

## 摘要

英语语言教学从十九世纪开始就实现了专业化,并有大量英语教学法涌现。通过分类可发现它们呈现如下趋势:一、从“学而知”到“学而用”再到“学而长”二、从“指令性学习”到“交际性学习”再到“人本主义教学”三、从“教师为中心”到“学习者为中心”。中国英语教学也顺应以上趋势,但出现了一些本土特有的现实问题。这些问题要求我们关注英语教学中的课堂管理,因为没有好的课堂管理,再好的教学理念都无法实现。

本研究是个案研究,选取组织文化为视角,研究英语专业教学。组织文化有三个层次:操作、理念、假设。这三个层次相继而互动地影响组织成员。这个理论框架给本研究很大启发。于是本研究把英语课堂看作一个组织,并且关注与英语教学、课堂管理和英语学习同步进行的组织文化管理。作者选取学习《综合英语》课程的2个班的英语专业大四学生以及他们的教师作为研究对象。研究目的在于回答以下两个问题:

第一,英语教师的假设如何决定他的教学理念,继而引导他的教学和课堂管理的?

第二,英语教师的教学和课堂管理是如何影响学生的英语学习的?

这个对比性的个案研究包括质的研究和量的研究。在质的研究中,作者首先把收集的数据进行分类。在组织文化管理的理论基础上,作者致力于呈现 034 班和 035 班的教学和课堂管理过程。对两个班级组织文化层次的进一步分析揭示这三个层次有密切的联系。在定量研究中作者用 *SPSS 12.5* 和 *Excel 2003* 分析了前测——第一学期期末成绩,和后测——第二学期期末成绩;学生课堂表现:课堂投入,课堂归宿感,以及心智统一性;以及他们具有一定轨迹的课堂学习体验,并得出以下结论:

第一,不同人生经历、人生观和人生态度、性格、和职业生涯影响英语教师的潜在假设,这些假设是无意识的,却可以用来解释他的教学理念、教学过程以及课堂管理。

第二,英语教师信奉的不同理念直接引导他们的教学和课堂管理。教学和课堂管理过程是教师理念的表现并以其特有的方式以及潜在的力量形成

课堂文化价值观。

第三，英语教师的假设，理念和教学及课堂管理过程共同影响学生的英语学习，包括他们的学习成绩，课堂表现以及学习体验。

本个案作为英语教学研究中的一个非主流性探讨，揭示了英语课堂中一些被人忽视的侧面，同时也遇到了非主流性研究所难免遇到的问题和遗憾，希望能在以后的研究中得到解决和弥补。

关键词：英语教学；组织文化；管理；理念；假设

## ABSTRACT

### A Case Study of English Teaching for Majors from

### A Perspective of Organizational Culture

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English language teaching (ELT) has been made a profession since the nineteenth century and an abundance of ELT methodologies pop up. We classify the ELT methodologies into the following trends: (1) from *learning to know* to *learning to use* and to *learning to grow* (2) from *instructed learning* to *communicative learning* to *humanistic teaching* (3) from *teacher-centered* to *learner-centered*. ELT in China have been developed along the above trends with many local problems turning up and remaining unsolved and all these demand more attention to classroom management in English teaching, without which all the above goals cannot be well realized.

The present study is a case study of English teaching for English majors, taking a perspective from organizational culture (OC). There are three levels of OC: the artifacts, espoused beliefs and assumptions. And the three levels successively and interactively influence organizational members. The theoretical framework inspires us a lot. The present study takes an English class as an organization, and focuses on management of organizational culture that goes on during the process of English teaching, classroom management and English learning. The author takes as subjects two classes of senior English majors that attend the same course *Advanced English* taught by two different teachers. And the aim of the present study is to find answers to the following questions:

- (1) How does an English teacher's assumptions shape his teaching beliefs which further guide his teaching and classroom management?
- (2) What are the influences of an English teacher's teaching and classroom management on students' English learning?

The comparative case study contains a qualitative study and a quantitative study. In the qualitative research, the author first classifies the data collected. Then, based on the framework of organizational culture management, she endeavors to present and compare the process of teaching and classroom management in Class034 and

Class035 in terms of construction of classroom structures, implementation of teaching mechanisms, and management of organizational culture. Also she analyzes the three levels of organizational culture in two classes. She finds that the three levels of OC have close relationships.

Then it is the quantitative part of the present study. To evaluate the influence of the above process on students' English learning, *SPSS 12.5* and *Excel 2003* are used to analyze results of teaching and classroom management. The present study comparatively analyzes students' exam scores in a pre-test and those in a post-test; students' classroom performance in terms of their commitment to class; their sense of belongingness to class and consensus in mentality; and their subjective evaluations of their learning experiences. And at the end of the study, the following conclusions are reached:

- (1) Different life experiences, life values and attitudes, personalities, and professional life experiences influence an English teacher's underlying assumptions which are usually unconscious but may be used to explain his teaching beliefs, his teaching and classroom management.
- (2) Different espoused beliefs of an English teacher directly guide their teaching and classroom management. And the process of teaching and classroom management is manifestations of the teacher's beliefs, which has great power to shape the values of the classroom culture in his particular way.
- (3) An English teacher's assumptions, beliefs and the process of teaching and classroom management altogether greatly influence students' English learning including their learning outcomes, classroom performance and learning experiences.

As an immature trial of ELT study from a new non-educational perspective, the present study has revealed some unexplored aspects of English classroom and it is hoped that the problems inevitable for such a pioneering research will be overcome by more researches in this field.

**Key words:** English teaching; organizational culture; management; beliefs; assumptions

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## Chapter One INTRODUCTION

### 1.1 Origin of the Present Study

As graduates of Mr. XXX, a professor and supervisor in School of Foreign Languages, HZNU, we have been provided many and fruitful opportunities to do researches on his English classroom teaching. Our insight into English education is rooted in a 3-year persistent study with passion and efforts. It is empirical experience that helps reveal real problems and it is reflection and critical thinking that help put an order to experience.

During the 3 years of graduate life, based on the persistent observation, reflection and questioning, we have harbored many questions: What is education? What are the purposes of English teaching in China? How does English teaching influence learning? How many roles does an English teacher play? Questions become a strong drive seductively leading us to persistent study in English language teaching. And Mr. X's explorative teaching practice and empirical studies have also provided us with a fertile and free land for exploration. During the anthropological observation of his classes, we can not help getting excited when a vivid aspect in English teaching and learning is revealed, and more excited when some theories are found to account for various phenomena. This has prepared a solid foundation for later fieldwork, and shaped our habitual pondering over surface phenomena with an instinctual attempt to uncover dig out the roots.

Mr. X's teaching style is distinguished from traditional teaching. Since six years ago, his courses have been studied continuously by his graduates year after year. They study his courses from different perspectives and in various backgrounds. During these years, he has played a role of leader in the research team, which has witnessed the professionalism of his students, his colleagues and himself who have indulged in English teaching and research, implementing a bottom-up reform in English education in response to empirical educational problems. And his educational and teaching beliefs

have evolved together with his courses. The teaching model in the present study is a result of the evolution, and will continue developing. Thus, the case study can not be well done without tracking back to his previous courses. Four courses which mark three stages in his teaching practice are presented in Table1.1.

Table1.1 Three developmental stages of Mr. X's teaching in previous six years

| Courses                                  | Developmental stages of teaching | CAT <sup>1</sup><br>T/O <sup>2</sup> | Characteristics of teaching and learning process          | Major teaching beliefs   | Researchers             |
|--|----------------------------------|--------------------------------------|---|--|-------------------------|
| <i>Western Mythology</i><br>2001-2003    | Shaping                          | T                                    | Single class;<br>Dialogue- based;                         | Learning should be a dialogue in learner-centered class          | Bao Xiaofeng            |
| <i>Self and Others</i><br>2004-2005      | Normalization-<br>(1) Retreating | O<br>•                               | Single class;<br>Team-based;<br>Little interaction;       | Learning is empirical experience of the Education through Misery | Shen Li<br>Zhong Lijia  |
| <i>Western Civilization</i><br>2005-2006 | Normalization-<br>(2) Rewarding  | O                                    | Across-classes (Class3&4);<br>Team-based;<br>Interaction; | Teaching needs to adapt to learning environment.                 | Zhang Lei<br>The writer |
| <i>Self and Others</i><br>2005-2006      | Reforming                        | O                                    | Across-grades (Grade2 & 4); Team-based;<br>Interactions;  | Teaching focuses not only on teaching but management.            | Zhang Lei<br>The writer |

Generally speaking his teaching practice has undergone the following three developmental stages during previous six years: Shaping; Normalization (retreating and rewarding); and Reforming.

Shaping stage began in 2001 when he was inspired by a seminar conducted by himself, and expected that English teaching in dialogue or conversation might improve students learning. At that time he regarded interaction as something mainly between teachers and students. Then he decided to implement dialogue-based teaching in his course *Western Mythology*. And in correspondence he edited a textbook by selecting some original texts of Greek mythology as learning materials. Students were supposed

<sup>1</sup> CAT is short for Classroom Arrangement Types. In terms of arrangement of desks and chairs, the teacher has adopted two types described by the author as T (type) and O (type) as presented in the charts.

<sup>2</sup> T/O refers T type or O type. T type arrangement is teacher-fronted with students are seated randomly facing the teacher, described with the alphabet T. O type is like a round table seminar, with students seated in group around a circle, and the teacher sitting among them. This type permits a visual contact between individuals and carries the shape of alphabet O.

to preview the materials, and participate in classroom discussions on questions raised by the teacher. Usually the course ended with a term reflection by each student in paper form.

In a word, at this stage, teaching beliefs in dialogue and interaction began to take roots into existence, and an interactive learning environment came into shape with task-based learning materials and a process-oriented evaluation on learning in accordance. This Shaping stage lasted 3 years.

With a basic shape in hand, Mr. X tried to normalize his teaching. However, Rome is not built in one day. The earlier Normalization witnessed a spell of retreating. In 2004, He boldly began to carry out team-based teaching in the course *Self and Others* for sophomores, and he improved his teaching with a firm belief in that phoenix flies out of ashes after being burned. Students were divided into groups with tasks assigned. Each time one team was required to report their discussion results and reflection about the learning materials, while other groups were supposed to listen and be ready for questioning, and a hot debate was wishfully expected in response. Dialogues, at this stage, were supposed to go on between the teacher and teams and among students rather than between students and himself only, more complicated than that in Shaping stage. However, his efforts did not work as expected. The class was often drowned in dead silence. Students could not be activated no matter how the teacher attempted.

