have already acquired the relevant prior knowledge and that the learning experience is relevant and motivating. Ideally, students should be able to appreciate the relevance of the learning experiences to their needs and there are opportunities to practise using the language learned. Whatley and Castel (2021), argue that "older adults experience deficits in associative memory. However, age-related differences are reduced when information is consistent with prior knowledge (i.e., schematic support). Prior knowledge may reduce encoding demands, but older adults may allocate cognitive resources to schema-consistent information because it is more meaningful" (p.2).

Teachers who teach without understanding students' speaking communicative need to use the language for social meaningful purposes cause confusion, which acts

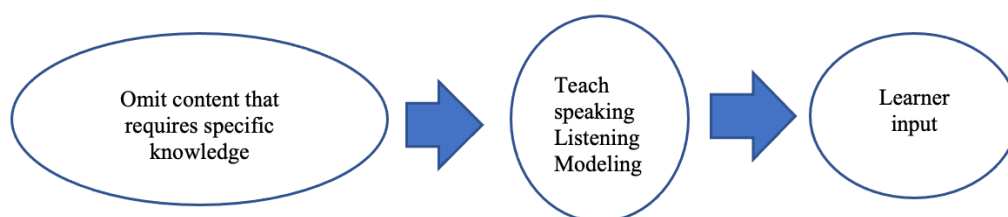


Figure 6.2: Pedagogical barriers

as a pedagogical barrier to learning the language and speaking. It is argued here that this barrier reflects Krashen's affective filter, which causes students to be tense. Since the present study is framed on Krashen's SLA theory its findings add to this concept. Figure 7.2 above shows that specific knowledge of other places needs to be separated from teaching how to speak.

The pedagogical barrier of teachers teaching at this level seems to be initially from lack of training and understanding of teaching speaking. Teachers understanding of specific knowledge and teaching speaking to lower levels needs differentiation and awareness. Knowledge on words that need particular schematic knowledge of unfamiliar content needs to be omitted from teaching at this level and there needs to be more levelled speaking activities that foster social communication for meaningful purposes. The Teachers in the interview and the teacher in the video seems not to distinguish these two. The lack of teachers' ability to identify these pedagogical barriers that cause students to be silent, is due to confusion. Teacher interviewees have raised concerns about cognitive overload but they seem to not know if it is overload was because of teachers not adapting their speaking to suit the level or if it was related to asking questions of unfamiliar content or specific knowledge.

This explains why the Competent Bilinguals group were not satisfied with their past language learning experiences and nearly all criticised their teachers' teaching approaches by making comments about not asking too many questions and encourage more listening practices 'meaning' to understand the context for schematic building. Discussion on what is happening when there is silence in an EAL pre-intermediate classroom is explained in the above reasons.

Furthermore, the triangulation of data in Chapter 5 and 6, is sufficient enough to answer the research question on what is happening when there is silence in an EAL pre-intermediate classroom. Approximately two-thirds of the Competent Bilinguals expressed that they were often silent in their early stages of English language learning due to the above reasons discussed.

These quantitative findings from their responses' show that the problematic pedagogical approach they received, may have prolonged their silences' and extended their learner proficiency silence (LPS) in an EAL class. LPS is extended from the Krashen (1987) silent period. The results of this study show that there needs to be an understanding of LPS so that teachers can become familiar with these pedagogical barriers that further silence adult student learning English. LSP is extended from the silent period in this study to overcome the teaching barriers in lower-level teaching of speaking.

It seems that the teaching style Competent Bilinguals were receiving was silencing them because as mentioned, it focused on form and specific knowledge rather than speaking for meaning in local ways that build up on speaking skills. It seems that the reason for the lack of meaning was because some Competent Bilinguals said that they did not receive speaking practice and spoke when they were asked a question about a particular unfamiliar topic. On many occasions their teacher did not

have empathy in class and spoke fast, debilitating them from making meaning for speaking. Competent Bilinguals had to take the matter into their own hands and watch movies and listened to music to compensate for what they did not have in class so they can build speaking skills and break their silences on their own, as not much opportunity was given to them in class. The silence in the EAL classroom in Australian was due to their confusion of randomly asked questions of unfamiliar meaningless content, and stress of not being able to understand the teacher at times. It can be seen that despite being in their formulaic stages of their learning, the pedagogical approach may not have had meaning and caused silence due to confusion pedagogical barriers in their teachings.

Due to the absence of meaning, Competent Bilinguals have raised the importance of activities that foster social communication for meaningful purposes. It seems that they were receiving specific uncommon out of context words that are specific to other places and unfamiliar content that reacquired them to have schematic knowledge to understand. For example, even a native English speaker might not know what the word 'tuk tuk' is if they have not been exposed to Asian cultures. This also may have also affected their memory, as memory and meaning are closely linked (Brady & Stormer, 2021). The findings are fairly different to what the literature says about silence in Chapter 3, as there are not many studies on the effects of meaning and memory during the silent period of language learners. Even though the finding of this study on memory in Chapter 5 is not that alarming there still needs to be future studies with a larger sample size exploring meaning and memory. There is a huge body of literature about willingness to participate that ties silence to psychological issues rather than approaches that may or may not work during the silent period. This study has found that there needs to be more understanding on what helps language learners

when they are in their silent period experiencing proficiency silence. Teachers should make meaning no matter how basic the language used during the silent period teaching, that is, motivating through meaning building, in their L2. There needs to be a more dialogic approach to teaching this level.

One way for meaning building could be from, translanguaging, because it “empowers both the learner and the teacher, transforms the power relations, and focuses the process of teaching and learning on making meaning, enhancing experience, and developing identity” (Creese and Blackledge 2015 cited in Wei, 2018 p.15). L1 can help students build and process their L2. As seen in this study the Competent Bilinguals were concerned with their teachers focus on form rather than meaning. They were unable to make meaning because the unfamiliar topics they were taught were not a part of their L1. It seems that this unbales and delays them from knowledge building in L2. According to Wei (2018) translanguaging is “a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond languages. It takes us beyond the linguistics of systems and speakers to a linguistics of participation. Wei (2018) also added that, “Translanguaging is not conceived as an object or a linguistic structural phenomenon to describe and analyse but a practice and a process—a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond language. It takes us beyond the linguistics of systems and speakers to a linguistics of participation” (Wei, 2018 p.15). The literature now on translanguaging is getting much stronger in being a supportive pedagogical approach (Wei, 2018). Although this study was not focused on translanguaging it can be concluded that students were not given opportunities to

communicate in their L1 to transfer knowledge into L2. While teachers may have been unable to respond, other students could have assisted. A collaborative pedagogy could have assisted lower-level learners when they lost sight of what they wanted to say, possibly when they had difficulty thinking in L1 and trying to say it in English, their L2.

The lack of multilingual ways of learning needs to be readdressed in education as findings of this study is very similar to some studies. These findings are similar to former studies that have also employed untraditional research methodologies. Chalak & Baktash, (2015) explored a mixed method study that investigate contributing factors of reticence. For example, Soo and Goh's (2013) conclusions on reticence in class are similar. One important difference to note here is that the proficiency silence in this study refers to the state of being in a conscious active learning inhabitation mode, similar to the silent period as it is an organic process we go through- silent when we do not know. By contrast the 'reticence' in the Soo and Goh's (2013) study relates silence with a more psychological state of mind, more in line with the literature presented in Chapter 3. This study is conceptually framed by Krashen (1982) SLA theory and demographic finding in chapter really show that language leaning should not be associate with culture or psychology as the literature suggests. In other words, a school of education has deeply rooted understanding of silence in other areas, and it is disconnected with the silent period in cognitive linguistics which makes the concept very hard to solidify into a theory.

This study has demonstrated research has exposed and contrast with the literature and/or show where similar on how it extends understanding silence in pre-intermediate adults. Due to this, this study gives a different understanding of silence in relation to what the literature argues. The silence described by the Competent

Bilingual group when they were beginners could be because they were in their proficiency silence mode which is a period that lasts approximately somewhere between six months and a year (Krashen, 1982). Moreover, it needs to be acknowledged that L2 learners begins without any way of using the L2 to communicate and it is typical that their EAL teacher will not speak their language either. Thus, based on the data received in this study, the silences the Competent Bilinguals experienced as beginners were not treated from the communicative perspective in a dialogic approach in class because of the lack of teachers' understanding of the application of the CLT approach at this level. Their silences seemed to be also exacerbated by confusion causing them tension. Krashen (1987) argues that tension causes a high effective filter that prolongs the silent period. The silent period needs to be understood and treated to sustain a healthy language learning period. For teachers to comprehend the silent period and incorporate it into their teaching the silent period needs to be theorised in language education. The Competent Bilinguals explained that they needed more listening activities and modelling to understand how language is used. The effect, for example, of students having to listen knowing they cannot interact/participate can be debilitating during the silent period also needs to be researched in-depth. For example, authentic and current listening to a local conversation may positively affect the silent period. But to do so there needs to be an awareness of the silent period and its implications on language learning in education before this can be implemented. For example, Farangi and Kheradmand Saadi (2017) state that "being considered a passive skill for a while, listening skill is now recognised as an active and interactive process in which the learners use their linguistic and non-linguistic or background knowledge to make meaning" (p. 2) of activities that foster social communication for meaningful purposes. Listening can be

given to students in many ways. For example, teachers may model a local conversation with another teacher in preparing their students for their role plays. This way may allow students to understand how to construct the local dialect in use along with accent and phonetics pertaining within context feeding into a wholistic comprehension while weaning off their silent period learning. However for this to happen there needs to be a substantial understanding of the concept in education.

As mentioned in Chapter 3, an extension of understanding is the school of thought that the educational school of thought stops the ‘silent period’ developing into understanding of ‘proficiency silence’ and further into developing a theory particularly in education. As a result, silent behaviour of Competent Bilinguals remaining merely a raw concept (King, & Harumi, 2020) because most research methodologies are designed based on a socio-constructivist aspect of a classroom learning environment that seems to be counter intuitive to concepts like the silent period in cognitive linguistics. This study is expanding on the silent period to assist learners with their proficiency silent mode because without the understanding of this concept the application of the CLT is very difficult to apply. The reason for this is because we learn in phases of cognition (Khanekah, 2017) and intake and the learning period may be subjected to social environments such as teaching approaches.

In education unfortunately silence is seen as passive learning or unwillingness to participate, giving it a rather psychological translation whereas in this study, findings show that it is deeply connected with pedagogy. As a researcher, it seems that you cannot really apply CLT without recognising the needs of the silent period or this can even extend to the silence of the unknown of schematic knowledge. In general, we are silent about a type of knowledge until we form an opinion or learn about it. There is a saying ‘you know what you know’, so here the students may indeed want to find

the translations of what they already know in their L1. But they seem to be learning words in L2 that do not exist in their L1 which can also contribute to their silences.

As mentioned in Chapter 3, the problem is that ‘silence’ in education is associated with international students (Shimizu, 2006, p.31) due to historical perspectives in education. Silence has been seen as an aspect of Eastern culture and has caused a divide between Eastern and Western social, educational, and academic attitudes over the past century because the dynamics of the Australian classroom encourages “international students” to be active in class (Harumi, 2010, p.261; Shimizu, 2006, p.31). This study enlightens this understanding on silence and adds that silence is an organic process that adults just like children go through when learning happens but is even more exasperated when there is a pedagogical block silencing them.

