

Mini Proposal

An experimental study on the impacts of teacher's L1 use on students' speaking performance in EFL class

---- From the perspective of Input Hypothesis



Student name: Jiahui Xiao
Student number: 2000299



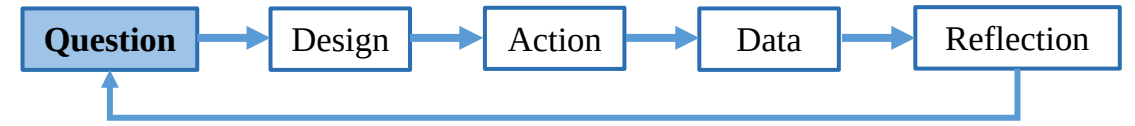
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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Background & research question



Background

- Importance of teacher's code-switching / L1 use
- Debates on teacher's L1 use → teachers' confusion
 - Yes vs. no; pro vs. con
 - To what extent?
 - On different language functions
- Confusion on teacher's L1 use in the EFL classroom



Research question

To what extent should bilingual English teacher use L1 in the class, in order to improve Chinese college students' English-speaking performance?
(research setting)

Research aims & significance



Aims

- Understand how much and where L1 is being used, and to what level students can comprehend teacher's talk with current level of teacher's L1 use
- Offer a strategy on how teacher can modify L1 use in the class so to improve students' FL-speaking ability
- Apply the suggested strategy and examine how it works in improving students' FL-speaking performance

Research significance

- Add experimental evidence to code-switching research
- Practical strategy and suggestion to TEFL
- Help students improve language ability.

Theoretical foundation & Method



Code-switching/L1 use

- No single answer to the extent
- Vary in different functions
 - phonetics/phonology
 - morphology
 - syntax
 - semantics
 - classroom management

Krashen' s Input Hypothesis

- Comprehensible input
 - "i+1"
- Suggested strategy
- If totally understand: more L2
 - If understand with a bit challenge: keep same level
 - If hardly understand: more L1

Action Research

5 Procedures:

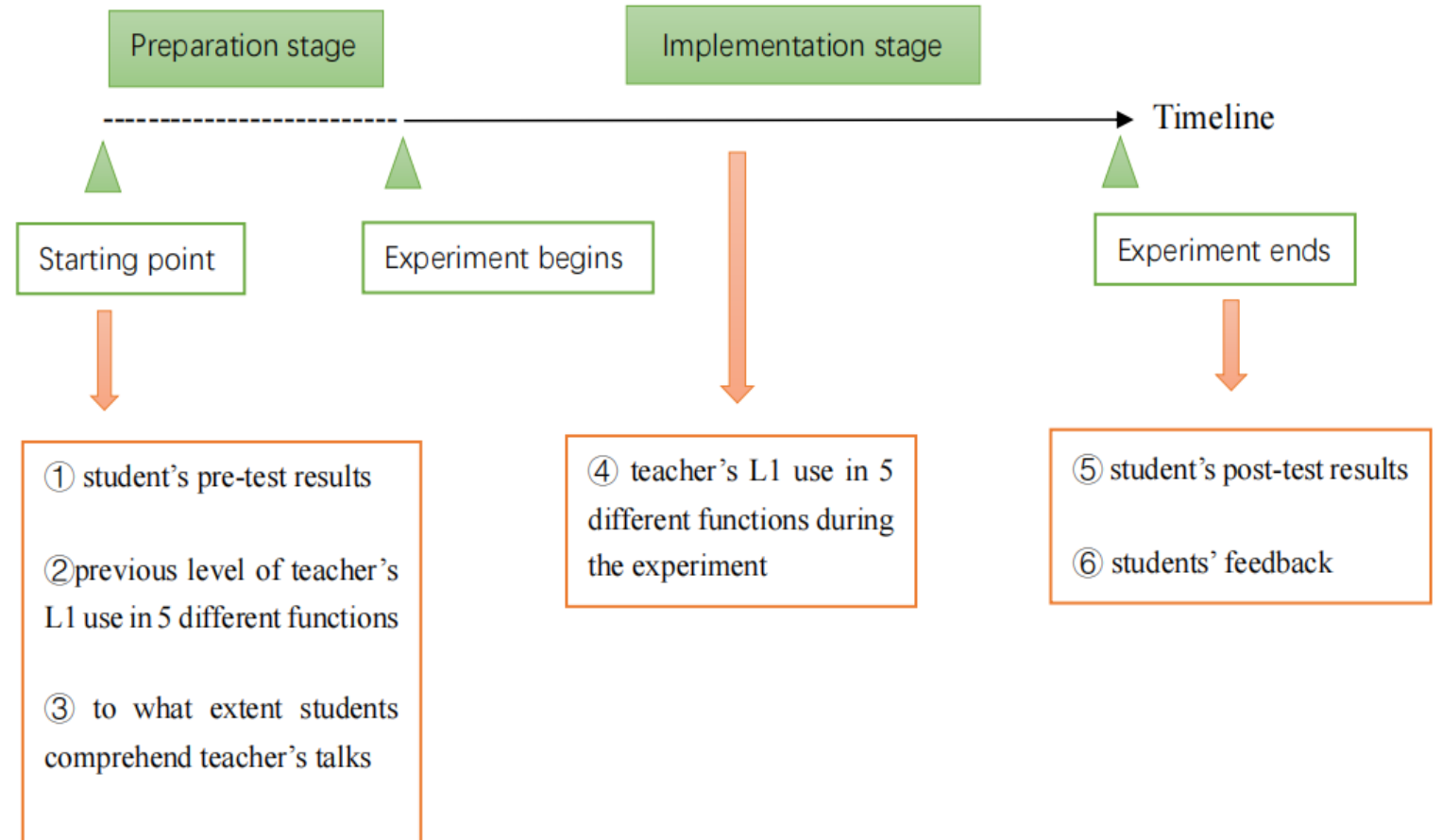
- Posing a question
- Designing an experiment
- Carrying out action
- Collecting & analysing data
- Reflection