Later at the end of this term, when he reflected on his teaching with two of his graduates, Shen Li and Zhong Lijia, four points were found as neglected. Firstly, students' capability to conquer difficulties was overestimated. In earlier stage of his practice of building a teaching model, his belief in Education through Misery, as he often advocated, was dominant and got strengthened. He believed firmly that students could gain a new birth only by being thrown in a dark abyss for great suffering. And this belief resulted in great difficulty in learning materials that were a complex of history, philosophy texts, literature, and psychology so that students were frightened and obstructed. Secondly, he failed to conduct a needs analysis of students. His expectation was too high and ideal in ignorance of the psychological features of young students who had no many such kind of learning experiences. Thirdly, he did not fully



understand and draw them away from the pressure of *TEM4* that was coming. Fourthly, the graduates as observers did not offer timely feedback to the teacher, just as confessed in their later studies. Thus this course was a retreating in Normalization stage.

Based on continuing practice and study, the teacher gradually realized that mere intention on the interaction between the teacher and students based on teams was far from enough if he tended to have a real interactive class. So he decided to make some modifications in another course *Western Civilization* for freshmen in 2005. Learning materials that were too far from students' life were abandoned for those closer to students. He divided students into several groups with leaders designated and asked them to work on the learning materials in groups. Different from before, he intentionally built a hierarchical structure in class not only in the team division but also in assignment. Each time one group did a report while other groups as well as the teacher played the role of audience and prepared questions to challenge or encourage them. The Reporting group answered back responsively. Critical thinking and creativity were encouraged and rewarded with praise. Computer-based learning was conducted formally in this course. After each lesson the reporting group had to type their report in a word file and send it to the teacher's email box, and the teacher would send it with his comments on to a public email box for sharing. Meanwhile, we, as observers, often attended the class, doing observation, instructing teamwork, offering feedback to the teacher, and theoretical pondering followed helped understand the process. In this course, most students showed great passion in teamwork and were successfully activated in class performance and debate, and in their term reflection proved they had been greatly enlightened. At this stage, a team-based and computer-based teaching model came into being with successful normalization of the teaching and learning process. And it is a period of rewarding at this stage.

Having experienced ups and downs, Mr. X did not stop his explorative teaching because challenging himself is firmly rooted in his beliefs. After reflecting on the success and failure in previous courses, he probed deeper into the inner relation between teaching and learning and further confirmed that the attention of the teacher should not be confined to teaching but be extended to the classroom management. To

set a team-based class did not necessarily result in desired interaction unless a good management was put in place. Thus he began shifting his attention from teaching to the management. In the course *Self and Others* in 2006 for sophomores he reduced his involvement and retreated from students' classroom performance. Instead of intervention in students' presentation and debate, he played the role of observer and commentator more than a controller. He took notes of class performance in his teaching journal and concentrated on logic and managerial problems while listening. Questioning was encouraged among the audience and he kept alert to their questioning, and by doing so he took both reporting and questioning groups into consideration. He also encouraged students to give comments and he commented on their comments. He seldom intervened unless contingencies occurred. As for the learning organization, it became more complex because students in his mixed class consisted of volunteers from Grade2 and Grade 4, and the dialogue was under way among students with different experiences, concepts, and thus the process of learning became something multi-lateral. Students at that time had got more freedom to perform for themselves, more sources for support, more chances to present themselves and get to know themselves in the multi-lateral interaction. The liberation of the teacher from class and the increase of students' autonomy raised the quality and efficiency of teaching and learning process and Mr. X's teaching beliefs have changed greatly in this Reforming stage.

To conclude, the teaching practice has undergone a process of evolvement, from shaping, through normalizing to reforming. During this process, his beliefs as well as the implementation mechanisms were developed and evolved and students' performance as well as achievements varied in correspondence. Then several questions emerged in our mind: why does a teacher's management in English teaching influence students' learning so much? How does it function?

The above analysis on the developmental stages of the teacher's teaching career has shed light on the present study. With an attempt to uncover something that regularly influences the process of English teaching and learning, we go on with a study on his courses chronologically and comparatively. Thus, we choose his latest course *Advanced English* for senior majors in Qianjiang College as a target and conduct a case study. The

theory of organizational culture in Organizational Behavior and Management Sciences seems to be able to account for a lot of phenomena in his course. So we choose it as our perspective. However, a study on a single teacher would be regarded as unconvincing. It is likely that things are different in other teachers' teaching. Later supported by Professor YYY, another professor in School of Foreign Languages, HZNU, we take his class learning the same course *Advanced English* as a comparison. Thus comes into being a comparative case study on English teaching for majors from a perspective of organizational culture.

## **1.2 Overview of the Present Study**

This comparative case study begins with an anthropological study on the background of the case so as to find research questions, and with a focus on two classes taken as subjects, it combines a qualitative study of what happens in the classroom with a quantitative study on influences of OC on students as statistic support.

Chapter One is an introduction to the case study, including the origin and overview of the study. Chapter Two is literature review presenting previous studies done by fellow graduates, related studies home and abroad and three views of organizational culture studies. Chapter Three is theoretical foundation providing the framework for studying English teaching and classroom management from a perspective of OC. Chapter Four is about methodological issues. Chapter Five is a qualitative study on data collected in order to present difference in two teachers' teaching and classroom management. Chapter Six is a quantitative analysis on influence of OC on students' performance, learning experiences and learning outcomes as a statistic support. Chapter Seven is conclusions and implications of the study based on the consensus of the qualitative study and the quantitative study.

## **Chapter Two LITERATURE REVIEW**

This chapter is a literature review of the study that begins from theories and studies about English Language teaching (ELT) followed by three trends we have generated and their influence on ELT in China. The three trends are modified owing to some local problems in a call for local solutions. Three empirical studies of ELT are exemplified as trials in seeking for local solutions and they have indeed answered some questions though, there are still some others left. The present study has got inspired by previous studies and decides to continue the exploration. After a research for related studies pertaining to organizational culture (OC), which has been chosen as a perspective, we find it is a promising perspective and offers a good theoretical foundation. Since it is new to apply to English education, three mainstream views and an eclectic view on OC studies are respectively introduced. Finally the study chooses an Integration view taking into account the features of English teaching.

### **2.1 Theories about English Language Teaching (ELT)**

To be honest, it has been a controversial question about if the present study belongs to one of studies on English language teaching methodology (ELT). On the one hand, we cannot deny it is influenced by kinds of ELT theories to our knowledge. On the other hand, however, it is not deducted from any accepted theory of ELT after a careful search, nor do we intend to improve any theory. Different from traditional studies in ELT methodology, we are just trying to understand English teaching and learning from a new perspective. Anyway, a brief looking back on ELT theories is necessary to help us know where we are standing in history.

ELT can be dated back to 645 years ago in 1362 when court proceedings were conducted in English, according to a chronology of English language teaching proposed by Howatt (1994, p. 298). Later in the sixteenth century, as English emerged from its medieval chrysalis, interest was naturally aroused in describing how it worked as a

language. The fixation on language especially grammar lasted through three centuries and brought about many Latin schools and English schools where Grammar-Translation Method (GTM) was the major teaching method. Later a need of communication in English across countries led to innovations and a reform movement of ELT in the nineteenth century (Richards & Rodgers, 1986). Until the twentieth century, ELT had been made a profession as Linguistics and theories of learning thrived. During those two centuries, many methods were popping up such as the Direct Method (DM), the Oral Approach (OA) and Situational Language Teaching (SLT), the Audiolingual Method (ALM), Communicative Language Teaching (CLT), Total Physical Response (TPR) the Silent Way (SW), Community Language Learning (CLL), the Natural Approach (NA) and so on (Howatt, 1984, Richards & Rodgers, 1986, 2000; Wang, 2001). Howatt's book *A History of English Language Teaching* concentrates more on chronological development of ELT when introducing these theories, and in Richards & Rodgers (2000) book *Approaches and Methods in Language Teaching* focuses on the characteristics of them, and we mainly take the later as reference.

#### 2.1.1 Representative ELT methodologies

##### 1. Grammar-Translation Method (GTM)

In the history of ELT studies, Grammar-Translation Method (GTM) and Audiolingual Method (ALM) rank with the Directive Method (DM) as the three traditional methods (Omaggio, 1986; Omaggio-Hadley, 1993; Wang, 2001). GTM is the most notable one. With the goals of literature reading or intellectual development, GTM focuses on reading and writing rather than speaking or listening. Grammar is taught deductively and much of the lesson is devoted to translating. Accuracy is emphasized. However, the method had greatly reduced learners' interest and taste in language learning and thus become notorious and brought about much criticism. Anyway, it had dominated ELT through the nineteenth century and later encountered some questioning and rejection.

##### 2. Audio-lingual Method (ALM)

An emphasis increased on communication in English and translation or interpretation when the US entered the World War II, in urgent need of an effective and

quick way of improving language proficiency. To make military personnel fluent in German, French, Italian, Japanese and other languages, in 1942 the Army Specialized Training Program (ASTP) was established. Out of utilitarian purposes, Audiolingualism or Audio-lingual Method emerged (Richards & Rodgers, 1986, p. 44).

Linguists and applied linguists in this period got involved in the teaching of English as a foreign language more than before. The structural linguistics proposed by American linguists in the 1950s served as a reaction against GTM. An important tenet of the structural linguistics is that the primary medium of language is oral: Speech is language. Language is regarded as habit formation through repetition. Meanwhile, it is supported by behaviorism that puts forward a stimulus-response-reinforcement (S-R-S) model, led by Skinner. Learning is considered to be the development of S-R association. It is clarified that the immediate objectives imply that, first, control of the structures of sound, form, and order in the new language; second, acquaintance with vocabulary items that bring content into these structures (Brooks, 1964, p. 113, Richards & Rodgers, 1986, p. 52).

However, criticism was followed. On the one hand, the theoretical foundations of ALM were attacked as being unsound. On the other, practitioners found that the teaching results fell short of expectations. Students were found unable to transfer skills to real communication outside the classroom, and many felt learning through audiolingual procedures boring and unsatisfying.