This understanding of silence is so deeply rooted in education, it has made silence be looked down on and not developed in education. As a consequence, silence is further seen as the illustration of rejection, irresponsibility, reliance. Someone who speaks their opinions is considered liberal and remaining silent represents ignorance, dullness and awkwardness (Zembylas & Michaelides, 2004). Educational studies show that students' silences are also associated with monotony (Harumi, 2010, p.261; Shimizu, 2006, p.33). Remaining silent in the classroom seen as unwillingness, unmotivated and lacking the ability to participate (Zhou, Knoke & Sakamoto, 2005) putting all the onus on students. Silence is assumed as constricting one's ability to learn and constructing knowledge (Kaufman, 2008, p.169). Educational research value students' who speak and teachers allocate a large amount of time to interact with speaking students (Jaworski, 1993, p.22). Overt students in academic culture are praised on their participation (Ollin, 2008, p.265). Moreover, Ollin (2008) and Yates

and Nguyen, (2012) state that silence is also associated with “deference” within any given culture. They have also said that silence is attributed to students who belong to cultures that “favour expert discretion over novice [student] talk” in classes (Yates & Nguyen, 2012, p. 1) or silence is responsible for this view in the metaphorical sense to override its literal meaning according to Ollin (2008, p. 266).

There needs to be a reconceptualise silence in educational research Competent Bilinguals have reported their early silences and qualitative teacher interviews in this study have shown that they are experiencing confusion silences. Due to the above understanding of silence in educational research, the silent period and proficiency silence mode, barely exists in the literature. Research on the silent period is much needed (Saylag, 2014), to narrow the gap in education and SLA, there needs to be a reconceptualisation of silence in language learning in education so that bilingual learners are assisted with a teaching method during their proficiency silent periods that avoids pedagogical silences barriers as discusses earlier.

In fact, Competent Bilinguals associated their initial silent behaviour with teachers not helping them practice and break their silences when they were struggling to speak. These finding are significantly different to studies found in the literature review, Chapter 3. In the literature, silence is attributed to the means of ethnographic (Granger, 2004). In Remedios et al., (2012) “listening to learn and learning to listen are viewed as powerful methods of learning in any context” (p. 347), are in fact related to teachers not understanding the silent period, which leads to pedagogical barriers. Teachers really do need to adapt their language teaching skills and show empathy, so that adult bilingual learners are supported rather than feeling like they are being interrogated for not knowing how to respond.

The pedagogical understanding currently held by teaching professionals fail to facilitate students' language learning in the early stages. This is typically an attribute of not understanding the pedagogical barriers of teaching beginner and pre-intermediates levels and the principles of internalising language. The calculations of each dimension in Chapter 5 were used to draw out reasons to why the Competent Bilinguals experienced silence. These findings were enough to show that teachers' use of the target language did not assist students in breaking their proficiency silence.

Soo and Goh's (2013) research, along with Chalak & Baktash (2015), have found that a teacher's pedagogical approach leads to student 'tension and nervousness', the same results that have been found in this study although they did not give reasons for this. The data similarities in these studies are that they are all conducted in mixed methods methodology drawing from Competent Bilinguals' experiences, not from psycholinguistic theories of what educators think of silence (see for example Soo & Goh 2013; Chalak & Baktash, 2015; Zuraidah, 2007). However as seen in the literature review, studies that see silence as the representation of "denial, ... frequently deemed as a sign of zeal, ignorance, boredom and uncooperativeness" (Granger, 2004, p.445).

The finding of this study also shows that learning a language is not just about output as Swain and Lapkin (1995) argue. Swain and Lapkin (1995) worked on the notion that language learner output emphasises the need for production of the target language, they argued that this gives learners the opportunity to notice their linguistic problems (referred to as the hypothesis testing function), which sees learners use output to test whether their utterance is communicated successfully or not, however this is conducive to the teaching approach. If students are not given the opportunity to

comprehend and talk due to these pedagogical blocks and barriers, then this is causing tensions.

In SLA, Krashen (1982) contends, information in the classroom should be presented in a natural and informal fashion in order to encourage teacher-student interaction where low proficiency students can engage without tension. Krashen's (1982) input hypothesis posits that an effective teacher provides comprehensible input in a low anxiety setting. Drawing on Krashen's (1982) silent period, it is argued that comprehension and speaking skills are not interdependent. As previous studies show, comprehension precedes productive skills, therefore forcing two-way teacher-student communications can inhibit learning if the students are not ready for it (Khanekah, 2017), resulting in learner anxiety.

A teacher's understanding of the silent period can omit tension silence in an EAL classroom in Australia. For example, if teachers understand the silent period then they would not introduce sociologically diverse content and only stick to local ways. For example, there may be ways of doing things differently in the target language, but these can be thoughtfully introduced to students as a way of supporting resources to implement a more communicative approach. One would have been silent in a country in which they spoke another language to my native English, for example. But I would have picked up some words on a trip through the baby steps of socialising. We socialised so we picked up the meet and greet formula a little, so following that, sitting in a classroom what should the teacher do to help me break my silence? Teachers need to be able to identify and understand so they can skilfully adapt their use of the language to the lowest level.

Table 7.1 presents an adult silent period check list for teachers who teach at this level. It has been created to avoid these pedagogical barriers. This checklist would

allow the language to be used primitively/formulaically – as you would encouraging a baby to speak and make meaning – to allow students to break their silence, which is the process of building on proficiency. Proficiency silence is an organic process learners go through. Students have no choice to start off with when they have no language and the teacher does not speak their L1. Learner proficiency silence should be expected to be experienced by language learners at this stage A) This period lasts until the knowledge is developed and centred in their learning (Krashen, 1987) and can be extended with pedagogical barriers as seen in this study. B) During this period adult students should not be assumed to know answers to random questions that belong to diverse cultures, and pronunciation and accuracy should not be assumed as well. As seen in the video analysis data in Chapter 6, the teacher in the video says ‘no’ each time the student gives a wrong answer, to things that even native speakers may not know. It seems like a memory test of unfamiliar and diverse knowledge rather than a speaking class. The key here is that the learning environment should be safe for students to trial their speaking – without any pouncing on ‘mistakes’. That attitude is wrong as it mutes people, causing tension silence. Based on the data in Chapter 5, Competent Bilinguals have said they would rather be silent than give a wrong answer. It should be a shared collaborative safe space 'to play' with words. It is all about teachers’ pedagogical skills and knowledge of language use and approach – not textbook driven and testing information transmission. These data findings in relation to the research conceptual framework shows that L2 learners begin from the silent position in the new language.

The data for this study clearly shows this and implies the need for teachers to change their approach, as is further highlighted in the next section of this chapter. Teachers should give demonstrative teaching i.e. closing the door physically rather

than saying it. The verbs are acted in person and demonstrated such as I have closed to door, closes, closing and has closed. This allows students to act it out in the same way. The Competent Bilinguals in Chapter 5 often reported that they watch movies to gain modelling. Findings in the video analysis show that an echo is not modelling. But for example, the gap in just saying what the verb is, creates an uncompleted understanding of the four prefixes a verb can take. On the other hand, learner tension silence is induced by the environment the learner is in. These environments reflect a lack of understanding of learner proficiency silence. There may be a need for a specific teaching model that eliminates these pedagogical barriers.

6.2 What is happening during student silences; Competent Bilinguals recollect their early stages in class and how they broke their silence

Some Competent Bilinguals said that they spoke when they were asked a question in class. On many occasions their teacher did not have empathy in class and spoke fast. Competent Bilinguals had to take the matter into their own hands and watch movies and listen to music to do the activities that foster social communication for meaningful purposes, so they seemed to have broken their silences within their own abilities because not much opportunity was given to them in class. The findings show that EAL teachers were initiating questions about unfamiliar content which led to teachers Initiation, response from the students and feedback from the teacher.

In the literature IRF sequencing (Initiation by a question from the teacher, Response from the student, and finally, Follow up from the teacher) is the most commonly used type of teacher talk in English classrooms across many countries (Edwards-Groves et al., 2014). This could lead into a fast-paced questioning from the

teacher with an intention to elicit correct answers from students. IRF sequencing occurs due to a lack of experience and insufficient training on the part of the teachers (Edwards-Groves et al., 2014). This fast-paced sequencing of questions hinders information processing of adult learners.

Findings of this study are similar to Chalak 's (2015) study, which concluded that “more than one-third of all lesson time were taken by student-response which mostly contained answer to teacher questions or giving presentation. However, it showed that there was an undeniable lack of student-initiated talk in the classrooms. It means that the participants rarely produced self-selected turns to talk. One-quarter of the class time was consumed by teacher-initiated talk which mainly included giving explanation or asking questions” (p. 2617). However, he seemed to fail to give reasons why they were silent. The present study expands and gives reasons for pedagogical barriers that silence students. This study has found that teachers seem not to adapt their language use to suit the speaking needs of lower levels.

For many Australian EAL students, classrooms are places to practice their communication skills, speaking strategies, and pronunciation (Mickan, 1997). Engaging in conversations in English classes is an important part of developing speaking skills. However, it is a myth that learners need to speak the language to learn (Bernales, 2016). Findings from this research show that there were questions about how teachers adapt their use of the target language to the lowest level to enable some meaning making. It is being able to make meaning no matter how basic the language used.

As discussed in Chapter 5, the last section of the survey was designed to elicit qualitative responses from Competent Bilinguals to gain insight into what triggered them to begin speaking in English. Qualitative findings in the survey are on par with

the findings from the quantitative dimensions. In this section these commonly occurring themes will be discussed in relation to the conceptual framework of this research and in reference to the previous literature. The analysis of responses to the three questions in Part D led to frequently occurring themes of teacher empathy, comprehension, and interaction with peers as factors contributing to their breaking of silence. Below is a discussion of these themes.

Competent Bilinguals commented on the importance of teachers' empathy by stating "*Teachers must create a bond with student, so that the student has something in common to talk to the teacher about*". The data shows that they lacked a friendly environment that catered to the importance of fostering social communication for meaningful purposes adapted to their level by their teachers. A key thing is that many teachers who teach at this level do not have training to teach to formulaic levels and therefore do not probably have empathy, which adversely affects learners. There needs to be a more common understanding of empathising when students are at their formulaic levels. Possibly there needs to be a proficiency silent teaching method that omits all of the barriers and allows teachers to create awareness of empathy. From the data collected for this research it seems that teachers are not using the CLT method correctly, perhaps due to a lack of training. There are pedagogical barriers that seemed to make Competent Bilinguals when beginners think that their teacher does not have empathy.

If the CLT approach is used correctly then it may make learners feel more supported but from the data it seems that there are being treated with more traditional approaches which present the language out of context, which can be anxiety inducing. In a pre-intermediate classroom, as seen in Chapter 6, from the video analysis the generic classroom is full of inauthentic materials that does not represent the real world

that the students are in, this is unfavourable because it doesn't give the students the opportunity to play out or practice what they have learnt. In addition, in some lower-level CLT classrooms, there is an over-emphasis on students' speaking skills in a formal setting (Kralova & Petrova (2017). Bilinguals are solicited to construct sentences of unfamiliar and meaningless construction at premature stages in a second language, before they have acquired enough syntactic competence to express their basic ideas. This could induce anxiety among lower-level students who have not yet developed a capacity to speak. When learning a second language, anxiety is framed by the manners of self-consciousness, fear of negative evaluation from peers and teachers, and fear of failure to live up to one's own personal standards and goals. Adult L2 learners typically develop a sense of incompetence about internalising the properties of their L2, and about the inability to present themselves in a way dependable with their self-regard and confidence. MacIntyre and Gardner (1994) argued, "may be that, compared with relaxed students, anxious students have a small base of second language knowledge and have more difficulty demonstrating the knowledge that they do possess" (p. 301). If there were to be training and or even a particular specific method, then there would be more awareness and empathy.