Designing an experiment

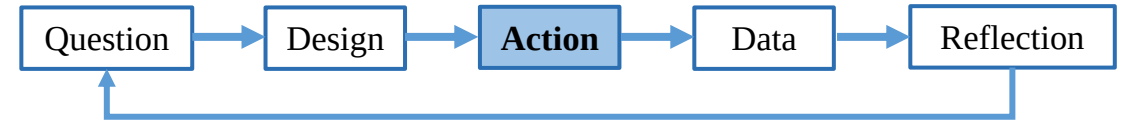


What to consider:

- What are those steps?
- What to do in each step?
- What data to collect in each step?
- ★ Special attention: Ethical Issues

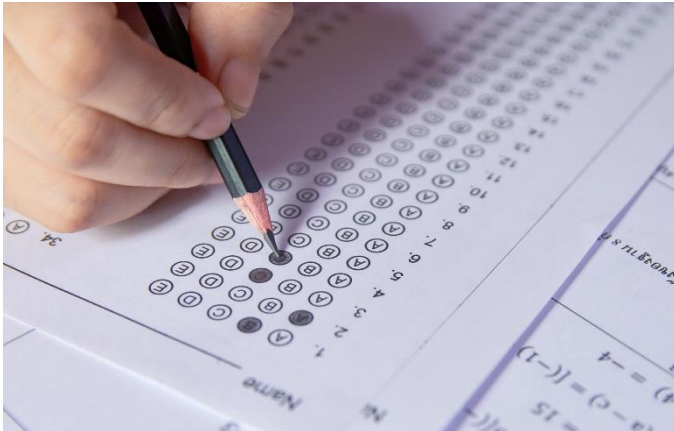


Carrying out the action



What to consider:

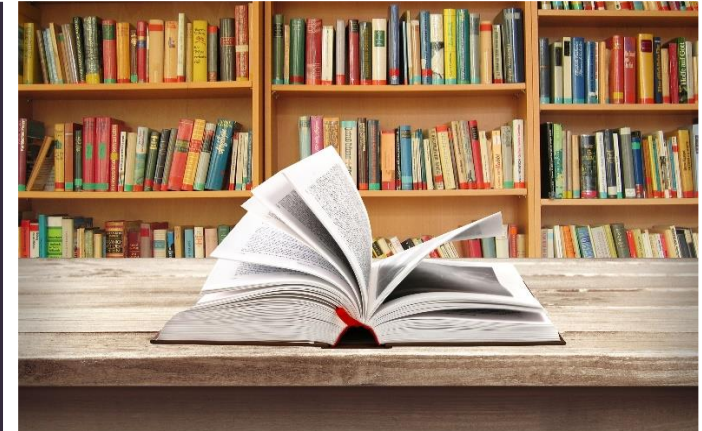
- How to collect the needed data? How to control the experiment process?