Similar to GTM, this method focuses on structures of English, rather than reading and writing but listening and speaking. It has neglected the basic function or use of language, that is, communication. The structuralist approach and behaviorism have brought about attacks from many linguists such as Noam Chomsky, Henry Widdowson, Dell Hymes, William Labov, and M. A. K. Halliday and so on.

### 3. Communicative Language Teaching (CLT)

Noam Chomsky in his classic book *Syntactic Structures* (1957) demonstrates that the standard structural theories of language are incapable of accounting for the creativity and uniqueness of individual sentences and he proposes the competence and performance of language. And British applied linguists emphasize the functional and

communicative potential of language. They see the need to focus on communicative proficiency rather than on mere mastery of structures. Communicative Language Teaching (CLT), or say, notion-functional approach, regards meaning of language is paramount; dialogs, and communicative functions are important and should be contextualized; language learning is to communicate. The goal of language learning is to develop, as Hymes (1972) refers, “communicative competence” which is coined to contrast Chomsky’s *competence*. Hymes holds that competence be connected with culture, a functional account of language use (Richards & Rodgers, 1986, p. 70). Ellis (1994, p. 155) when studying the nature of variability in learner language, points out a conflict in whether the approach is a “linguistic one following the Chomskyan tradition or a sociolinguistic/psycholinguistic one”. Anyway, little independent learning theory is clarified to support CLT but communication principles may be regarded as descriptive representatives. And some theorists such as Stephen Krashen, Johnson, and Littlewood have studied alternative principles as compatible with CLT that involves both a cognitive and a behavioral aspect.

CLT is best considered an approach rather than a method since it is more a way of organizing a language learning curriculum than a method to teaching. As generated by David Nunan, CLT focuses language functions over forms, introduced authentic text into learning situation, provides more opportunities for learners, and enhances learners’ personal experiences (Bao, 2004).

#### 4. Community Language Learning (CLL)

The concept of learning is understood more broadly in company with psychological study of learning process. The psychological concept of learning goes far beyond learning directly from a teacher or learning through study or practice. It includes not only skills training (for example swimming or driving) or knowledge acquisition such as reading a book or learning about grammar. It refers also to “learning to learn and learning to think; the modification of attitudes; the acquisition of interests, social values, or social roles; and even changes in personality” (Stern, 1983, p. 18).

Community Language Learning (CLL), developed by Charles A. Curran and his associates, puts English teaching in a broader environment, community, and draws

attention not only to learners but also teachers. It presents the use of Counseling-Learning theory to teach language, and redefines the roles of the teacher and learners as the counselor and the clients. CLL proponents deal at great length with a new theory referred as *Language as Social Process*. Curran criticizes a putative learning view which neglects “engagement and involvement of the self” and a behavioral view which he refers as “animal learning” in which learners are “passive” and their involvement limited (Curran, 1976, p. 84; Richards & Rodgers, 1986, p. 117). CLL assumes that the teacher can successfully transfer his or her knowledge and proficiency in the target language to learners in a learning community. Group work, students’ recording of target language, transcription and analysis of it, reflection and observation, and free conversations etc, compose of CLL activities.

CLL is the most responsive of the methods in terms of its sensitivity to learner communicative intent. What is more, it takes a broad view of language learning that it is a “whole person” process and learners at each stage are involved not just in cognitive language learning but in affective conflicts and “the respect for the enactment of values” as well (Forge, 1983, p. 55; Richards & Rodgers, 1986, p. 121). This is a humanistic view of language learning, but it should be noted, however, that this communicative intent is constrained by the number and knowledge of fellow learners. And critics question the appropriateness of the counseling metaphor, asking for evidence that language learning in classrooms indeed parallels the processes in psychological counseling. Questions also arise about whether teachers should attempt counseling without special training.

#### 2.1.2 Trends of ELT methodologies

We classify the above methodologies and single out three trends from them. These trends have prominent impact on ELT in China.

##### 1. From *learning to know* to *learning to use* and to *learning to grow*

This trend is found in terms of goals of language learning. As we have introduced, GTM and ALM both stress language structures though with different focuses. The former focuses on grammar, syntax etc, and thus implements teaching by reading, translating and writing. While the latter focuses on phonetics, phonology etc, and it is



implemented through listening and speaking, or say, stimulus and response. Here the goal of language learning turns from *learning to know* to *learning to use*. Later, CLT, from a humanistic view, draws attention to the communicative use of language and the method keeps consistent with its goal of language, namely, communication. And CLL not only gives importance to communication or interaction with respect to language learning, but also stresses a “whole person” growth in terms of cognitive and affective accomplishment. Thus the trend goes on from *learning to use* to *learning to grow*.

## 2. From *instructed learning* to *communicative learning* and to *humanistic teaching*

This trend is about channels or manners of realizing ELT objectives. GTM and ALM are mainly dependent on instruction and training, based on structuralist view of language. Later structuralism and behaviorism are challenged by notional-functionalism that regards communicative learning as something superior to instructed learning. And teaching and learning are changing from bilateral dimension to multilateral dimension. When humanism gains popularity, humanistic teaching is warmly welcomed with a humanistic view of learning and learners. CLL meanwhile becomes a fad. It is found that ELT methodologies are turning less rational and more empirical. Language learning is more and more regarded as a complex activity concerning many factors such as teachers, learners, theories of language and learning, cognitive and affective, external and internal etc. Interactive experiences in language learning are given more importance and a good learning environment draws more attention. Mere classroom instruction is far more than enough to fulfill the goals of ELT.

## 3. From *teacher-centered* to *learner-centered*

This trend is seen with respect to roles of language teachers and learners. Traditional teaching methods are designed with respect to the instruction of teachers and emphasize how teachers realize teaching goals. As linguistic psychology, and sociology, etc, get involved in ELT, people begin to change their views of English teachers and learners. Teachers change from *grammar experts or scholars* (GTM), whose main task is to transfer grammar knowledge, to *trainers* (ALM), who aim at training learners' skills of listening and speaking; and then to *needs analysts* and *group process managers* (CLT), who are supposed to assume a responsibility for determining

and responding to learners' language needs, and organize the classroom as a setting for communicative activities; and then to *counselors* (CLL), who are supposed to provide a safe environment in which students as clients can learn and grow. It is apparent that learners are gaining more and more priority and the language teaching is on a trend from teacher-centered to learner-centered.

### 2.1.3 Influences of the trends on ELT in China

These trends echo the development of the modern society, and have shed lights on ELT in China together with the transition of these developing methodologies.

ELT studies do not carry a long story in China. It is less than two centuries since the first English language teaching organization, Morrison Education Society, was set up in Macao in 1834. After the foundation of PRC, the development of ELT fluctuated a lot due to the unsteadiness of Chinese foreign policy, especially in the decade of 1966 to 1976, when ELT was nearly stagnated because of the Culture Revolution. In the past two decades, ELT in China has experienced some dramatic changes as the international academic exchanges are animated (Bao, 2004).

The above ELT methodologies and trends have influenced ELT in China. GTM is a widely applied way of foreign language teaching. A survey conducted by Dr Su Dingfang from Shanghai Foreign Language University indicates that at least 70% of college EL teachers consider GTM and lecturing to be the most sufficient way to teach English (Bao, 2004). The effectiveness of ALM has been apparent for a period and thus got very popular in China's ELT. And the principles of ALM can be found in some vocational school books such as *New Concept English* by Alexander and *English 900* which are still popular with many Chinese learners. CLT has gained its great popularity in China nowadays, and it is thriving as many other learning methods such as cooperative learning, task-based learning and so on are heatedly tried. And many practitioners in China are making effort to construct a learning community in their classes. They are changing their roles from a knowledge giver to a counselor, leaving more chances or room for students to learn and grow in teaching and learning process. Last but not least, humanistic approach underlying CLL is at its heyday in China.

Indeed, these methodologies have greatly improved ELT in China, and the trends

also lead China to a new age and help us keep a pace with the world. But the effects seem not so desirable as expected or as said in the theoretical book or as advocated by those famous linguists or educators in the international conference. Always we feel it is easy said than done. Why? In the view of the present study, general trends need to be localized in China's reality. We indeed have to face some local problems that may to some extent account for the reasons.

## 2.2 Local Problems of ELT in China and Possible Solutions

Our government always stresses that the development of China must take into our consideration our own reality, ELT in China has to face our local problems. And the trends in ELT should be viewed in the localized background of Chinese English teaching.

Firstly, ELT had better be clarified as EFL (English teaching as a foreign language) in China since it is different from ESL (English teaching as a second language) in many other countries in which English is identified as an official language widely used in daily life or working settings. ESL is concerned with learners' living or survival, while foreign language learners do not have such pressure to the same degree. However, we can not deny that the motivation of many Chinese learners of English are something external or instrumental, with a view on the utilitarian purposes of EFL in China. But we still insist that English education should not follow the trend in fashion blindly. Instead, we should calm down and explore deeper into the fundamental aspects of foreign language learning. This study, though in preference for *learning to grow*, finds that *growth* is too vague to evaluate and so ideal to be realized. What we need to explore is what kind of teaching and management are better to fulfill this goal.

Secondly, in China, the absence of authentic English environment, native-speakers or those have high English proficiency as English teachers hinders to a great extent the authentic input of English. And we do not have enough chances to put English in use, and the inadequacy of input is another barrier. Mostly English learning is conducted through formal instruction in classroom. The actual communication or interaction takes

place mostly between the teacher and students or among students. And the learning environment in an English class is centered on the teachers' instruction, with only cognitive or intellectual activities, but seldom involving enough social/affective experiences. Thus in traditional classes, it is easy to move instructed learning to communicative learning, but it is almost impossible to shift to humanistic teaching. However, is it really impossible in China?

The third problem lies in the unbalanced relation of English teachers and English learners in English education in China. In many areas, teachers have to face a big class of more than 40 students with different levels of English. The classroom has no enough time and space to have enough activities, and desks and chairs are unmovable. It is difficult to let each or at least most students enjoy equal resources of education. Thus, how to get students as a center in big classes?

In a word, a fascination in new methodologies alone could not solve the real problems in English teaching in China, which should be approached in a down-to-earth manner by Chinese English teachers.

Equipped with theories of English education, a group of our fellow graduates try to explore into these questions on theories in English education and hope to find local solutions to local problems in a bottom-up orientation.