Literature supports that EAL teacher empathy enhances student learning (Meyers, et al., 1975). Empathic teachers can advance students' learning processes since they have a good understanding of students' felt-meaning, they have a deep awareness of how the students perceive learning and the accompanying difficulties (Rogers, 1975). Students observe teacher empathy in their pedagogical style and behaviour and therefore are able to flourish in an open environment done with awareness of pedagogical barriers. The Competent Bilinguals in this study, similarly, mentioned "*how important teachers' understanding is*" when it comes to language

learning. One student shared an anecdote of their learning experience, expressing that they struggled with learning due to the lack of teacher empathy. They noted *“I found myself in a 100% English-speaking environment and struggled to understand and communicate with others”*. The Competent Bilinguals described similar experiences when they moved to English-speaking countries or had to respond to questions in an English classroom. Having empathic teachers can help students reach the ah ha! moment and break their silence without tension.

As noted by the Competent Bilinguals, comprehension was another factor that had contributed to their ah ha! moment of breaking their silence. According to Krashen (1982), comprehension is “a crucial requirement for optimal input for acquisition” (p. 64). As discussed by Kumaravadivelu (1994) one of the requirements of conducive input is accessibility, which highlights that language input should be cognitively and linguistically accessible within the target language. In order to develop their productive skills, it is argued that learners need to be exposed to sufficient accessible input. Krashen’s (1982) input hypothesis, similarly, posits that people learn a language when the input is comprehensible. In this context, Kumaravadivelu (1994) argues that lower-level teachers play an important role in simplifying the input for it to be comprehensible. He also suggests limiting the amount of input and maximising the amount of exposure. As discussed earlier, the lower-level teachers’ approach can determine their input and whether it develops into intake and whether pre-existing knowledge can be used to eliminate pedagogical barriers for students to break their silence.

In some instances the Competent Bilinguals in this research mentioned that their ah ha! moment occurred when they began to understand, *“When I suddenly understood the message and realised I could make progress in English. It happened*

because I was enlightened and saw a step of progress". As Krashen's (1982) theory of the silent period elaborates, comprehension precedes production, this justifies why the Competent Bilinguals say they needed comprehension to get to the ah ha! moment of production. There is a need for a large amount of linguistically comprehensible input and sufficient time for the learner to digest the input. The silent period is exhibited generally when learners are building language competence through listening in the initial phase of language acquisition (Krashen, 1981, 1982).

One Competent Bilingual stated that teachers should: *"Start with general and simple topics to talk about"*, *"Not pushing to talk and teachers need to take it slow"* and another said *"Being patient with students when stumbling with words"* and not *"forcing them to speak"*. These data points show that Competent Bilinguals have said they would rather be silent than give a wrong answer. The second theme that emerged was 'listening'. Many Competent Bilinguals emphasised the importance of listening to make meaning of existing knowledge. Most Competent Bilinguals commented on the advantages of listening as one of the most important factors that the teacher of English can do to help students take the risk and try to speak in English. One stated that: *"Hearing story on radio"* helped them contextualise and understand meaning in the target language. Another said: *"encourage group discussion"*. Another comment suggested that teachers *"reading in front of the class to know how words sound like"*. This research argues there can be a teaching method that encapsulates all these teaching skills.

In replacing teacher modelling, there were comments on *"In my opinion receptive skills are important in improving productive skills. Therefore, improving our listening can quite impact our speaking. What helped me was reading and sticking to English as much as possible"*. Here the learner is emphasising the comprehension of

English, raising the importance of activities that foster social communication for important purposes to make meaning.

Comprehension comes before productive skills and there is a silent period during the process of input turning into output (Krashen, 1982). During this period, lower-level teachers should facilitate accessible input and enhance comprehension, rather than force production of memorising unfamiliar content that causes pedagogical barriers and blocks their speaking. This will help the learners become talk-ready in a supportive environment where they are exposed to listening activities that promote real conversations, and where the teacher uses scaffolding to promote learner comprehension.

Comments show that the Competent Bilinguals form the beginning learner experience are asking teachers to say easier and more comprehensible in-context sentences in class to avoid these pedagogical blocks. This would enable them to comprehend and speak more of what they already know in their L1. The theme that emerged from this question is speaking. One student left a comment saying, '*Start with easy sentences*' and '*Practice*'. The Competent Bilinguals left advice asking for "*More teacher modelling rather than asking questions*". Students also emphasised on "*Pair and teamwork*" and another students commented on "*Video talk friend project (like pen friend)*". These comments surely identify a gap in EAL.

These observations are in line with previous literature that highlights the importance of interaction in language acquisition. As Walsh (2004) argues, interaction is an indispensable aspect of language learning and is facilitated by teachers' interactional awareness. The benefits of interaction in second language development have been established by previous research (e.g., Mackey & Gass, 2012). Previous

studies show that interaction provides students with opportunities to get comprehensible input and feedback and facilitates development of language skills (Mackey & Gass, 2012; Sato & Ballinger, 2016). Interactions also facilitate the production of modified output which involves testing productive skills in the target language (Mackey & Gass, 2012).

Studies show that peer to peer interaction is most beneficial in developing learners' productive skills (Khanekah, 2017). Peer to peer interactions provide a setting for learners to negotiate for meaning, modify output, and receive feedback. In peer interactions, learners test their target language skills and learn about their mistakes. As the Competent Bilinguals comments show, through being exposed to and negotiating meaning with their peers, they started to test their target language skills and experienced the ah ha! moment. To conclude this section, there needs to be a specific teaching method that allows teachers to be more aware of silencing pedagogical barriers.

6.3 Discussion on EAL teachers' interviews

The mixed findings among EAL teacher interviewees show they needed to understand the silent period. This lack of understanding showed a great deal of confusion over silent behaviour of adult language learners. Teacher interviewees said the silence was related to 'passive learning', but there was no mention of any pedagogical barriers caused by teaching unfamiliar meaningless content. The triangulation of the data allowed for the synthesis of a new definition for silence – in this case, the findings are for defining 'silence' as students have no choice to start off with when they have no language and the teacher doesn't speak their L1. So teachers teach in traditional ways instead of teaching speaking and this basically can be called silencing pedagogy barriers for lower levels.

Then, when students have learned a little, albeit formulaic, if they are still silent in the lesson this can be cultural, shyness, lack of confidence, fear of making a mistake, and embarrassing.

The teacher interviewees did not raise the importance of activities that foster social communication for meaningful purposes. There was also a lack of understanding that classrooms can be too formal and lack again communication for meaningful purposes or reinforce their need for verbal interactions adapted to their beginner level while they are experiencing proficiency silence.

The finding from emerging themes from teacher interviews show that CLT and its principles are not applied correctly, and it is argued that teachers often do not have a well-formed grasp of the approach which is also supported by the literature (Edwards, 2018). This study has found that teaching English in the Australian context, and how CLT is understood and practiced by teachers is significantly neglected, causing student tension. Additionally, identifying gaps in the literature about learner-

centredness in constructivist CLT in EAL needs further attention to overcome these pedagogical barriers. In an ideal ELICOS institution, it is believed that teaching is student centred, and the aim of CLT is to cater for this understanding. The principles of CLT, as mentioned in Chapter 2, are:

- The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.
- It is believed that communicative functions are more important rather than linguistic structures.
- The target language is a vehicle for classroom communication, not just the object of study.
- The teacher should create situations which help to promote communication. The teacher should teach students how language should be used in a social context and give activities such as role play which help the learners to learn the language in a social context.
- Students should be given opportunities to listen to language as it is used in authentic communication (Adapted from Desai, 2015 p.49).

Unfortunately, the above CLT principles are well acknowledged in theory, but in practice there seems to be pedagogical barriers in place.

Findings of this study show that most of Teacher Interviewees commented on context but they were referring to teaching the unfamiliar content with support of visual aids. Common interest relates to the “here and now” principle, in which there is mutual interest among the adult students and the teacher (cited in Krashen, 1982 p.25) and this was lacking. As Newmark et al. (1977 cited in Krashen, 1982) have pointed out, the commonality of an educational setting enables both the teacher and students to use language that helps the student’s mental development, however this

study has found that there were pedagogical barriers that have constrained their speaking development.

For example, Krashen's (1981) input hypothesis explains that second language development is based on comprehensible input. If students do not understand what the teacher is saying with out-of-context topics, then language learning does not happen. So, context has to be natural, and teachers were aware of this but there was no mention of a teacher's ability to adapt their use of the target language to facilitate students use of it to make meaning. There seems to be curriculum materials that might recognise the need to develop vocabulary but these do not facilitate students to use the language for meaningful purposes. For example, the video lesson viewing showed different forms of transport which were irrelevant to the students' everyday needs. The EAL teachers Interviewees in their interviews voiced such concerns by often repeating the word 'context'. Overall, there is an urgent need for output-assisted pedagogy that avoids pedagogical barriers caused by teacher confusion.

Kumaradevalu (2006) argues that context is extremely important because language acquisition occurs through learners mimicking. He asserts that this behaviour is significant because the initial phase of language learning relies on context. He also posits that similarly to first language acquisition; children imitate the phonology and strings of sentences and then they play out and get corrected by a parent and then self-monitor. When children reach a rationalisation phase, they think about how milk is good for them, not only by saying 'I want milk'. Similarly adult language learners learn sounds and sentences through imitation where the classroom is like a play, in which the content has been chosen as of common interest for them to imitate. If the content is not relevant or of interest, they seem to be silent, as seen from the video

analysis data, as there was no common contextual interest because it did not represent their natural surroundings in London.

As Tollefson (2002) and others pointed out, it is the educational context that determines the types as well as the goals of instructional programs made available to the L2 learner. For instance, the educational context will condition the relationship between the home language and the school language, between “standard” language and its “nonstandard” varieties. As a result of decisions made by educational policymakers, the L2 learners will have a choice between additive bilingualism, where they have the opportunity to become active users of the L2 while at the same time maintaining their L1, or subtractive bilingualism, where they gradually lose their L1 as they develop more and more competence and confidence in their L2.

The findings of this study hopefully contribute to teacher understanding of the role and nature of the silent period in the field of EAL among adult learners. It also contributes to improving pedagogy and learning at the pre-intermediate level of English proficiency, providing deeper insights into both the students’ and teachers’ perspectives on the silent period. Gaining teachers’ views is extremely important for research in TESOL and applied linguistics in order to understand the two perspectives of those involved in the pedagogical situation – teachers and learners. There is a tension in this regard as some teachers see it as beneficial and other teachers see it negatively. For instance, Bista (2012) and Armstrong (2007) put forward the view that teachers see silence as an “enemy to speech” (Bista 2012, p. 77). The contribution to knowledge would be compromised if the views of teachers were ignored and misunderstanding and confusion were not highlighted.

Insights revealed in this study illuminate the current challenge or dilemma that the perspectives revealed are likely to cause conflict and so impact negatively on

students' learning and teachers' teaching. Yet hopefully, the study can increase understanding of the theory underpinning the silent period and also reveal important new knowledge of the benefits of silence in EAL learning and teaching settings, since silence in English language classrooms is generally viewed negatively as unhelpful. This study hopes to create teacher empathy and awareness to reduce the language learner's proficiency silent periods.

It is established in the literature that teacher empathy enhances student learning (Meyers, et al., 2019; Rogers, 1975). As Rogers (1975) pointed out, "a high degree of empathy in a relationship is possibly the most potent and certainly one of the most potent factors in bringing about change and learning" (p. 2). He saw empathy as the process of perceiving the 'felt-meaning' of an individual. In pedagogical contexts, Meyers et al. (2019) defines teacher empathy as "the degree to which an instructor works to deeply understand students' personal and social situations, to feel care and concern in response to students' positive and negative emotions, and to respond compassionately without losing the focus on student learning" (p. 160).