Previous and revised L1 amount

Class recordings:

- 1) in different functions
- 2) words counts not speech time
- 3) not teacher's self report



Pre-and post-tests

IELTS speaking test:

- 1) Fluency and coherence
- 2) Grammar range and accuracy
- 3) Lexical resources
- 4) Pronunciation



Students response

Quantitative + Qualitative:

- 1) Beginning: questionnaires
- 2) Ending: Interviews

Collecting & analysing data



Contrast analysis

- 1) Pre-test vs. post-test → any progress?
- 2) Previous L1 level vs. modified L1 level → Input hypothesis
- 3) Students response: start vs. end → reflection



Qualitative and quantitative analysis

- 1) Qualitative: Scripting → coding → categorising → memo → abstraction → conclusion
- 2) Quantitative: mean value, variance, etc. → change in students scores in different L1

Reflection



How to reflect: Gibb's reflective cycle

- 1) What happened
- 2) Reactions and feelings
- 3) Evaluate the pros and cons
- 4) Make sense of the situation
- 5) What have we learnt
- 6) What to do differently next time to improve

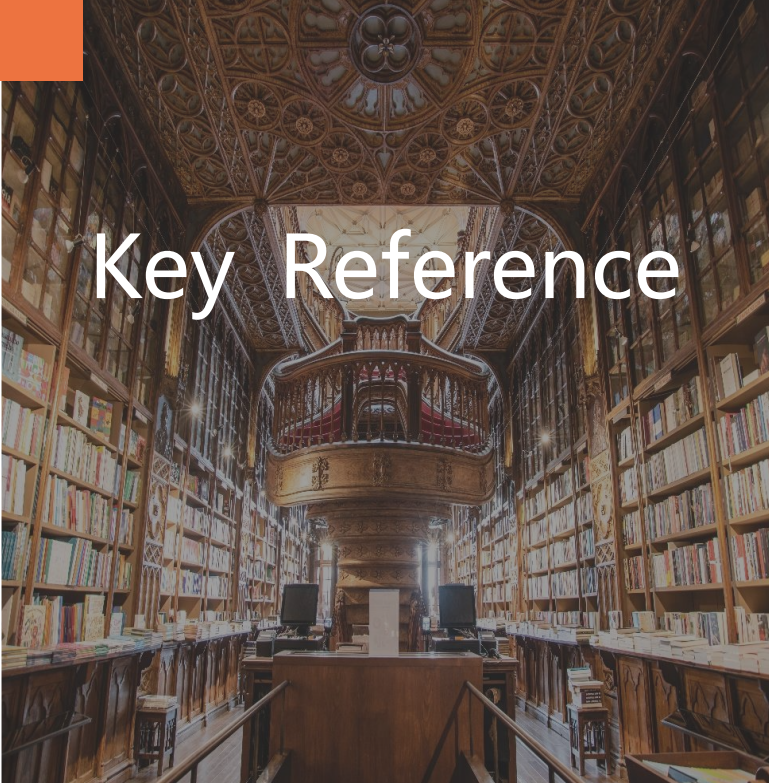


Who to reflect: both researches and students

- Students reflection: interviews → examine the hypothesis, understand the merits and limits
- Researchers reflection → key step in action research, make sense of the results, and provide suggestions for further continuous development.

Timetable for the project

[illegible]



Key Reference

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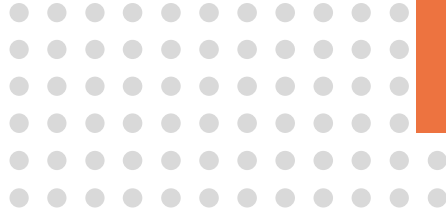
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Thank you!



Student name: Jiahui Xiao
Student number: 2000299



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