### **2.3 Related Empirical Studies of ELT**

The three fellow graduates of the teacher have researched from different perspectives into English teaching to prepare their dissertations for Master's Degree.

As introduced in the origin of the present study, Mr. X in this case decided to initiate a dialogue-based teaching model in his class since 2001. After one year, an interactive teaching model came into shape. In 2002, Bao Xiaofeng, as his first graduate, joined in with him and began observing his teaching and got greatly influenced by Mr. X's beliefs in Humanism. Then in 2003, with an offer to teach Mythology, Bao conducted an experimental teaching in his own class based on Humanism. Shen Li, one of graduate students of Mr. X, did a case study from 2005 to 2006 in his class focusing

on the relation between learning strategies and learning environment in a framework of Constructivism. While in the same class, her fellow student Zhong Lijia, chose Reflective teaching as her perspective and probed deep into interactive reflection between the teacher and his students.

These studies have shed light on the present study for their contributions and still some problems occurred and some questions need further study. The following is a brief analysis of their studies.

### 2.3.1 A study based on Humanism

Bao Xiaofeng takes a humanistic view of a classroom as a self-living organism, which in effect shares similar spirit with the present study. Humanism is advocated by postmodernists whose commonest slogan is “there is no center”, an open defiance against modernism which worships “authority” and “standardization” (Bao, 2004). He votes for humanistic language teaching, regarding that students are learning to grow besides knowledge acquisition and skills training. He draws reader’s attention to the learners’ personal growth in English learning and lays more emphasis on their self development citing La Forge, P. G’s social-process view of language learning in terms of six qualities or subprocesses including the whole-person process, the educational process, the interpersonal process, the developmental process, the communicative process, and the cultural process (Richards & Rodgers, 1986, p. 116). Also he cites Howatt’s four perspectives of learners as individuals, members of a group, learners in an educational group, and members of a social group. He advocates Postmodernism in opposition to Modernism and adheres to the teaching belief that the class should be learner-centered in which knowledge is learned rather than given, teaching and learning is a negotiated and interactive process, and the teacher and students are co-learners instead of a transmitter and receivers.

His beliefs echo the trends in ELT in general and sound quite remarkable and promising. However, the teaching model is rooted in the course of Mr. X in its Shaping stage that carries only a basic shape of dialogue-based and learner-centered class without inadequate consideration of the reality of EFL in China. He neglects possible contingencies in such a kind of class, and he can not explain why many learner-centered

classes seem exciting but fail to improve students' performance or learning outcomes. Also he only presents an ideal and descriptive state of the relation between the teacher and his students without any quantitative evidence or a probe into the interactive process of teaching and learning. In fact, it needs a further study on how teachers teach after "returning classes to students", and how students adapt themselves to the new environment.

### 2.3.2 A study based on Constructivism

Shen Li's study can be seen as a trial to deal with some local problems by shifting attention from beliefs to strategies and learning environment. The subjects she chooses are students attending the course *Self and Others* in the Retreating period of the Normalization stage of Mr. X's teaching; and students attending *Western Civilization*, a course marking the Rewarding period of the stage. The ups and downs offer a lot empirical data and inspiration to her and indicate the importance of a learning environment created by an English teacher. She takes Constructivism as her theoretical foundation, which holds that "instead of pre-supposing knowledge is a representation of what exists, knowledge is a mapping, in the light of human experience, of what is feasible (Lefoe, 1998 as cited in Shen, 2006). However, Cartesian epistemology advocates "knowledge exists independently of human being, and learning is a process of receiving the objective knowledge. So language learning strategy, a special form of knowledge, is also thought to exist in the world independently of human being, and can be transmitted from teacher to learners" (Shen, 2006). She criticizes that the assumption based on Cartesian epistemology stresses too much on instruction, and supports the constructivist view of learning which considers learning as an active process of constructing rather than receiving knowledge, and instruction as a process of supporting that construction rather than disseminating knowledge (Shen, 2006). Thus she focuses her study on how the teacher has created a supportive learning environment conducive to students' construction of knowledge rather than exploring so-called best instructional method. She also points out that language learning strategies are consisting of metacognitive strategies, cognitive strategies and social/affective strategies, and then conducts an in-depth investigation into current ways or approaches of language learning

instruction. She proves that a supportive learning environment is conducive to students' construction of language learning strategy, and students' language learning strategy construction in supportive learning environment is more effective than those in traditional teaching and learning settings.

She raises the status of a teacher in the teaching and learning process compared to Bao Xiaofeng's study and provides one solution to the lack of teacher management in learner-centered class. However, she concentrates only on constructing the forms of learning environment while neglecting inner mechanisms or something behind the implementation. She stresses too much on strategic interaction between the teacher and students, confining the focus too much on the teacher's strategic procedures and students' formal responses, ignoring of the communication of inner being in teaching and learning process. In a word, she oversimplifies the process of teaching and learning and does not probe deep enough into gaps between teaching and learning.

### 2.3.3 A study based on Reflective practice

Zhong Lijia in the same year, taking the same courses as subjects, tries from the perspective of Reflective teaching to find out inner mechanisms that can manipulate the process of teaching and learning. This is quite an insightful perspective since it probes into something behind learning and thus indeed helps her explore much deeper into the interaction in teaching and learning process. "Reflective practice, as a learning model, maintains that thought influences action. In essence, personal perceptions of the world have an effect on our behavior and the decisions we are making. Here, theories are linked closely with daily experience...they are simply the assumptions and beliefs we hold about how things should and do work" (Argyris & Schon, 1974 as cited in Zhong, 2006). "Everyone has one's own action theory: teachers have theories about instruction, administrators have theories about leadership. However, two characteristic types of personal action theories are the key to understanding behavioral change: espoused theories and theories-in-use. Espoused theories have two distinct features: they exist at a conscious level, and they change in terms of the new information. When the individuals are able to articulate new ideas and beliefs, their espoused theories have changed" (Zhong, 2006). Traditional models of education generally assume that

espoused theories guide our actions, but this is often not the case. If espoused theories don't directly influence action, what does? It is theories-in-use that directly, persistently, and consistently influence behavior (Zhong, 2006). "Unlike espoused theories that develop through conscious and intentional thought, theories-in-use develop through acculturation in many aspects of our organizational behavior. Reflection requires that we first be honest with ourselves. The developmental question that is useful for me to continually reflect upon is, 'To what degree is my espoused theory consistent with my theory in use?' Or, to put it more mundanely, 'To what degree am I able to do in practice what I think and believe I should be doing'?" (Zhong, 2006) She presents the gap that always exists without our awareness and puts forward a solution-reflective practice.

Further, she explores deeper into the teacher's reflection process, and studies not only the teacher and students' interactive behaviors but also their conflicts and compromises in beliefs and perceptions. She vividly presents the process of the reflection of the teacher and his students reducing greatly the breach between what the teacher and students usually believe or think and what they really do. She takes the class as an organization and focuses on behaviors and beliefs of the teacher and students in terms of reflective practice.

In her study, she illustrates three types of reflective practice: Single loop learning, Double loop learning<sup>3</sup> and Tri-loop learning. The teacher's reflective practice, just as the theory advocates, is "designed to facilitate the identification and modification of the theory-in-use that shape behavior" (Cuban, 1988; Fullan, 1991 as cited in Zhong, 2006).

Indeed she has found something behind teaching and learning, to be exact, the gap between espoused theory and theory-in-use that causes failure in teaching and learning, and she has offered theoretical as well as practical solution, reflective practice. However, she does not uncover or exemplify what espoused theory and theory-in-use are in the

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<sup>3</sup> Double loop learning occurs whenever errors are detected and corrected. An error is any mismatch between intentions and actual consequences. Discovery of a mismatch is only a first step in learning. Additional steps occur when the error is corrected in such a way that the correction is maintained. Further more, there are at least two ways to correct errors. One is to change the behavior. This kind of correction requires single-loop learning. The second way to correct errors is to change the underlying program, or master program, that leads individuals to believe as they do about their error correction strategies. (Nicholson, 1998, p. 145)



case. What is more, she puts more emphasis on the alienation of the two parties while neglecting the inner relation of them. Without understanding the relationship between espoused theory and the theory-in-use, an English teacher still can not deal with problems in his teaching. Thus a further study is needed to explore deeply into the teaching and learning process and to find out the theory-in-use and try to understand it.

Based on the previous studies, Mr. X's teaching has been greatly reformed, and he strengthens reflective practice in his course *Self and Others* for Sophomores in 2006 which marks a Reforming stage of his teaching. We find that his teaching beliefs are always changing, however, his courses seem to be on a track of self-evolvement along common track, which carries some underlying elements rooted in his beliefs or values. Thus we decide to take his latest course *Advanced English* for senior majors as a subject and conduct a further study into something behind his teaching. To our knowledge, organizational culture can be a perspective to penetrate into the behaviors and thoughts occurring in the course. Next, we are ready to talk about related studies on OC home and abroad.

## **2.4 Related Studies on Organizational Culture (OC) Home and Abroad**

### **2.4.1 Related studies on OC abroad**

Organizational culture is always a small part, mentioned slightly in works of Organizational Behaviors and Management Sciences. It has been regarded as an assistant way and thus been neglected, compared to some strategic and effective ways in administration, however, it draws researchers' attention these years when some seemingly powerful strategic measures fail in administration or management. "The 1980s brought a renaissance of interest in organizational culture" (Martin, 1998, p. 376). However, the proliferation of research brought organizational culture into a controversial dispute, and "was accompanied by fundamental and fruitful disagreements about what culture is, how it should be studied, if its content can be controlled by management, and whether a particular kind of culture can result in stronger organizational performance" (Martin, 1998, p. 376).

To our knowledge, there are few studies of English teaching in classroom conducted from the perspective of organizational culture because it is mostly studied at administration level.