Empathic teachers can advance students' learning processes since they have a good understanding of students' felt-meaning, with a deep awareness of how the students perceive learning and the accompanying difficulties (Rogers, 1975). Students observe teacher empathy in their pedagogical style and behaviour and therefore are able to flourish in an open environment. The Competent Bilinguals in this study, similarly, mentioned "*how important teachers' understanding is*" when it comes to language learning. One student shared an anecdote of their learning experience, expressing that they struggled with learning due to the lack of teacher empathy. They noted "*I found myself in a 100% English-speaking environment and struggled to understand and communicate with others*". Many students have similar experiences

when they move to English-speaking countries or have to respond to questions in an English classroom. Having empathic teachers in the classrooms can help students reach the ah ha! moment and break their silence.

As noted by the Competent Bilinguals, acquiring comprehension is another factor contributing to the ah ha! moment of breaking silence. According to Krashen (1982), comprehension is “a crucial requirement for optimal input for acquisition” (p. 64) while Kumaravadivelu (1994) outlined one of the requirements of conducive input is accessibility, highlighting that language input should be cognitively and linguistically accessible. In order to develop their productive skills, it is argued, learners need to be exposed to sufficient accessible input. Krashen’s (1982) input hypothesis, similarly, posits that people learn a language when the input is comprehensible. In this context, Kumaravadivelu (1994) argued that lower-level teachers play an important role in simplifying the input for it to be comprehensible. He also suggested limiting the amount of input and maximising the number of exposures. As discussed earlier, the approach of teachers determines the input that lower-level proficiency learners receive and whether it develops into intake and whether pre-existing knowledge can be used to break silence.

6.4 Perspectives were mixed on how teachers viewed the silent students

The qualitative findings of Stages 2 and 3 of the data collection answered the research questions: *Q3. When there is silence in an EAL pre-intermediate classroom, how do teachers explain what is happening? Q4. How do teachers perceive silent behaviour of pre-intermediate students?* Group 2 data collection consisted of interviews with EAL teachers stimulated by video, during which they expressed

opinions and feelings on the pedagogical approach on display in the video. As mentioned previously, the EAL teachers found the video confusing.

Some said that silence was related to culture, passive learning, context and motivation. The collected data reveals, along with strengthening the argument that silence is not a quintessential aspect of a particular culture or race, age or gender, but rather plays a huge role in lower-level language learning in relation to the pedagogical barriers affecting their proficiency silence. The diversity of the data is valuable to this study because it demonstrates that an understanding of silence in language learning is not related to a particular culture as the sociolinguistic or psycholinguistic -centric literature review suggests (see Granger in Chapter 3). The main reasons for these assumptions by the interviewed teachers were connected to the educational research that is psycholinguistic-centric and sociolinguistic-centric, not really connected to cognitive aspects of language learning. This study has tried to fill in this gap by conducting a mixed method study because the research needed to focus on student and teacher experiences at beginner levels to reduce discrepancies between theory and practice of CLT.

Although learner silences related to proficiency are still unknown, how language learners experience breaking their silences and possibly other factors are neglected areas in teaching and learning. As Saylag (2014) suggested, further in-depth research into the ‘silent period’ is needed. Due to the methodological approach, this study has found that in the early stages of language learning adult language students’ sentences are the result of pedagogical barriers that are not able to assist learners’ proficiency silences. Silence in the literature has two epistemological views dominating in language learning, a) a sociocultural view that believes it happens when language learning matures and inner silent thinking occurs (Vygotsky, 1962) and

alternatively b), it occurs in the initial stage of language learning to internalise language input called the silent period (Krashen, 1981). Pre-intermediate and silent behaviour and its connection to language acquisition is not well understood because of these conflicting views. However, this study adds to the epistemological view of Krashen (1987) that silence exists in the initial phase of language acquisition but the pedagogical barrier which shifts the focus of the 'silence' from the student to the teacher's pedagogical skills, so that there is availability of supporting resources to implement a more communicative approach where students can be involved in making meaning, no matter how primitive. This study has found that a learner's silent period is not supported in Australian classrooms due to a lack of training that causes pedagogical barriers which confuse learners and teachers. There seems to be teacher confusion on building schematic knowledge on unfamiliar and meaningless content rather than teaching current local understanding of everyday needs of speaking.

There needs to be more training in CLT to overcome these pedagogical barriers to language learners' experience. Teachers can use this study to further their understanding of barriers in their pedagogies. Further the data in this study can help them understand and adapt their level of communication with their lower students in their formulaic stages and provide availability for supporting resources to implement a more communicative approach. Teachers of this level can be informed about the use of the International Second Language Proficiency Rating (ISLPR) Scale (adopted from ISLPR Language Services, 2021). The ISLPR scale is used to assess the proficiency of students. The overall proficiency is to assess the use of the macro skills of speaking, listening, reading, and writing separately. The proficiency scale includes features that contribute to what is called language proficiency. From the perspective of communicative interactions that allow students to make meaning for real-life

purposes at their level, teachers need to be aware of the need to link meaning making to language learning and adapt their language – hence the ISLPR descriptive scale that makes benchmarks between levels clear. The ISLPR Scale (please see Appendix H) of their language proficiency (ISLPR Language Services, 2021) should be used by teachers – if they are not aware of this rating, then there can be an issue with applying the wrong approach.

According to Walsh (2006), the teacher should use strategies to reformulate, extend, or model in order to provide sufficient scaffolding for students. Teachers are not set up for opportunities to develop these strategies to teach formulaic levels of language learning. For example, a check list of strategies can be used by teachers. Teachers with students who experience an adult silent period in lower levels demonstrate: “Able to perform in a very limited capacity within the most immediate, predictable areas of own need using essentially formulaic language” (ISLPR Language Services, 2021, para. 4). Table 7.1 below, has been adapted from the survey questions in Part D in Chapter 5. Originally Table 5.6 adapted from Walsh’s (2006) Framework for this study. Teachers can use the below Table 7.1 as a checklist to see if their students are in their adult silent period and if they are, in their formulaic level.

Table 6.1: The adult proficiency silence checklist for teachers

	Please Tick	5 - very often	4 - often	3 - some- times	2 -very rarely	1- never
	Question					
1	Do your students give only one-word answers?					
2	Do your students seem to be nervous when you asked them to talk in English?					
3	Do they forget their words often?					
4	Are they unfamiliar with what you say?					
5	Do they need to learn more vocabulary before they can speak English?.					
6	Are they struggling to participate in using English?.					

	Please Tick	5 - very often	4 - often	3 - some- times	2 -very rarely	1- never
7	Are they constrained when they are speaking?					
8	Are they unaware of what to say?					
9	Do they have very long pauses?					
10	Do they lose sight easily of what they want to say when you ask them to talk in English?					
11	Do they seem tense when you ask them a question?					
12	Do they feel tense when you ask them to talk in English?					

Table 7.1 above shows the adult proficiency silence (APS) check list. This checklist can be used to identify if students are in their silent period. In a usual EAL classroom setting many language teachers experienced and observed that the students showed silent behaviour. The act of being silent, hesitant to participate or speak, using the target language has always been considered a frustration and a failure for both teachers and bilingual students (Zhang & Head, 2009). It is a major obstacle for students to develop oral proficiency in the English language classrooms (Jenkins,

2008). Findings clearly show that Competent Bilinguals were silent as a beginner due to pedagogical barriers. This suggests that this was largely due to a lack of teacher understanding of the disconnection between the silent period and pedagogy and their inability or lack of experience around helping Competent Bilinguals to break their silent period.

Once teachers identify that their students are in the silent period, they can use strategies and ways to help them break their silences. This could be done by authentic modelling – as echoing or repeating students' responses are not modelling. Teachers who teach at the silent period level could examine their own approach based on the nervousness, tension, or unawareness of levels of their students. Also increasing listening comprehension, according to Mikan (2020), along with reading is dialogic and students can only interpret things to which they can make meaning.

In addition, the ISLPR scale can be used in conjunction with the adult silent period checklist for teachers. This will help to utilise an approach that would help students experiencing proficiency silence because they are in their silent period. This study has gained an understanding of the pedagogical barrier silences that no other studies in the literature have researched previously. A pedagogical barrier can be defined as, a lack of training and understanding of teaching how to speak. Not having supporting resources available to implement a more communicative approach, and teachers' not having an understanding of teaching specific knowledge and how to speak to lower levels, needs to be differentiated and teachers should be more informed and aware. Knowledge of words that need particular schematic knowledge of unfamiliar content need to be omitted from teaching at this level and there needs to be speaking activities that foster social communication for meaningful purposes. Students have no choice initially when they have no language and the teacher doesn't speak

their L1. Many teachers do not typically understand this, and they should they be doing activities that cater to speaking for their social needs. Then, when students have learned a little, albeit formulaic knowledge, if they are still silent in the lesson this could be cultural, shyness, lack of confidence, fear of making a mistake, embarrassment etc., basically the ingredients of the pedagogical barrier are teachers' insufficient formulaic literacy. These pedagogical silencing barriers need attention in ELICOS. These pedagogical barriers can be resolved by increasing listening and reading comprehension (Kuci, 2020) and textbook analysis and listening analysis should be incorporated after the ISLP checklist is checked.

6.5 Discussion summary

In summary, this study has answered the overarching research question: *Q1. What happens in an EAL pre-intermediate classroom when students are silent in CLT settings?*

The answer to this question is illustrated as: in a pre-intermediate EAL classroom in Australia teachers are confused as to why students are silent. The interviewees in this research said it was related to cultural issues, passive learning, some said it was contextual. This can be because, as mentioned in Section 7.4 above, silence in the literature has two epistemological views dominating in language learning, a) a sociocultural view that believes it happens when language learning matures and inner silent thinking occurs (Vygotsky, 1962) and alternatively b), it occurs in the initial stage of language learning to internalise language input called the silent period (Krashen, 1981). Pre-intermediate and silent behaviour and its connection to language acquisition seems to be because the teacher has insufficient formulaic literacy, meaning they cannot adapt their level of talk to meet the needs of students

and this is not well understood because of these conflicting views. Insufficient formulaic literacy this study has found, shows that Competent Bilinguals when beginners were not given enough time to gradually speak and play out what they had learnt in class. Availability of supporting resources to implement a more communicative approach was also missing. Krashen's (1987) language learning theory states that there are five hypotheses which describe the L2 language learning process. The silent period is a concept seen during the input (stage) of the hypothesis. The silent period initially referred to children and was later applied to adults (Krashen, 2016). This lack of knowledge has created pedagogical silencing barriers due to insufficient formulaic literacy because teachers could not assist students with their needs of proficiency silence. The main cause of the pedagogical barrier was because they confused understanding about teaching how to speak and teaching about knowledge of unfamiliar content. The video teacher did not attempt to adapt their use of the language to meet the learners' level to foster social communication for meaningful purposes thus adapted to the students' appropriate level. The teacher confusion lies in teachers not being able to separate understanding of teaching knowledge of content and concepts from language needs relevant to communicating in the environments that students are in albeit formulaic at the early stage.

English teaching classes should not be mistaken to be a sociology or other content classes. Teaching how to speak should require teachers to use prior knowledge and not introduce new sociological content, as the sociocultural view believes that being able to speak happens when language learning matures and inner silent thinking occurs (Vygotsky, 1962).