This phenomenon is not hard to understand, for one of the most important purposes of studies on organizational culture "...is financial. Organizations have spent considerable amounts of money in response to deductive promises of easy cultural change" (Martin, 1998, p. 376). Some companies or managers have sought to replicate the supposedly strong cultures of profitable companies and others have tried to generate commitment to a philosophy of management in hope of increasing loyalty, productivity or profitability. For example, "MacDonald (as cited in Frost, Moore, Louis, Lundberg, & Martin, 1991) studied the Los Angeles Olympic Organizing Committee, as its employees and volunteers rallied to perform at their peak during the Olympic games" (Martin, 1998, p. 377). Since MacDonald believed attractive uniforms, elaborate rituals, brightly colored stadium decorations, and stories about a charismatic leader would reinforce organizational commitment with a set of shared values as guide. Another reason comes from "some founders or top executives who have sought to create a culture cast in their own image, to perpetuate their own personal values and achieve organizational form of immortality" (Martin, 1998, p. 377). Besides, some consultation institutions do business in offering diagnostic studies in their clients to uncover problems and offer strategic advice. Also some non-beneficial institutions such as governments, schools, libraries or sports teams will organize groups of researches to study their organizational culture so as to improve self development.

In terms of contents of these studies, mainly, they focus on the following topics:

- (1) Conceptual studies such as definition, types, levels, elements, of organizational culture
- (2) Theoretical development of organizational culture
- (3) Applied and empirical studies such as functions, and management of organizational culture
- (4) Evaluation scales of organizational culture
- (5) Cross-cultural studies on organizational culture

(6) Relation between organizational culture and other organizational elements such as members' performance, organizational development, management, leadership, contingencies and so on.

To classify these studies in terms of fields, most studies are done in commercial fields and beneficial institutions, such as companies, factories, hospitals and so on, and some non-beneficial institutions such as governments, sports teams, prisons, charity organizations, schools, libraries and so on. Usually in commercial fields, organizational culture is equally regarded as corporate culture, which attracts the biggest group of studies.

Focusing on education, studies from the perspective of organizational culture are at different levels:

- (1) Educational administration
- (2) School culture
- (3) Campus culture
- (4) International difference in school culture or campus culture
- (5) Conflicts between school culture and curriculum reform
- (6) Classroom culture

Hanson in *Educational administration and Organizational Behavior* regards that "...the school has a human product that gives rise to unique problems of organization and management" (Hanson, 1996). The prime objective of his book is to "enhance insight into human behavior within organizations in order to promote greater skill in governing schools" and "examine and analyze the following management processes that are central to directing educational organizations: leadership, motivation, communication, conflict management, change, and situational (contingency) techniques"(Hanson, 1996). Other studies such as a study of a "temporary educational organization for unemployed women in England, the problems of truancy in an urban high school in the United States" (Martin, 1998, p. 381) etc., are all at administration level, and they seldom probe into classroom teaching and learning. Even the classroom culture studies are talking about the material level of culture, for example, the classroom arrangement, or decoration to create a kind of cultural environment or

atmosphere instead of teaching or learning process. Thus practitioners find that although studies of organizational culture in educational administration advocate their ultimate purposes are to improve quality of education, the administration departments usually do not know clearly about what is going on in a classroom, and teaching is only supervised instead of managed in accordance with certain educational beliefs. Most teachers organize class, focusing on teaching leaving out classroom management.

#### 2.4.2 Related studies on OC in China

Recent years, Business Administration and Management Sciences have gained great popularity in China. Many top leaders take relevant courses home or abroad to improve their professionalism. Some companies also begin to pay attention to scientific management. As for the organizational culture, mostly, they take it as a strategic channel to appeal more elites to join in them, or improve employees' performance, to attract more customers, or increase the specialty of their own culture to distinguish themselves from others.

In education field, there are few studies on OC in classroom teaching. In public schools or official institutes, the studies are mainly about school administration, school culture or campus culture. Recently, more attention is drawn to school culture and teachers' education but they regard culture as part of an environment rather than something in teaching and learning process and teacher's career. In classes, head teachers perhaps create classroom culture with their students. But these studies or actions all exclude teaching and learning process. Although some schools or classes will present students' learning outcomes as one manifestation of their culture, they are not caring about the process of teaching and learning but taking advantage of the outcomes of them. Traditionally and conventionally, educational administration is isolated from teaching and learning process.

Later we find Mr. Zhao Zhongjian, a professor in East China Normal University, together with other scholars, has written a series of books one of which is called "School Culture Construction", in which they have studied school culture in a systematical way. Their studies have covered from educational administration to school culture, from campus culture to curriculum reform. The most promising point is that

they begin to see “curriculum culture” as the spiritual level of the school culture construction. And they adopt new concept regarding the school as a social organization, to be exact, a “learning community” instead of an “educational factory” in which teachers and students may interact with each other (Zhao, 2004). In addition, there is a chapter about the relation between school culture and teacher education. That is to say, they draw readers’ attention to real owners of school-teachers and students.

However, they try to cover so broad educational issues that classroom teaching behaviors were again neglected. Also Zhao Zhongjian, Yang Quanyin (2004) and other scholars regard school as a dynamic social stage, the spiritual home for students. But their studies are still not probing into teachers’ and students’ behaviors although they are learner-centered in concept.

#### 2.4.3 The reasons for choosing OC as a perspective

After review the studies on OC home and abroad, we learn more about organizational culture and see its potential power in probing into the process of English teaching and learning. Indeed it provides a new perspective for the following points.

First, an English class can be regarded as an organization from this perspective, and it helps focus on behaviors and concepts of members in an English class. Second, the perspective helps connect teaching and learning, teachers and students as it does in business or institutional administration. Third, it helps uncover the functioning mechanisms, to quote Zhong Lijia’s term, espoused theories and theory-in-use in teaching and learning from a new perspective and explain some phenomena that are hard to understand within an educational perspective.

But one point has to be clarified that our purpose is not to explore a new ELT methodology but to understand some phenomena in empirical English teaching and learning from a non-educational perspective and draw some implications to English teachers or English education.

### 2.5 Three Views of Organizational Culture Studies

The growing body of literature can be classified into three traditions: the Integration,

Differentiation, and Fragmentation views or perspectives (Martin, 1998, p. 377).

### 2.5.1 The Integration view

“Integrations studies of culture implicitly assume that a ‘strong’ culture is characterized by consistency, organization-wide consensus, and clarity. According to Integration studies, consistency occurs because people at the higher levels of an organization articulate a set of espoused values, sometimes in the form of a philosophy of management or mission statement, these values are then reinforced by a variety of cultural manifestations which presumably generate organization-wide value consensus” (Martin, 1998, p. 377). Schein (1985) focuses attention on individual corporate leaders who attempt to generate company-wide consensus regarding their personal values and corporate goals through a wide range of consistent corporate policies and practices. Barley (in Frost et al., 1991) describes how Funeral Directors use a series of practices and rituals to reinforce the idea that death can be life-like (Martin, 1998, p. 377). In most Integration studies, culture is supposed to originate in values articulated by a leader or top management. Much of the research that has brought about the renaissance of interest in organizational culture, particularly in the United States, falls within the Integration view which advocates a harmonious environment.

However, many studies make a stronger claim that not all organizational culture studied from the perspective of Integration would exhibit the consistency, organization-wide consensus, and clarity (e.g., Alvesson & Berg, 1992; Martin, 1992; Turner, 1986; Maanen & Barley, in Frost, Moore, Louis, Lundberg, & Martin, 1985, as cited in Martin, J. 1998, pp. 376-382). But still of the three perspectives that have come to dominate organizational culture research, the Integration perspective is the most popular and at least well supported empirically.

### 2.5.2 The Differentiation view

Differentiation studies see the origins of culture in the fact that organizational members have different interest, task responsibilities, backgrounds, experiences and expertise. Thus differentiation studies describe organizations as composed of over-lapping, nested subcultures that coexist in relationships of intergroup harmony, conflict, or indifference. For example, in Young’s (in Frost et al., 1991) study of ‘bag

ladies' in a British manufacturing plant, tensions between management and labor were evident, as were fissions within the worker subculture between the younger and older workers who did different sewing jobs" (Martin, 1998, p.378). To summarize, a Differentiation study focuses on evidence inconsistency between one cultural manifestation and another. Consensus is evident, but only within the boundaries of a subculture (Christensen & Kreiner, 1984; Turner, 1986; Martin, 1998). The organization, from a Differentiation perspective, is no longer seen as a cultural monolith; instead, it is a collection of subcultures, different from an Integration study that regards culture as an integrate unity.

### 2.5.3 The Fragmentation view

The third one is the Fragmentation view that offers a quite different alternative. "Rather than banning ambiguity from the cultural stage (the Integration view) or relegating ambiguity to the interstices between subcultures (the Differentiation view), Fragmentation studies see ambiguity as the defining feature of cultures in organizations" (Martin, 1998, p. 380). It regards that ambiguity pervades most routine and trivial aspects of organizational functioning. Different cultural members attach different meanings to particular cultural manifestations so that these meanings or interpretations are often unclear and ambiguous in conflicts. Weick (in Frost et al., 1991) has worked within the Fragmentation perspective in a context where the effects of ambiguities can be less benign: a foggy airport in Tenerife where one jet was attempting to land while another waited to take off. Weick focused on the ambiguities of communication among pilots, cockpit crews, and air traffic controllers, as they coped with the complexities of making themselves understood across barriers created by differences in native language, prestige, and incompletely shared knowledge. Hundreds of passengers died in the ensuing crash, making this study a powerful illustration that an understanding of ambiguities claims to encompass the full range of cultural members' working lives (Martin, 1998. p. 380). From this perspective, claims of clarity, consistency, and consensus are shown to be idealized oversimplifications that fail to capture the confusing situations. And change is largely triggered by the environment or other forces beyond any individual's control. Thus, Fragmentation studies tend to focus

on highly ambiguous occupations such as social worker, policy analyst, and complex contexts such as cross-national companies.

#### 2.5.4 A three-perspective approach

Obviously any perspective or view may cause problems of methodological tautology for the theoretical blind spots, so an eclectic three-perspective may permit a more complete understanding. "...more recent research indicates that any organizational culture contains elements congruent with all three viewpoints (e.g., Pettigrew, 1985)". To be exact, if any organization is studied in enough depth, some issues, values, and objectives will be seen to generate organization-wide consensus, consistency, and clarity (an Integration view). Meanwhile, other aspects of an organization's culture will coalesce into subcultures that hold conflicting opinions about what is important, what should happen, and why (a Differentiation view). Finally, some problems and issues will be ambiguous, in a state of constant flux, generating multiple, plausible interpretations (a Fragmentation view). "...a three-perspective approach to the study of an organization's culture(s) yields a deeper understanding than if only a single theoretical perspective had been used" (Martin, 1998, p. 380).