Sub-Questions:

- 1. How do language learners perceive the challenges and opportunities of their silent behaviour as a response to language pedagogies and practices implemented in adult pre-intermediate level English language classrooms in Australia?**

The answers to this research question showed that the Competent Bilinguals perceived the challenges and opportunities of their silent behaviour as a response to language pedagogies and practices implemented in adult pre-intermediate level English language classrooms in Australia. They said that there was no meaning building in class and they had to take the matter into their own hands and watch movies and listen to music to increase the importance of activities that foster social communication for meaningful purposes. So they seemed to have broken their silence using their own abilities because not much opportunity was given to them in class. This proves the literature wrong that it should distinguish between the two epistemological views dominating in language learning, as it occurs in the initial stage of language learning to internalise language input called the silent period (Krashen, 1981). However, as mentioned previously, in education the sociocultural view believes silence happens when language learning matures and inner silent thinking occurs (Vygotsky, 1962) or alternatively, it occurs (based on the findings of this study) in the initial stage of language learning to internalise language input called the silent period (Krashen, 1981), to add support to this, this study suggests that the silent period it can be called adult language learning proficiency silence.

2. What triggers students to break their silence following a silent period in the early phase of their learning and what are the implications for L2 pedagogy for pre-intermediate students?

This question was answered by Competent Bilinguals, and on many occasions, they said that there was no meaning and this prolonged their silence preventing them from breaking their silences earlier. More specifically the data here highlights inadequacies in teachers' pedagogical knowledge and skills regarding the implementation of the communicative approach, particularly with respect to adapting their own use of the English language, for instance, to engage with these students at the formulaic level, and with regards to creating a safe environment for students to play out and practice in order to improve speaking skills. Competent Bilinguals raised the importance of activities that foster social communication for meaningful purposes which helped them break their silence because it was more comprehensible and meaningful. The data was sufficient enough to show that they were silent because their teachers did not create an environment for students to practice and break their silences and this was seen as a pedagogical barrier by Competent Bilinguals. Simply they were not facilitated to practice speaking so that may have prolonged their silences. Overall, this analysis has showed these Competent Bilinguals' silences were in relation to teacher's empathy, modelling, lack of listening, and lack of speaking/practice as well as not allowing time to prepare, contextual issues and lastly the prevalence of out-of-context teaching materials and vocabulary. This finding indicates that the teacher was not adapting the use of the target language to the learner's proficiency level to enable some meaning making e.g., they were not introducing utility formulaic patterns such as meet and greet, or simple commonly used directions. As this indicates, the teacher

was not allowing sufficient time for students to formulate speech or a response other than 'yes' or 'no' because the teaching materials were unfamiliar.

3. How do English language teachers perceive the challenges and opportunities of adult students' silent behaviour as a response to language pedagogies and practices implemented in pre-intermediate English language classrooms in Australia?

This question was answered through data collected from Teachers Interviewees and showed confusion to why the students were silent. One teacher felt that the silence was due to 'passive learning' and another said it was cultural. One teacher said it was totally because of context, and none of the teachers attributed it to teaching a formulaic level to students with the need for communicating for meaningful purposes adapted to their level by their teachers. Findings from the video analysis and reapplying the SETT Framework showed that the teacher in the video did not adapt her language use to meet the level of the students, it was rather a knowledge transmission method. She mainly asked questions with unfamiliar content and then explained further when student did not know. Students were mainly silent and hesitant to answer as they appeared unsure, tense and confused.

6.6 Chapter conclusion

In conclusion, all sections of this chapter have discussed findings to answer the research question but this last section has summarised findings to answer the research questions. Firstly, these findings show that CLT is applied with certain pedagogical barriers due to not having sufficient epistemological understanding of the silent period. Due to the gap in teacher understanding of the silent period the teachers are disadvantaged in assisting students at this level. The lack of understanding by teachers

then in turn, disadvantages learners in terms of breaking their silences in their formulaic levels. Teachers need to adjust their use of the L2 to be able to create opportunities for beginners and pre-intermediate level L2 students to be able to communicate to make meaning. In SLA there needs to be more research on the silent period to propagate the silent period theory.

There has been a limited amount of writing on silence and pedagogy (Zembylas & Michaelides, 2004). A significant exception has been the work of Jaworski and Sachdev (1998), whose research indicated the importance of silence in learning. Some instances of research relevant to silence in teaching have not been categorised in terms of silence by the original researcher. An example of this is Rowe's work on pausing (Rowe, 1974), in which Rowe dealt with the positive effects on pupils' responses of extended pause lengths (Jaworski, 1993; Kurzon, 1997). Silence has been researched from an ideological/philosophical viewpoint, undermining first-hand research or engagement with practice.

This includes the teachers' ability to adapt their use of the target language to facilitate students to use it to make meaning. This is a huge vital failure of pedagogy and as a result, curriculum materials may recognise the need to develop vocabulary but are unhelpful for facilitating students to use the language for meaningful purposes e.g. the video lesson on different forms of transport was irrelevant to students' everyday needs. Teacher interviews have voiced these concerns by often using the word 'context' when they observed the video. There is an urgent need for output-assisted CLT pedagogy or a more dialogic approach to teaching English. However, this seems very difficult unless SLA recognises the importance of theorisation of the silent period. Teacher assisted output and training and development also needs to be established in institutions and centres throughout Australia. To do so, there needs to

be more mixed methods research relevant to the silent period in teaching that has not been categorised in terms of silence by researchers in SLA. This thesis found that among social constructivist views of EAL pedagogy; there was a vital failure of pedagogy and of curriculum teachers' ability to adapt their use of the target language to facilitate students to use it to make meaning materials and manage the classroom to fit this purpose. The Competent Bilinguals emphasised the importance of practicing and teacher modelling when breaking their silences. They identified the importance of socialising to find more opportunities for modelling to negate their missed opportunities for practising in classes, that had led to silent behaviour. From all the surveyed Competent Bilinguals it is easy to fathom that they fell victim to cognitive overload of unfamiliar vocabulary which has led to silence as many of their comments were about the teacher not giving more information on the background of the topic and also not giving them more time to prepare. The Competent Bilinguals have suggested more listening and comprehension. The Competent Bilinguals' silences were in relation to teacher's empathy, modelling, lack of listening, lack of speaking/practice. Not allowing time to prepare, contextual issues and lastly the lack of vocabulary teaching were also relevant. These findings clearly show that the teaching approach facilitated learners' to be silent rather than prompt them to be able to communicate.

CHAPTER 8: CONCLUSION

This chapter has many purposes. It postulates a summary of main findings to the four research questions: *Q1. When there is silence in an EAL pre-intermediate classroom, what is happening? Q2. When there is silence in an EAL pre-intermediate classroom, what is happening? Q3. When there is silence in an EAL pre-intermediate classroom, how do teachers explain what is happening? Q4. How do teachers perceive silent behaviour of pre-intermediate students?* What is the particular contribution to knowledge about silence in an EAL classroom and teacher understanding? The chapter finishes with the specific contribution to knowledge of this research regarding what is happening when there is silence in an EAL classroom in Australia.

7.1 Summary of main points

As mentioned in Chapter 1, this research was initiated owing to three main problems. The initial problem was that teachers appeared not to know the reasons for silence among many of their pre-intermediate students (Ollin, 2008). The second problem was that social constructivist CLT approaches emphasise the achievement of language output through teacher-student and student to student communicative interactions yet this is difficult to achieve at the beginner/pre-intermediate level. Moreover, there is criticism (Say lag, 2014; Yates & Nguyen, 2012) that expecting verbal interaction too early is an ineffective teaching practice with low proficiency level adult students at pre-intermediate levels. A third issue is that research on the silent period is limited in studies of English as an additional language (EAL). Additionally, the contemporary social constructivist CLT approaches as perceived by teachers and learners for pre-intermediate students are unknown. Thus, to address

these issues, this research has explored adult student silences in the initial stage of their language learning journeys, focusing on post-diploma level EAL competent bilinguals' past experiences at pre-intermediate level, combined with a study of teachers' reflections on EAL pedagogy at that level in Australia.

In order to answer these research questions, a survey was conducted with 148 Competent Bilinguals. Additionally, I conducted video stimulated interviews with five EAL teachers based on an EAL videoed lesson following an analysis of it where I applied the SETT Framework.

The triangulated data found that Competent Bilinguals when pre-intermediate English language learners had problems with the pedagogical barriers caused by their teacher's inability to understand and adapt their speech to suit the needs of language learners. They were treated with an approach that was silencing them because it focused on form rather than meaning. The Competent Bilingual group said that they did not receive speaking practice and only spoke when they were asked a question. Secondly the Teacher Interviews revealed that they were confused about student silences, as to whether it was due to passive learning or whether it was cultural. One of the interviewed teachers said it was totally because of context, and none of the teachers attributed it to teaching. Findings from the video analysis and applying the SETT Framework showed that the video teacher did not demonstrate a CLT approach. She mainly asked question about unfamiliar content. Students' behaviour indicated a hesitancy to answer, and that they were unsure. The Competent Bilinguals were not satisfied with their past language learning experiences and nearly all criticised their teacher's teaching approaches by leaving comments about not asking too many questions about unfamiliar topics and encouraging more speaking practices that foster their social speaking skills. Thus, the research shows there needs to be an adopted

teaching and learning model that can be applied rigorously, regardless of students' mental lexicon level, anticipating them to complete dialogic exchanges even when their language proficiency is low (Yates & Nguyen 2012).

In order to conceptualise a frame of the paradigms of silence for this study, I drew on interpretive theoretical assumptions from fields of education and linguistics (Krashen, 1981) and drew from the essentialist views which have been underscored in educational epistemology.

7.2 Contributions to knowledge

This study has contributed to the field of language teaching and learning about student silences in education. Students have no choice to start off with when they have no language and the teacher does not speak their L1. This study shifts the focus from the student's silence to the teacher's pedagogical approach as the lever to break the silence. Besides, in the literature the teacher is in the best position through the pedagogical approach to address beginners' silence. But silence is as much a problem for the teacher in being unable to communicate except for signs, pictures and non-verbal expression when in most classes the EAL teacher will not speak the student's L1.

The term 'pedagogical barrier' emerges as a new concept that supports and strengthens the argument that has already emerged that teachers need to be better prepared to be able to adjust their language use to meet the needs of learners at various proficiency levels, including – and very importantly – beginners. This study has formed a silence checklist for teachers to use to create a more constructive learning environment that supports students' being able to begin to make meaning at the beginner level. This may help teachers to refrain from a more traditional information

transmission model of teaching that teachers seem to be defaulting to, due to a lack of training.

The finding of this study supports the theory of creating a learning situation and experiences that can involve students, but they have to be designed at their level. It is the 'English only' regime (Gunderson, 2011) that needs to be challenged along with the traditional textbook approaches that do not involve students in communicating for real-life purposes – to actually need to make meaning at the level they can manage. The big flaw is teachers' own knowledge of English and lack of ability to use students' L1, for example, translanguaging (Kirsch, 2020). It is also the teacher's inability to use English to make meaning in a way that beginners can mimic and practise to feel good. Neither CLT nor social constructivism should be creating such situations, rather it is the way it is interpreted and the pressures on teachers to cover curriculum and the demands for results.

This study will also, from the perspective of communicative interactions, advises a pedagogical approach that will allow students to make meaning for real-life purposes at their level, where teachers are aware of the need to link meaning-making to language-learning and adapt their classroom language use. Hence the usefulness of the ISLPR descriptive scale that makes benchmarks between levels clear is a recommended resource.

This study has also contributed to an understanding of teacher training and the professional development needs of EAL teacher by developing a level-specific English language teaching strategy. This may be referred to as adult silent period teaching method (ASPTM), which is designed for EAL teacher to have specific skills that help beginners and pre-intermediate learners break their silence. Teachers can be trained to teach at this level by understanding how the micro skills can work, which

would include improving more proficient learners' speaking skills in ways such as context, practice, and playing out. In other words, it would involve EAL teachers understanding how they can adapt their use of English down the scale and design learning experiences that involve students in meaningful communicative interactions.

In summary, this study has contributed to knowledge in the following ways, it has,

- increased the knowledge about silence and the silent period and extended it to an understanding of the pedagogical silencing barriers in the current context of social constructivist pedagogy. It has explored the focus on CLT as the typical approach in EAL, where teachers use the English language only in class despite the lack of proficiency of beginners and pre-intermediate students without the resources they need for engaging L2 learners of English,
- provided important new perspectives from the position of EAL students on the nature of the silent period,
- provided discussion that highlights a practical approach for teachers to improve and develop language teaching performance, through watching and reflecting on interactions in a typical EAL videoed lesson.

This study has also contributed to the unresearched ELICOS industry (Edwards, 2018). Regrettably, the lack of teacher research impact can usually be limiting due to many reasons including tension (Yuan & Mak, 2016), “and the ELICOS sector has its own contextual issues such as quality, ethics, and low teacher salaries” (Edwards, 2018 p.4). The initial purpose of this study was to explore when there is silence in an EAL pre-intermediate classroom, and how competent bilingual students and EAL teachers explain what is happening. It questioned how teachers

perceive the silent behaviour of pre-intermediate students. The findings show that teachers interviewed in this study all agreed that students in the video were silent and many of them experienced tensions and problems relating to the teacher's approach that likely resulted in cognitive overload and made them silent due to their lack of proficiency in English and new content that was irrelevant to their needs. These tensions remain unexplored in the literature. The professional development of teachers who have participated in English teaching in Australia, since other issues in ELICOS relate to quality and ethics (Stanley, 2017), needs attention. Stanley (2017) observed that 'the sector is structurally ill-suited to simply pushing and hoping for quality' (p. 39) with regard to teacher professional development. Her research also found that while managers expected teachers to be professional, paradoxically they perceived ELICOS teachers quite negatively. Such perceptions would act as barriers, preventing the development of a supportive environment for sustained professional development for teachers. In order to address missed opportunities, some recommendations for ELICOS policy and practice are made.

The adoption of a qualitative case study methodology in order to develop a rich, all-inclusive picture of the teachers and students' experiences of the English program and its impact on ELICOS has been beneficial. The findings of this study contribute to new understanding of the role and nature of the silent period in the field of EAL. They contribute to improving pedagogy and learning at the pre-intermediate level of English proficiency, providing deeper insights into both the students' and teachers' perspectives on the silent period. This also illuminates the current challenge or dilemma that these perspectives are likely to be in conflict and so impact negatively on students' learning and teachers' teaching. Hopefully, the study increases the understanding of the theory underpinning the silent period and also reveals important

new knowledge of the benefits of silence in EAL learning and teaching settings, since it is generally viewed negatively. This study anchored the gap in research methodologies that gave rise to these tensions by conducting a mixed methods study to explore how students felt by surveying and interviewing ELICOS teachers who are involved in teaching programs. This study also hopes to fill in the gap in EAL teachers' professional learning regarding applying the social constructivist approach, where students are supposed to learn the target language communicatively within the CLT approach but as shown in this research are compromised in the early stages.

Thus, this study hopes to fill a gap in the application of the social constructivist approach to language teaching which requires adult students with insufficient language skills to use the target language. The 'silent period' is a concept in SLA and although originally defined as a behaviour exhibited generally by children when they are building language competence through listening in the initial phase of language acquisition (Krashen, 1981), it has since been applied to adults but needs to be developed into a theory so that it can be put into perspective and practiced for the needs of a particular language level. Krashen's (1987) notion of the 'silent period' as a behaviour generally exhibited in the initial phase of language acquisition by language students should be evaluated, based on a needs analysis.

The silent period as a concept in Krashen's (1987) language learning theory states that there are five hypotheses which describe the L2 language learning process. One of the hypotheses, called the 'input hypothesis', explains the silent period when it puts the silent behaviour of bilingual students into perspective and hence needs to be acknowledged by educators and policy makers. At this lower level of proficiency, it is inevitable that students do not know much of the language. The silence is a language-developing stage usually seen in the initial language learning stage, which

is referred to as a competence building stage through listening (Granger, 2004). “Adults, and children in formal language classes, are usually not allowed a silent period. They are often asked to produce very early in a second language, before they have acquired enough syntactic competence to express their ideas” (Krashen, 1982, p. 27). Following from this, Krashen (1998 p.180) pointed out the fact that learner production “is too scarce to make real contribution in linguistic competence.” He believed that language learners could learn without producing the language provided that the input is comprehensible.

7.3 Suggestions for further research

The findings of this study have the following implications that could be addressed in future research.

1. Since this research identifies the positive impact of CLT strategies on learners’ engagement in English, it is crucial to find ways to raise teachers’ awareness of the importance of the use of those strategies inside the classroom.
2. Since the findings demonstrate that the surrounding environment, such as the context, plays a significant role in assisting teachers to apply some strategies when bilinguals are breaking their silences learners to learn, it is important for adult language education, English.
3. As EAL teachers play a vital role in the success of the teaching and learning process of adult language learners, they need to know what to do because they do not get enough professional development to be able to understand the silent period. They also know what their learners need to increase their achievement; it is essential that the bodies responsible for

curriculum and instruction take teachers' considerations into account and integrate them while building and designing the curriculum.

4. This study's demonstration of how pedagogical barriers can negatively impact learners' participation, strengthening and reassurance in facilitating English language learning and the pedagogical changes Pedagogical developments in EAL needs further research.
5. Based on the finding of this study, teacher awareness is a huge contributor to silent behaviours in the classroom and teachers do not know why. Thus far, one can see that there are gaps in ELICOS and teacher education that needs to be addressed. One being is that CLT is used as an umbrella approach that fits all levels in all circumstances. The second is that there is not much research that goes into these ELICOS institutions and lastly, teacher training. But most importantly there needs to be a specific level teacher training that falls under a language teaching method that understands adults' mental biological language progression in EAL and improves proficiency levels of bilinguals and processes of L2 development and use.

The research findings clearly highlight the need for reform in the preparation of EAL teachers. There is a need to for teacher training programs and pedagogically related courses, including practicums to include recognition of the 'silent period'. The inclusion of this and reform to address the need for pedagogical strategies that demonstrate how teachers can adapt their language to foster students' language use to make meaning, can be made initially at the formulaic level. This should improve EAL students experience in the beginner and intermediate classes, and a needs analysis

should also be undertaken, leading to the development of a method. It is not as simple as defining words such as ‘task’, ‘activity’ or CLT, there needs to be an input-based teaching method identified and perfected through Walsh’s (2006) framework.

If the silent period is conceptualised, then it can be applied to lower levels based on learners’ needs. A needs analysis for each level must be conceptualised on a theory that governs the needs of each language teaching and learning level. Micro skills in CLT need to be revised and based on the findings of this study, so an autonomous speaking skill can be incorporated. This skill entails lessons on bilinguals listening to locals and imitating their pronunciation of their vowels. This will also give accent training in which students can gain phonetical understanding.

Also, as mentioned in Chapter 2, ‘The Silent Way’, a method of teaching, was not constructed by being based on a needs analysis. Therefore, it comes across as rigid when it is applied to all levels. This method was also seen as a reaction to previous approaches and methods that were considered disproportionately rigid (Brown, 2002). Another reason it was rejected is because it was a constricting method for individual understanding of teaching like most methods. Ollin’s (2008) paper provides examples of questions that might be asked when observing teachers’ uses of silence rather than talk. The paper concludes by proposing that classroom observations should take into account the complex skills of ‘silent pedagogy’ where the teacher makes conscious decisions to abstain from intervention based on continuous sensitive readings of the learning environment (p. 265).

In conclusion, silent proficiency teaching method (ASPM) has to be recognised so a method can be developed for this level. This method definitely has to be an input-based approach and has to embed modelling and listening and practice with teachers who have understand ASPM.

7.4 Recommendations

1. Teachers really need to be empathetic when teaching at beginner levels. They need to find strategies that work with learners' abilities and that may be applied to increase learners' English, which in turn, can assist them to achieve their objectives in teaching.
2. EAL education should provide training for in-service teachers to ensure their appropriate expertise in teaching and include funding to secure the resources they need for engaging L2 learners of English.
3. Institutions responsible for teaching EAL need to provide the resources and regular professional development for teachers in CLT to create a rich, engaging, purposeful, dialogic, meaning-making learning environment.
4. EAL teachers need support from their institutions and governments to ensure provision of the necessary equipment and resources to facilitate learners to break their silence when learning English.
5. External social influences need to be understood and provide future encouragement using English to sustain the levels of English.

This study proposed that there needs to be a recognition of an adult silent period (ASP) so that an ASPM can have a place in assisting lower-level language learners. This method can give teachers an understanding of how language learning can happen to increase student success. The silence of learning is paused until the mind reaches a level of understanding and teaching can assist with this. Here it is important to state that the teachers interviewed did not have an understanding of the silent period, because if they did they would have been able to apply to assist students in pre-intermediate and even lower levels.

7.5 Closing comments

This study has taken place in the hope it would shed light on L2 English adult beginners and intermediate learners who just do not have the appropriate English to communicate to make meaning in any way and their teachers who typically do not know how to adjust their use of English to help students begin to make meaning, such as the use of formulaic language and modelling common interchanges like meet and greet.

Silences in lower-level EAL classes and can enrich teacher understanding of CLT in assisting students. There needs to be more work done in this area as there is a huge gap between teachers' pedagogical understanding and student needs. As I was initiating this research, I was discussing it with the managers and teachers in the ELICOS centre I was working in at the time, and they were all extremely happy that someone was finally undertaking research on student silences. However, the topic of silence in education was highly problematic, as it has its own disconnected understanding of the concept from linguistics. Framing a methodology and creating a conceptual frame was extremely hard and said a lot about why there was not as much study in the area. Despite the complexity of the subject, I really wanted to undertake this topic because I empathised with my students, because at times I would see the misery on their faces and I really wanted to make a difference for them as things did not seem right.

Just as I passed my confirmation, COVID-19 had shocked us and put my study on hold again because I was not able to collect data due to the lockdowns in Melbourne. With the help and understanding of my supervisors, I was able to change the research method. I patiently waited and hoped that this research would eventually conclude, and unbelievably, some miracle happened, and it has been completed.

Despite it all, it is a very exciting topic and everyone I mention it to, has become fascinated, and definitely there is a need for more and more research in this area. However, doing a PhD was my dream and all praise to Allah for giving me the chance to pursue this dream. One really needs passion and faith, if you are not fully passionate and committed do not try it.

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APPENDIX A: SURVEY

Part A

Please click on answer and comment to tell a little about your background as applicable to you:

Gender	Male		Female	
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Age range	<25 yrs		26-35 yrs		36-45 yrs		46-55 yrs		>56 yrs	
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What is your occupation: e.g. teacher, student, translator	
--	--

My first language is:	
-----------------------	--

I learnt English as a:	Second or Added Language		Foreign Language	
------------------------	--------------------------	--	------------------	--

How many languages do you have some ability to speak?	2		3		4		5		>5	
---	---	--	---	--	---	--	---	--	----	--

What is your highest qualification?	School Certificate		Bachelor's degree		Master's degree		Phd		Other	
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Part B

What was the Ha! Ha! moment for you that triggered you to begin speaking in English? Please explain what it was and why you think it happened when it did.

Thinking about your time as a beginner learning English in class, how often did you experience the statements below as a beginner learning English?