#### 2.5.5 The view chosen for the present study

The above literature review strengthens our belief that organizational culture may help probe into teaching and learning process since it takes behaviors and beliefs as targets or cores. And it both stresses things happening within an organization and those in surroundings. What is more, it stresses on interaction between the two. But as for which view the study should adopt as the basic assumption to generate its theoretical foundation, a further analysis needs to be done taking practical problems into consideration.

Firstly, the case is in educational setting, and to be exact, occurring in an English classroom. Thus it is quite a small learning community compared to those in most organizational cultural studies. And the culture discussed here is in a narrow sense within such a learning community in English class. What we are doing is to magnify a micro unity with a microscope for an analytic penetration. Thus, the organizational culture in an English class is simple in form, weak in intensity, and slow in change. We



do not deny inconsistencies, but we do not take them as subcultures but as natural phenomena distracted away from the mainstream culture.

Secondly, current English teaching for English majors in China are lacking in consistency and effective measures to implant many advanced teaching concepts into teaching and learning process which are supposed as a guide. Thus we regard the Integration view suitable for a big size class with limited teaching resources. And we are not to pay too much attention to subcultures, or ambiguities in the class.

Thirdly, contingencies, conflicts and ambiguities are not ignored for the sake to beautify the study or satisfy the need of harmony and perfection, thus the Differentiation and Fragmentation views can not be denied or avoided. However, they are not regarded as focuses but complementary perspectives adopted when discussing how to deal with inconsistent contingencies or conflicts which are regarded as parts of the Integration study and are supposed to help study the organizational culture from different perspectives.

To summarize, the present study adopts an Integration view with frequent resort to the Differentiation and Fragmentation views. Briefly, it is assumed that a “strong” culture is characterized by consistency, organization-wide consensus, and clarity which occur because leaders of the organization hold strong beliefs or values and then implement selected measurements in the management process so as to reinforce the cultural manifestations and ultimately to eternalize the values or organizational culture.

## **Chapter Three THEORETICAL FOUNDATION**

The theoretical foundation of the study, from a view of Integration, begins with the definition of organizational culture (OC) and then explains the relationship between OC and organizational structure (OS). Then it introduces elements and mechanisms of OS. Based on an introduction to OC and OS, the study turns to the management process of OC including the emergence and maintaining. In addition, the function of OC and its possible influence on students in an English learning organization are discussed. Finally, three levels of OC including artifacts, espoused theory and assumptions are put forward to help further penetrate into the inner system of OC. From a static introduction to a dynamic presentation and finally to the deep analysis, the theoretical framework helps us understand the relations between English teaching, classroom management and learning.

### **3.1 Definition of Organizational Culture**

Culture itself is a difficult concept to define. "Krober and Kluckhohn (1952) identified 164 different definitions of culture proposed by prominent anthropologists" (Barley, 1998, p. 121). Most organizational theorists employed the term "culture" casually until the 1980s when organizational culture became a topic of considerable interest and when scholars began to examine cross-national differences in organizational life (Hofstede, 1980, as cited in Barley, 1998, p. 121). Among organizational behavior literature, the most common view of culture regards that culture consists of shared meanings, values, attitudes, and beliefs. And the psychological conception of it is "interpretive schemes". According to sociocultural theories, psychologists have come to recognize the importance of culture-the shared beliefs, values, traditions, and behavior patterns of particular groups. These groups can be nations, ethnic groups, religious communities, or even teenage gangs and college

fraternities. Culture is taught by one generation to the next through a process known as socialization (Taylor, et al., 2004, p. 10).

The weakness of cognitive definitions of culture is that they usually exclude behavior patterns and physical artifacts which differentiate social collectives. A third notion of culture therefore stipulates a broader definition-the way of life of a people-which closely associates with traditional cultural anthropology and ethnography. Also, culture is usually discussed in contrast to structure although not all scholars explicitly distinguish them. Culture evokes any and all differences that distinguish life in one social collective from life in another. The relevant social collective might be a society, an organization, an occupation, or a group (Barley, 1998, p. 122). From this perspective, defining culture is less important than detailing the salient aspects of the dynamic life. And the present study just focuses on the teacher and students' behaviors patterns and beliefs if regarding the class as a small organization.

A deeper probe into culture elements becomes more meaningful than defining it as we attempt to uncover something behind English teaching, classroom management and learning. As Martin (1998) in the *Encyclopedic Dictionary of Organizational Behavior* illustrates:

The surface manifestations of a culture must be distinguished from culture itself. Manifestations of cultures in organizations include formal practices (such as pay levels, structure of the hierarchy, job descriptions), informal practices (such as norms), espoused values, rituals, organizational stories, jargon, humor, and physical environment (including office/work spaces, dress norms, architecture). These manifestations are interpreted, evaluated, and enacted in varying ways because cultural members have differing interests, experiences, responsibilities, and values. The underlying patterns or configurations of these interpretations, and the ways they are enacted, constitute culture. Culture is not simply the espoused values of managers, supposedly shared by all or most employees. Rather, culture is embedded in the everyday working lives of all cultural members (p. 376).

Since definition of culture is closely related to organizational behavior, it offers great inspiration into understanding organizational culture. The renaissance of researches in organizational culture has been started since 1980s, but it resulted in abundance of findings as well as fruitful disagreements about many controversial issues among which the definition of organizational culture ranked first on the list.

In the past 25 years, the concept of organizational culture has gained wide acceptance as a way to understand human systems. From an “open-systems” perspective, each aspect of organizational culture can be seen as an important environmental condition affecting the system and its subsystems. The examination of organizational culture is also a valuable analytical tool in its own right. This way of looking at organizations borrows heavily from anthropology and sociology and uses many of the same terms to define the building blocks of culture. Edgar Schein, one of the most prominent theorists of organizational culture, gives the following very general definition in his classic book *Organizational Culture and Leadership* (1992):

The culture of a group can now be defined as: A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (pp. 373-374).

In other words, as groups evolve over time, they face two basic challenges: integrating individuals into an effective whole, and adapting effectively to the external environment in order to survive. As groups find solutions to these problems over time, they engage in a kind of collective learning that creates the set of shared assumptions and beliefs we call culture.

To summarize, these definitions of organizational culture share more similarities than differences since they have covered the most manifestations of organizational culture. Although these concepts differ in concrete illustration, they all understand it from an Integration view which stresses on the wide consensus, consistency and clarity of organizational culture. The organizational culture in an English class can be simplified as beliefs, attitudes, norms, patterns of behaviors accepted by the teacher and students in teaching and learning process.

Since the study does not intend to do a theoretical exploration but an empirical study to diagnose the case in order to track something behind or underlying English teaching and learning, so we would not bother to settle down the hottest discussion since they all have their own backgrounds and targets. However, we would like to draw readers' attention to a seemingly slightest difference between these terms *assumptions*,

*beliefs* and *values*, frequently mentioned above. Are they only various terms carrying the same meaning or connotation? Is it necessary to distinguish them? The two questions will be discussed later at the end of this chapter. But before dealing with the two questions, we need to do a ground clearing work, namely, clarifying organizational structure and its relation with culture.

### **3.2 Organizational Structure (OS) and OC**

#### **3.2.1 Definition of organizational structure**

Usually, organizational structure is studied, independent of culture, in a systematic way since it is one of basic dimensions of organizations. Its design, hierarchy of authority, division of labor, span of control, and mechanisms, etc., are fundamentally influencing OC, and sometimes, culture is regarded a counterpart of it. Differently researchers often study OC within or in contrast to OS since OC differentiates in different organizational structures.

Just as defined by George & Jones (2002, pp. 530-531), "An organization's structure-the formal system of task and reporting relationships-embodies a number of decisions the organization makes about how it wants and needs to coordinate and motivate individuals and groups to perform at a high level and to achieve organizational goals." And they further point out that both "the formal task and reporting relationships specified by an organization's structure" and "the values and norms embodied in an organizational culture" can control the behavior of people and groups in the organization, shape attitudes and control the quality of inter-group relationships (George & Jones, 2002, p. 508).

#### **3.2.2 Elements and types of organizational structure**

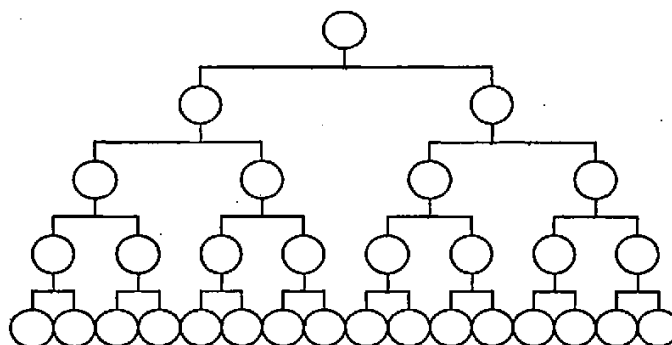
According to McShane & Glinow (2003, p. 510), organizational structure is composed of four elements: span of control, centralization, formalization, and departmentalization.

Span of control refers to "the number of people reporting directly to the next in the hierarchy" (McShane & Glinow 2003, p. 510). It depends on coordination mechanisms.

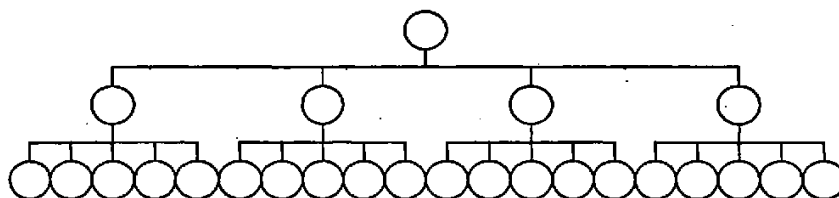
In a Tall structure (Figure3.1-A) the span of control is narrow since it has many hierarchical levels each with a relatively narrow span of control and a small number of members to manage. Whereas in a Flat structure (Figure3.1-B) few levels exist among people, each with a wide span of control. To what extent the span of control should be in an organization is dependent on real situations. Larger organizations need develop taller structures while small ones need flat ones. Too tall or too flat is not good anyway.