	Part C	5 - very often	4 -often	3 - sometimes	2 -very rarely	1- never
1	I waited too long to say what I wanted to say in English.					
2	I used to be nervous when I was asked to talk in English.					
3	I forgot what I wanted to say when I was asked to talk in English.					
4	I was unfamiliar with what to say in English					
5	I needed to learn more vocabulary before I could try to speak English.					
6	I used to take notes in class instead of trying to participate in using English.					
7	I muddled my words when I was asked to talk in English.					
8	My thoughts were jumbled when I was asked to talk in English.					
9	I was unaware of what to say in English.					
10	I hesitated too long to say what I wanted to say in English.					
11	I lost sight of what I wanted to say when I was asked to talk in English.					
12	I felt tense when I was asked to talk in English					
13	I needed my teacher to speak more slowly before I could try to reply in English.					
14	My thoughts were disorganized when I was asked to talk in English.					
15	I stumbled over my words when I was asked to talk in English.					
16	It was easier to talk with my friends in our home language instead of trying to use English.					

Thinking about your time as a beginner learning English in class, how often did you experience the statements below about the way teachers behaved?

	Part D	5 - very often	4 -often	3 - sometimes	2 -very rarely	1- never
1	My teacher rephrased what I said, to show me what to say.					
2	My teacher added to what I said, to show me what to say					
3	When my speaking was wrong my teacher modelled the correct speech.					
4	My teacher gave me feedback on my message but not on the words I should use.					
5	My teacher encouraged me to have a conversation in English.					
6	My teacher gave me plenty of time to think of how to respond in English.					
7	My teachers asked me to clarify when they could not understand my speaking.					
8	My teacher interrupted when I was struggling to speak English					
9	My teacher completed what I was struggling to say, for me.					
10	I was able to ask my teacher a question.					
11	My teacher gave me a second turn to speak when I was answering a question.					
12	I was able to ask my teachers to clarify when I could not understand their speaking.					
13	My teacher gave me feedback on my grammatical errors rather than the meaning of my message.					

17. What are the five most important things that the teacher of English can do to help students take the risk and try to speak in English?

1.
2.
3.

3.
4.
5.

18.What are the five most important things that the English language learners can do to help themselves take the risk and try to speak

1.
2.
3.
4.
5.

19. Please add any other comments or advice.	
--	--

Thank you for taking the time to help with this research project.

Reference

Soo, R. S., & Goh, H. S. (2013). Reticent students in the ESL classroom. *Advances in Language and Literary Studies*, 4(2), 65–73. Retrieved from <http://search.ebscohost.com.ezproxy.csu.edu.au/login.aspx?direct=true&db=eric&AN=EJ1159929&site=ehost-live>

APPENDIX B: WALSH'S SETT FRAMEWORK

Walsh's (2006) SETT key framework

The teacher interview questions will be spontaneously used as the SETT framework will be used to frame the questions.

SETT Key (Walsh, 2006, p.168) questions like, for example. What does the student silence mean to you? Will be used to understand teachers and their thinking about silent behaviour.

Interactional feature	Description
(a) Scaffolding	(1) Reformulation (rephrasing a learner's contribution) (2) Extension (extending a learner's contribution) (3) Modelling (correcting a learner's contribution).
(b) Direct repair	Correcting an error quickly and directly.
(c) Content feedback	Giving feedback to the message rather than the words used.
(d) Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
(e) Referential questions	Genuine questions to which the teacher does not know the answer.
(f) Seeking clarification	(1) Teacher asks a student to clarify something the student has said. (2) Student asks teacher to clarify something the teacher has said.
(g) Confirmation checks	Making sure that teacher has correctly

	understood a learner's contribution.
(h) Extended learner turn	Learner turn of more than one clause.
(i) Teacher echo	(1) Teacher repeats a previous utterance. (2) Teacher repeats a learner's contribution.
(j) Teacher interruptions	Interrupting a learner's contribution.
(k) Extended teacher turn	Teacher turn of more than one clause.
(l) Turn completion	Completing a learner's contribution for the learner.
(m) Display questions	Asking questions for which teacher knows the answer.
(n) Form- focused feedback	Giving feedback on the words/syntax used more than the message.

Applying the Self-evaluation of Teacher Talk (SETT) Framework

(Walsh, 2006, p.141)

1. Make a 10–15 minute audio-recording from one of your lessons. Try and choose a part of the lesson involving both you and your learners. You don't have to start at the beginning of the lesson; choose any segment you like.

2 As soon as possible after the lesson, listen to the tape. The purpose of the first listening is to analyse the extract according to classroom context or mode. As you listen the first time, decide which modes are in operation.

Choose from the following:

- Skills and systems mode (main focus is on particular language items, vocabulary or a specific skill)

- Managerial mode (main focus is on setting up an activity)
- Classroom context mode (main focus is on eliciting feelings, attitudes and emotions of learners)
- Materials mode (main focus is on the use of text, tape or other materials).

3. Listen to the tape a second time, using the SETT instrument to keep a tally of the different features of your teacher talk. Write down examples of the features you identify.

4. If you're not sure about a particular feature, use the SETT key (below) to help you.

5. Evaluate your teacher talk in the light of your overall aim and modes used.

To what extent do you think that your use of language and pedagogic purpose coincided? That is, how appropriate was your use of language in this segment, bearing in mind your stated aims and the modes operating.

6. The final stage is a feedback interview with me. Again, try to do this as soon as possible after the evaluation. Please bring both the recording and SETT instrument with you.

In total, these steps need to be completed four times. After the final self-evaluation, we'll organise a video-recording and interview.

APPENDIX C: EAL TEACHER INTERVIEW PROTOCOL

EAL Teacher Interview protocol

Interim Video Stimulated Interview

(VSI) Draft Interview Questions- the actual questions will be formulated on the basis of the analyses of the video-taped lesson transcripts using the SETT Key (Appendix C) as the analysis will identify the specific times when there is silence.

Introduction: Thank you for agreeing to participate in this interview. The purpose is to find out your views about how to improve teaching and learning and understand

As we look at the video lesson I will stop the tape at times to explore your views about what was happening.

1. At this point you seem silent why?
2. The teacher seemed to want you to talk. Were you silent because something confused you?
3. What were you thinking about while listening to your teacher talk?
4. What does your silence behaviour mean to you? How important is it for you to be silent? Why?
5. If applicable. At this point you were able to answer/participate and speak? Why was that?
6. At this point a colleague responded in English. What were you thinking at that moment?
7. What do you think about your talkative fellow students in class as you are watching this?
8. What should teachers do to help students begin to use the English language to speak? Why?
9. Is there anything else that you would like to say?
10. Thank you very much for your participation. It is really appreciated.

APPENDIX D: HRE ETHICS APPROVAL

Dear Gullu

I am pleased to confirm your Human Research Ethics (HRE) application has now been reviewed by the University's Expedited Review process. As your research proposal has been deemed to meet the requirements of the National Statement on Ethical Conduct in Human Research (2007), ethical approval is granted as follows:

USQ HREC ID: H20REA265

Project title: The Role of Student Silent behaviour in an adult Pre-intermediate Communicative Language Learning Classroom setting.

Approval date: 28/10/2020

Expiry date: 28/10/2023

USQ HREC status: Approved

The standard conditions of this approval are:

- a) responsibly conduct the project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments made to the proposal;
- b) advise the University ([email: ResearchIntegrity@usq.edu.au](mailto:ResearchIntegrity@usq.edu.au)) immediately of any complaint pertaining to the conduct of the research or any other issues in relation to the project which may warrant review of the ethical approval of the project;
- c) promptly report any adverse events or unexpected outcomes to the University (email: ResearchIntegrity@usq.edu.au) and take prompt action to deal with any unexpected risks;
- d) make submission for any amendments to the project and obtain approval prior to implementing such changes;
- e) provide a progress 'milestone report' when requested and at least for every year of approval.
- f) provide a final 'milestone report' when the project is complete;
- g) promptly advise the University if the project has been discontinued, using a final 'milestone report'.

The additional conditionals of approval for this project are:

- (a) Nil.

Please note that failure to comply with the conditions of this approval or requirements of the Australian Code for the Responsible Conduct of Research, 2018, and the National Statement on Ethical Conduct in Human Research, 2007 may result in withdrawal of approval for the project.

Congratulations on your ethical approval! Wishing you all the best for success!

If you have any questions or concerns, please don't hesitate to make contact with an Ethics Officer.

Kind regards

APPENDIX E: EAL TEACHER ACCESS

USQ COLLEGE
Associate Professor
Marcus Harmes
Acting Director
PH: +61 7 4631 2773
E: marcus.harmes@usq.edu.au



02 October 2020

Re: Permission to interview teachers of English from the USQ College regarding the research project entitled *The role of student silent behaviour in adult pre-intermediate communicative language learning classroom settings*

Dear Gail

Thank you for your request for permission to approach USQ College teachers of English as a second language to participate in your PhD research. It sounds a very interesting study and I can appreciate the difficulties you have faced with the advent of COVID 19 in semester one this year. This request is approved and I wish you all the best with the research. I would encourage you to share your results with College at some convenient time.

Yours faithfully

Associate Professor,
Marcus Harmes

APPENDIX F: PARTICIPANT INFORMATION



University of Southern Queensland

Group-1 Participant Information for USQ Research Project Survey

Project Details

Title of Project: The role of student silent behaviour in an adult pre-intermediate Communicative Language Learning classroom setting

Human Research Ethics Approval Number: 20006131

Research Team Contact Details

Principal Investigator Details

Gullu Ekici
Email: <u1116000@umail.usq.edu.au>
Telephone:
Mobile: 0415884302

Supervisors: Associate Professor Ann Dashwood
and Professor Shirley O'Neill
Email: ann.dashwood@usq.edu.au
Telephone: +61 7 4631 1806

Description

This project is being undertaken as part of the Doctor of Philosophy.

The purpose of this project is to extend understanding of the presence of silence in adult language learners in the early stages of learning in pre-intermediate classrooms, to contribute to improving language learning.

Your assistance is requested and highly valued because we seek your opinion as someone who has already learnt English as an added language and you have already acquired a high level of proficiency.

Participation

Your participation will involve completion of an online Survey that will take approximately 30 minutes of your time.

The completion of this survey is accepted as an indication of your consent to participate in this project.

The Survey asks you to think back to your time as a beginner learning English in class. Then it provides a list of student behaviours and asks you to rate the extent to which they describe you as a beginner learning English. An example statement is: I forgot what I wanted to say when I was asked to talk in English.

Your participation in this project is entirely voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage and request that any data collected about you will be withdrawn even after you have participated in this survey.

If you do wish to withdraw from this project or withdraw data collected about you, please contact the Research Team (contact details at the top of this form).



Participant Information Sheet for USQ Research Project Class recording and Interview- Teachers

Project Details

Title of Project: The role of student silent behaviour in an adult pre-intermediate Communicative Language Learning classroom setting

Human Research Ethics Approval Number: 20006131

Research Team Contact Details

Principal Investigator Details

Gullu Ekici
Email: <u1116000@umail.usq.edu.au>
Telephone:
Mobile: 0415884302

**Supervisors: Associate Professor Ann
Dashwood and Professor Shirley O'Neill**
Email: ann.dashwood@usq.edu.au
Telephone: +61 7 4631 1806

Description

This project is being undertaken as part of the Doctor of Philosophy

The purpose of this project is to extend understanding of the presence of silence in adult language learners in the early stages of learning in pre-intermediate classrooms, to contribute to improving language learning.

Your assistance is requested and highly valued because we seek your expert views as a highly experienced teacher of pre-intermediate 'English as an added language' learners.

Participation

Your participation will involve an interview to discuss aspects of TESOL pedagogy in relation to improving teaching for pre-intermediate ESL students. Various places in a publicly available video recording of a pre-intermediate class lesson will be the focus of discussion. The researcher will pause the video recording at these places to discuss "When teaching pre-intermediate students, what comments do you have for this point in the lesson?"

The interview will take approximately an hour of your time.

It will take place at a date and time in a zoom meeting convenient to you.

The interview will be audio recorded.

Your participation in this project is entirely voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage and request that any data collected about you will be withdrawn even after you have participated in this interview.

APPENDIX G: USQ CONSENT



University of Southern Queensland

Consent Form for USQ Research Project to interview Teachers

Dear Teacher

I would like to invite you to take part in the teacher interview component of my research project on the role silence in a pre-intermediate adult language learning classroom. The aim of this study is to research into ways of improving the teaching of English to pre-intermediate adult second and foreign language learners as explained in the attached Participant Information Sheet.

Your participation will involve an interview to discuss aspects of TESOL pedagogy in relation to improving teaching for pre-intermediate ESL students. Various places in a publicly available video recording of a pre-intermediate class lesson will be the focus of discussion. I will pause the video recording at these places to discuss "When teaching pre-intermediate students, what comments do you have for this point in the lesson?" The interview will take approximately an hour of your time and will take place at a date and time in a zoom meeting convenient to you. The interview will be audio recorded.

Your participation in this project is entirely voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage and request that any data collected about you will be withdrawn even after you have participated in this interview. Your name and identity will remain confidential at all times. Only the research team will have access to the data. In reporting the findings, your name will not appear on any document. Findings of this study will be published in a thesis and possibly in academic journals.

Yours Sincerely
Gail Ekici

Project Details

Title of Project: The role of student silent behaviour in an adult pre-intermediate Communicative Language Learning classroom setting

Human Research Ethics
Approval Number:
20006131

Research Team Contact Details

Principal Investigator Details

Ms Gail Ekici
Email: u111600@usq.edu.au
Telephone:

[Supervisor Details / Other Investigator Details]

Professor Ann Dashwood and Shirley O'Neill
Email: Ann.Dashwood@usq.edu.au
Shirley.O'Neill@usq.edu.au

Group-2

Teacher Semi-Structured Interview

Each teacher will be interviewed via Zoom. The researcher will share a publicly available video of a TESOL lesson. The research will show particular teaching points in the video that represents a teaching skill as identified by the SETT Framework (Walsh, 2006) e.g. teacher provides 'wait time' for the student to formulate their reply to the teacher's question or teacher reframes the question when the student doesn't answer.

Each point will be the stimulus for the key interview question "When teaching pre-intermediate students, what comments do you have for this point in the lesson?"

Introduction: *Thank you for agreeing to participate in this interview. As the project information sheet outlined my research is aimed at improving teaching for pre-intermediate ESL students.*

- *As we look at the video lesson I will stop the tape at particular points in the lesson to explore your views about what was happening with the teaching and the learning.*

Work through 5 points in the lesson; at each one begin with the question "When teaching pre-intermediate students what comments do you have for this point in the lesson?" Ask follow-up questions/discuss, responding according to the teacher's response.

Follow through with the following questions:

- *What should teachers do to help students begin to use the English language to speak?*
- *Why?*
- *What do you think the main reason is for students being silent?*
- *Is there anything else that you would like to add or recommend?*

Thank you very much for your participation. It is really appreciated.

Invitation to Bilingual adults to participate in the research project.

Dear Colleague

My name is Gail Ekici. I am a student at the University of Southern Queensland and I am conducting research into "The role of student silent behaviour in an adult pre-intermediate Communicative Language Learning classroom setting". My research aims to help improve the teaching of English to adult second and foreign language learners.

I would like to invite you to complete a Survey that asks about your experience when you began learning English. Your assistance is requested and highly valued because we seek your opinion as someone who has already learnt English as an added language and you have already acquired a high level of proficiency.

For further information please see the attached Participant Information Sheet. Your completion of the Survey is accepted as an indication of your consent to participate in this project.

The survey can be accessed at:

<https://surveys.usq.edu.au/index.php/admin/survey/sa/view/surveyid/737135>

Thank you for your consideration.

Kind Regards,
Gail

Email: <u1116000@umail.usq.edu.au>

Telephone:

Mobile: 0415884302 or +61415884302

APPENDIX H: ISLPR SCALE

Number	Name	Short Description of Language Behaviour	Examples of how the Language can be used at this Level
S:0, L:0, R:0, W:0	Zero Proficiency	Unable to communicate in the language.	Unable to use the language for any purpose.
S:0+, L:0+, R:0+, W:0+	Formulaic Proficiency	Able to perform in a very limited capacity within the most immediate, predictable areas of own need, using essentially formulaic language.	Single word utterances or simple formulae in predictable areas of need.
S:1-, L:1-, R:1-, W:1-	Minimum 'Creative' Proficiency	Able to satisfy own immediate, predictable needs, using predominantly formulaic language.	Can make simple material purchases or give predictable information about self or immediate others.
S:1, L:1, R:1, W:1	Basic Transactional Proficiency	Able to satisfy own basic everyday transactional needs.	Can make basic transactions in familiar shops, institutions, public transport, restaurant, or in very basic social interactions (e.g. making an appointment).
S:1+, L:1+, R:1+, W:1+	Transactional Proficiency	Able to satisfy own simple everyday transactional needs and limited social needs.	In 'vocational' (e.g. work) situations can communicate simple routine needs and provide basic details of less predictable occurrences; in social situations, can make introductions, give basic biographical information, and convey simple intentions or attitudes.

This Table displays the summary of the ISLPR Scale (adopted from ISLPR Language Services, 2021). The ISLPR scale is used to assess the proficiency of students. The overall proficiency is to assess using macro skills of speaking, listening, reading, and writing separately. The Proficiency scale includes features that contribute to what is called language proficiency.

APPENDIX I: TRANSCRIPT

(00:48)1: T Right so welcome to this class, as you can see, we have some pictures around the walls, right. So what I'm going to ask you to do, you're going to work with a partner two, two and two. I would like you to walk around and write down what is the name of the transport and where do you think this transport is?, what country would this transport be, for example okay. **(0.48/ 57.45)**

- 1. T** okay alright so, You two start there you two can start behind you and can start this side. And we are going to move around this way... Okay **(0.54/57.45)**
(Pause students are looking around (0.50/1.23)).
- 2. S** Teacher, we are finished, good **(1.24)**
- 3. T** You finish good okay you guys can sit down, thank you.
- 4. T** You finished good **(1.28)**
- 5. T** Okay ready. **1.34**
- 6. T** Thank you thank you. **(1.30)**
- 7. T** Okay so let's check our answers and your ideas see if you got the same **1.40**
- 8. T** Let's start with this one any ideas what that's called that mode of transports
- 9. T** What do you think?
- 10. S** Electric skate... skate.. **1.50**
- 11. T** nice electric skate okay, it is a good idea but no it is not called an electric skate **1.59**
- 12. T** it's got a particular name okay, its called... Segway, Segway right **2.04**
- 13. T** Amm where do you think you would see this Yasin **2,10**
- 14. S** Europe **2.11**
- 15. T** What do you think?
- 16. T** America definitely I've seen this in Boston
- 17. T** where have seen this Zakio
- 18. S** Turkey
- 19. T** In Turkey okay...
- 20. T** where else?
- 21. S** Switzerland...
- 22. S** Everywhere
- 23. T** Everywhere right **(2.27)**
- 24. T** Okay lets go to the one at the back, (teacher calles out a name) Mohamed **(2.30)**
- 25. S** It's aaaa UK...
- 26. T** particularly from UK
- 27. T** specifically what city **2.37**
- 28. S** aaaaaa what city aa London **2.39**

29. *T yeah London but of course we have them all over the country right... 2.44*
30. *T what do you call that?2.40*
31. *S Taxi..*
32. *T it is a taxi, but there is a particular name that people use for that though 2.53*
33. *T what color is it?2.57*
34. *S black*
35. *T you can say black cab or black taxi that's okay (3.00)*
36. *T Alright okay thank you*
37. *T Kako what about the next one (teacher direct a question 3.06)*
38. *S Coot 3.09*
39. *T okay couch, yeah there is another word for couch3.13*
40. *S A bus*
41. *T A bus right okay.. it is a very different type of bus we don't see this kind of a bus in the UK right 3.21*
42. *S in India2.25*
43. *T India Actually Pakistan, they paint their buses make it ver beautiful right 3.32*
44. *T Meter what about the next*
45. *S A Vespa (student answers)3.34*
46. *T Vespa or...*
47. *S or scooter*
48. *T yes a scooter 3.43*
49. *S the Vespa*
50. *T yes exactly that's the make and it is a scooter 3.45*
51. *T and you see that*
52. *S yes. Italy*
53. *T Yes other countries as well but many many in Italy and that a beautiful one it is made of wood3.55*
54. *T Okay lets go to you Audrick what do you think for the next one? 4.00*
55. *S eyyy top of the word Scooter Taxi 4.05*
56. *T scooter Tasi yeah nicr idea 4.09*
57. *T what do you think (points to another student)*
58. *S Tuk Tuk*
59. *T yeah okay 4.12*
60. *T lots of peple call them tuk tuk's sometimes they can be called Rickshaws as well Electric anyway 4.21*
61. *T Ammm Austrack where do you think you can find that Tuk Tuk 4.23*
62. *S india*
63. *T India any other countries?4.28*
64. *S Thialand*
65. *T Tailand they have quite a lot ..okay*
66. *T Alright Mohamed to you again. What do you think about the other one? 4.33*

67. *S aaaaa Italia aaaaa*
68. *T do you know the word?*
69. *T What is the name of that transport 4.42*
70. *S aaaa Train*
71. *T it is a kind of a train, it's a tram 4.48*
72. *T a tram right...4.53*
73. *T where would you think you would see that?*
74. *S Italy*
75. *T Italy mmmm yeh 4.57*
76. *T what other countries?5.00*
77. *S Milan 5,01*
78. *T Milan okay Yeah*
79. *S France 5.04*
80. *T sometimes when I see the trams I think of Sanfransisko you know in the states 5.09*
81. *S Edinborough 5.15*
82. *T In?*
83. *T Edinburgh wrong rakey ...they've got some there yeah okay... fine*
84. *T lets go to this one, Kayko what do you think*
85. *S [Kayko did not answer] SILENCE*
86. *T you are not sure, what county do you think 5.23*
87. *S India (Kayco)*
88. *T probably India right 5.38*
89. *T okay these two they look similar but actually they are not called the same name. What is the difference with these? (5.47)*
90. *S eeeee one you.. you driveand the other....*
91. *T you drive like that one Tuk Tuk*
92. *S you bike*
93. *T you cycle you ride a bike, okay it has got weels this one his pulling it right ..this one is called, a pedicab. Pedicab yeah Aand what do we think about this one 6.00*
94. *Mohamed do you remember this name... not so much 6.22*
95. *T what do you think Zakir...*
96. *S riiikshaw 6.31*
97. *T yes okay Im going to help you with that pronunciation 6.30*
98. *T okay this is called a rickshaw*
99. *S riksha*
100. *T let's say that again*
101. *S rrrrick*
102. *T ruh ruh ruh rickshaw? 6.42*
103. *S you can say for ahh rickshaw this a rickshaw*
104. *T that is also a rickshaw but this is the original rickshaw right yeah yeah*
105. *T lets so that again*

106. *S Rickshaw 7.06*

107. *Okay ... Nice...*