Figure3.1 Span of control and tall/flat structures

A. Tall structures/narrow span of control



B. Flat structure/wide span of control



Centralization represents a second element of organizational design. It refers the degree to which formal decision authority is held by a small group of people, typically those at the top of the organizational hierarchy. Most organizations begin with centralized structures, as the founder or top leaders make most decisions and try to direct staff toward their vision, but as the organizations grow larger, decentralization become necessary. Similarly, too centralized or decentralized is not good (McShane & Glinow, 2003, p. 512).

Formalization, as the third element of structure, is “the degree to which

organizations standardize behavior through rules, procedures, formal training, and related mechanisms” (McShane & Glinow, 2003, p. 513). In other words, it is the establishment of standards as a coordinating mechanism which may increase efficiency but also creates problems such as the reducing of flexibility, the lack of creativity, a low tolerance for ambiguity, a sense of alienation or valueless etc.

As the fourth element of organizational structure, Departmentalization specifies how organizational members and their activities are grouped together. Departmentalization is regarded as having several advantages: it establishes interdependencies among members and teams, it usually creates common measures of performance, and further it balances coordination between informal communication and formal supervision. It has as many types as there are businesses, but five structures in business world are singled out: Simple structure, Functional structure, Divisional structure, Matrix structure, and Team-based structure (McShane & Glinow, 2003, p. 516). Most organizations begin with a simple structure and there is minimal hierarchy, only between members and the leader. Members take a role or roles in general without specification or assigned responsibilities. This kind of structure is flexible, yet often inefficient and uncontrolled so it is very difficult to operate under complex conditions. Functional structures organize members around specific knowledge or other resources which foster professional identity, and increase centralization and formalization. A Divisional structure is typical of business setting because it groups people around geographic areas, clients etc. A Matrix structure overlays a divisional structure and a functional structure, typical of project teams. The last one Team-based structure, often seen in all kinds of organizations, is a type of departmentalization with a flat span of control and relatively little formalization, consisting of self-directed work teams responsible for various work process (McShane & Glinow, 2003, pp. 515-521).

Structures function based on their sizes, forms or configurations, what is more important, they have different mechanisms which activate functions of structures in working process through a set of rules, or conventions.

### 3.2.3 Mechanisms of organizational structure

According to McShane and Glinow (2003, p. 506), all organizational structures

include two fundamental requirements: (1) the division of labor into distinct tasks and (2) the coordination of that labor so that employees are able to accomplish common goals. To accomplish their goals efficiently, these groups typically divide the work into manageable chunks. They also introduce various coordinating mechanisms to ensure that everyone is working effectively toward the same objectives. As soon as people divide work among themselves, coordinating mechanisms are needed to ensure that everyone work in concert. They point out in Table 3.1 that “every organization—from the two-person corner convenience store to largest corporate entity—uses one or more of the following coordinating mechanisms: informal communication, formal hierarchy, and standardization” (McShane & Glinow, 2003, p. 506). The three mechanisms are supposed to function interactively, supplementing each other.

Table 3.1 Coordinating mechanisms in organizations<sup>4</sup>

| Form of coordination   | Description  |
|------------------------|--|
| Informal communication | Sharing information on mutual tasks;<br>Forming common mental models to<br>Synchronize work activities                       |
| Formal hierarchy       | Assigning legitimate power to<br>individuals, who then use this power<br>to direct work processes and allocate<br>resources. |
| Standardization        | Creating routine patterns of behavior<br>or output   |

There are advantages and disadvantages of three mechanisms:

Informal communication permits great flexibility because people in an organization transmit a large volume of information through face-to-face communication and multi-media channels. But it is relatively time-consuming (McShane & Glinow, 2003, p. 508).

Hierarchy assigns legitimate power to individuals so as to direct work processes and allocate resources. Team leaders may coordinate work by ensuring that members in

<sup>4</sup> Sources: Based on information in D. A. Nadler and M. L. Tushman, *Competing by Design: The Power of Organizational Architecture* (New York: Oxford University Press, 1997), chap.6; H. Mintzberg, *The Structuring of Organizations* (Englewood Cliffs, NJ: Prentice Hall, 1979), chap. 1; J. Galbraith, *Designing Complex Organizations* (Reading, MA: Addison-Wesley, 1973), pp.8-19.



their group remain on schedule and that their respective tasks are compatible with tasks completed by other groups. The team leader has direct authority to reassign people to different work activities and to resolve conflicts. Coordination through formal hierarchy has been popular with classic organizational theorists, but it is often a very inefficient coordinating mechanism and functions differently in different structures. Furthermore, the chain of direction is rarely as fast or accurate as direct communication between each hierarch. And as recent scholars have warned, today's educated and individualistic workforce is less tolerant of rigid structures and legitimate powers (McShane & Glinow, 2003, p. 509).

Standardization is to create routine patterns of behavior of output. Many organizations try to improve the quality and consistency of a product or service by standardizing work activities through job descriptions and procedures. (McShane & Glinow, 2003, p. 510).

These mechanisms must be adopted accordingly and well managed. This model has provided a description of coordinating mechanisms in general, while the process of organizational learning in English class is implemented more simply and differently in certain class structures. Table3.2 is listing general reconstructed mechanisms in an English class:

Table3.2 Mechanisms of organizational structure in English teaching

| Mechanisms             | Description  |
|------------------------|--|
| Informal communication | Sharing mutual information on tasks                |
|                        | Achieving consensus to synchronize work activities |
|                        | Exchanging learning experiences                    |
| Formal hierarchy       | Setting goals for learning                         |
|                        | Assigning tasks                                    |
|                        | Directing work process                             |
|                        | Evaluating   |
| Standardization        | Creating routine patterns of behavior              |
|                        | Prescribing routine patterns or forms of outcome   |

### 3.2.4 Relations between OS and OC

Readers may doubt why we bother so much to talk about organizational structure since organizational culture is supposed to be the focus. In fact, structure plays a

fundamental and managerial role in organizational culture management. First, it is one of components in levels of OC which reveals values of culture, which is going to be presented in the next part. Second, it not only presents the form of an organization but also offers a visible and manageable environment serving as foundation of implementation in English teaching and learning. Third, it helps track and understand how culture functions in implementation and management of English teaching and learning.

Similar to culture in classroom setting, structure in an English class is also much simpler than that in a big organization. And the purpose of building the structure and the force to bind members together are different from those in commercial or administrative organizations. In a word, in a learning organization in English class, structure contains a system of teaching and learning tasks that establishes relation between the teacher and students or among students themselves, and brings with certain implementing issues in the process which will be discussed later in following parts.

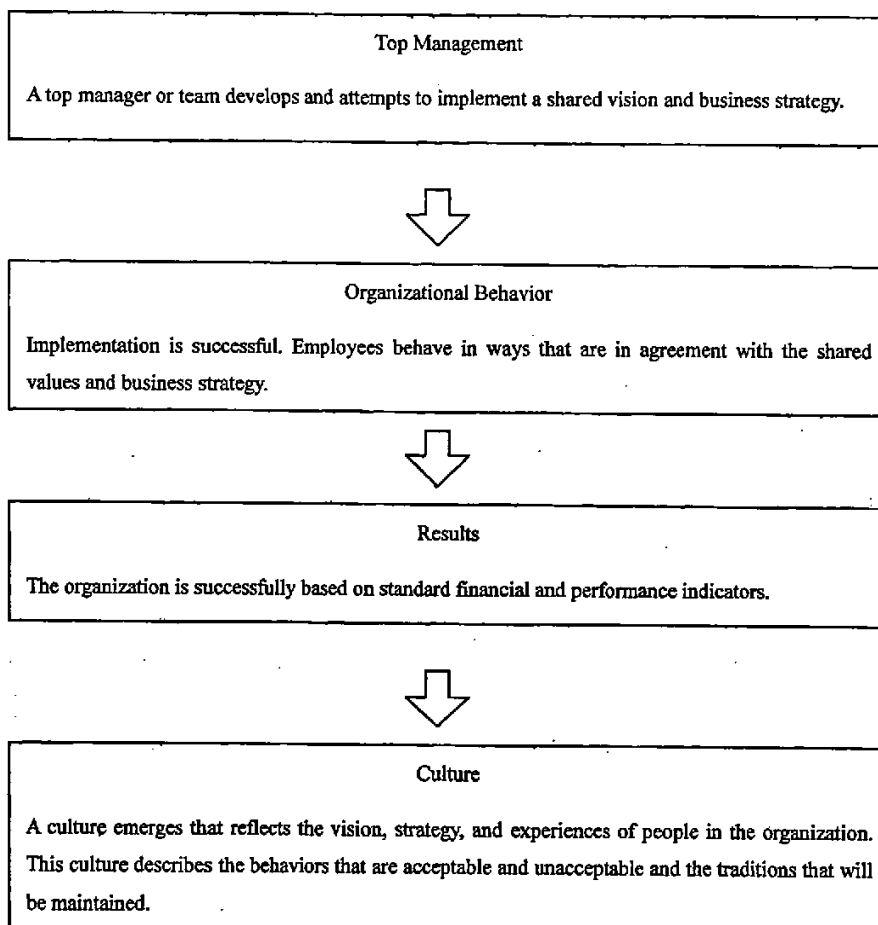
### **3.3 The Management of Organizational Culture in English Teaching**

The management of OC can be regarded not only as a static system of managing strategies but also a dynamic process. We begin with the emergence of organizational culture, and focus on the maintaining of it. In management the leader of the organization plays a crucial role and the interaction of the leader and members have great impact on the growth of organizational culture which in turn potentially influences them as well as the organization itself.

#### **3.3.1 Emergence of organizational culture**

Although organizational culture is an informal system pervading in every element of an organization and seems to be no a clear-cut of beginning or ending, it is found that its emergence always starts along a common track as showed in Figure3.2 (Hellriegel, et al., 2001, p. 516).

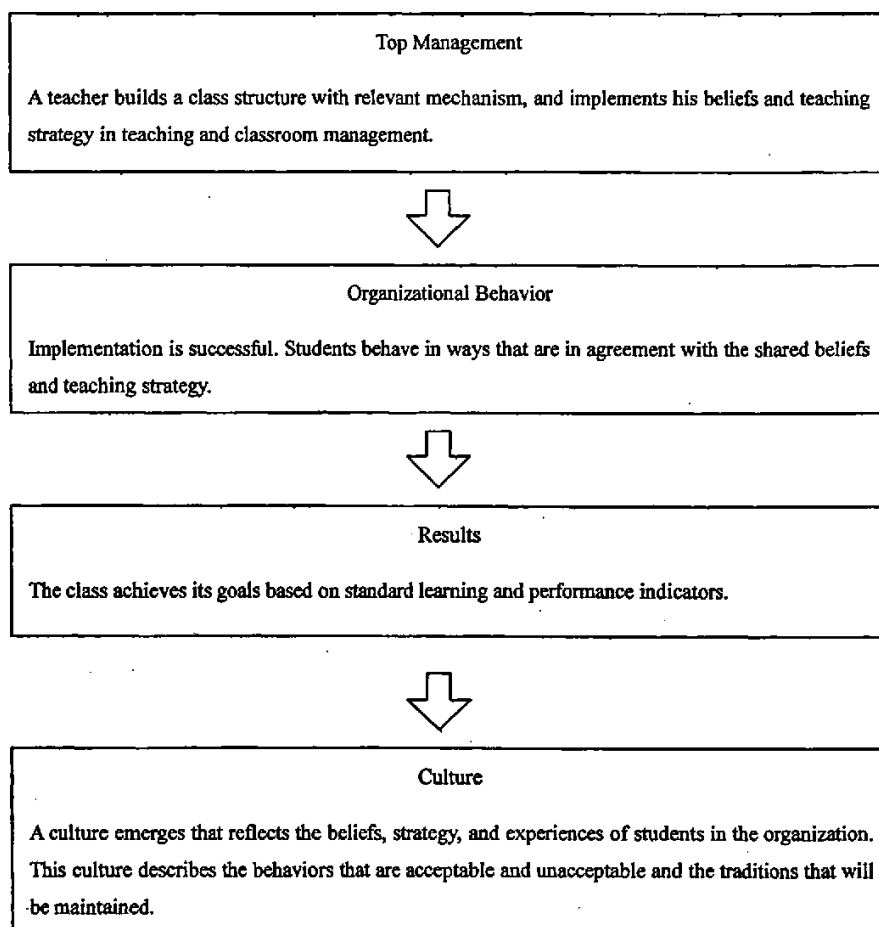
Figure3.2 One common pattern in the emergence of corporate cultures



Apparently, this track is found in a business setting, so we need to reconstruct it in a school setting. Firstly, as for the top management of a learning organization in a school setting, it is the teacher instead of a top manager that develops and attempts to implement a vision and teaching strategy rather than business strategy. Furthermore, if the implementation is successful, it is students rather than employees that behave in ways in agreement with the shared values and teaching strategy. Additionally, in teaching, the results of organizational management in terms of culture are not presented by any financial statistics such as cost or benefit, but students' performance or achievements. And finally a culture emerges when all the above steps prove to be successfully. The emergence of organizational culture in English class is presented in

Figure3.3 with some modifications of the original one.

Figure3.3 Emergence of organizational culture in an English class



### 3.3.2 Maintaining of organizational culture

After the culture emerges, leaders must work on how to maintain it without which organizational culture would shrink and diminish or change its nature. The maintaining of organizational culture encounters some controversies.

Several researchers have sought to identify what differentiates organizations with strong culture from those with weak culture. In comparison, they vote for strong culture and believe organizations with strong cultures have cohesive sets of values and norms that bind organizational members together and foster commitment from members to achieve organizational goals (George & Jones, 2002, p. 534). Also Hellriegel et al.

(2001) point out “the common theme of several popular books about management and organizations is that strong, well-developed cultures are an important characteristic of organizations that have outstanding performance records.” And according to his understanding, the term *strong culture* implies top management and subsidiaries share a set of consistent values and methods, for example, Wal-Mart, Southwest Airlines, Mary Kay and so on (Hellriegel et al., 2001, p. 528). But “strong culture” remains controversial since some point out claims that *strong* cultures are a key to improve organizational effectiveness are unproved (Martin, 1998, p. 378). Those studies taking the Integration view may prefer *strong culture* while those in Differentiation and Fragmentation views may probably hold disagreement. We argue for strong culture in consideration of the following points. First, we perceive that maintaining culture embodies a potential tendency of keeping strong culture, or strengthening culture. If it is not supposed to be strong, why bother to maintain it? In an Integration view, only be strong, can it exist or sustain. In this sense, strong culture is seen as the purpose of maintaining.

George and Jones (2002) make suggestions on how to maintain a strong organizational culture.

Firstly, a strong organizational culture can be built through organizational structure. A structure can be designed to encourage the development of values and norms, and an organization can create a culture that reinforces the way its structure operates so that the two work together to help the organization achieve its goals. Organizations can “harness both the formal and informal aspects of the work situation to build a strong culture, increase performance, and enhance their competitive advantage” (George & Jones, 2002, p. 534).

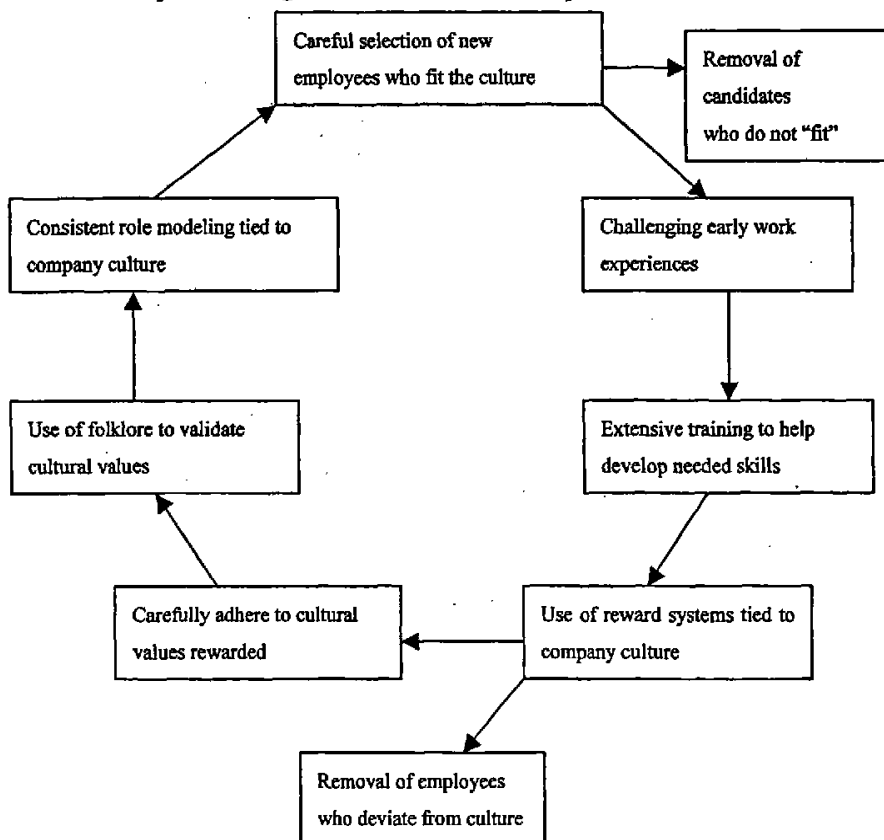
Another way they put forward is “to develop organizational ceremonies, rites, and language to help people learn about an organization’s values and norms.” Ceremonies and rites are formal actions or rituals that recognize events of importance to organizations and their members such as a graduation ceremony, an opening ceremony, parties, picnics etc. (George & Jones, 2002, p. 535).

Also, they believe strong culture can be built through an organization’s socialization

process, but no detailed illustration is followed. Socialization is the process by which older members of a society transmit to younger members the social skills and knowledge needed to function effectively in that society. Similarly, organizational socialization is the systematic process by which an organization rings new members into its culture, providing social knowledge and skills needed to perform organizational roles and tasks successfully (Hellriegel et al., 2001, p. 534).

Hellriegel et al. (2001) puts forward an example of an organizational socialization process (Figure3.4) which isn't intended to depict process in every organization. However, as he points, many firms with strong cultures such as Disney, Procter & Gamble, Southwest Airlines, and Wal-Mart frequently follow the track for socializing new employees.

Figure3.4 An example of an organizational socialization process



The figure presents a seven-step socialization process which excludes two of the ways of maintaining strong culture indicated above by George & Jones (2002). But we

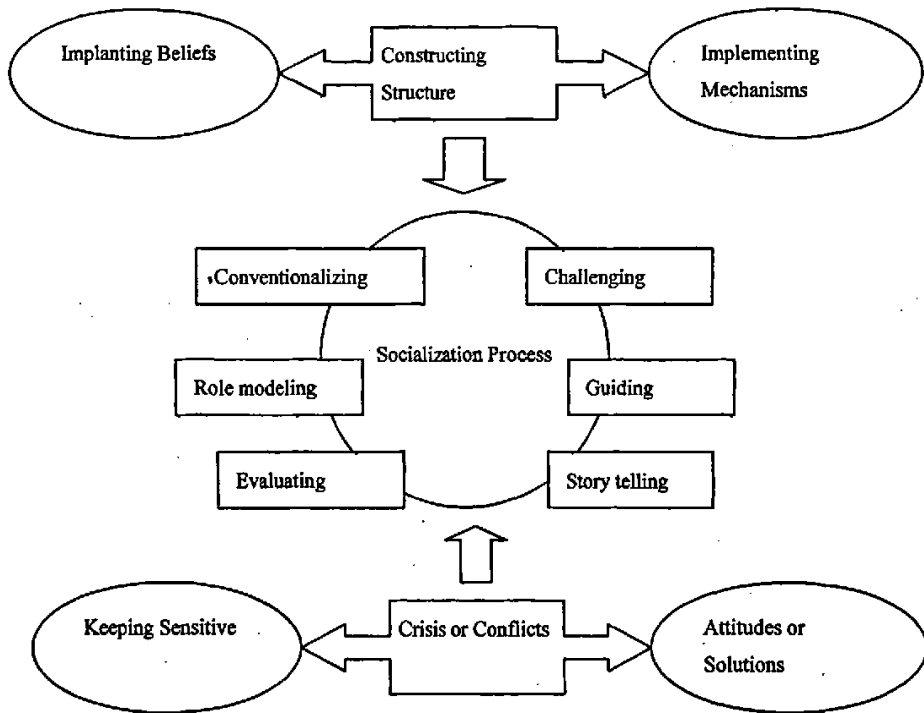
agrees on the formal way to build a structure with certain mechanisms and the informal way to develop organizational ceremonies, rituals and language that are not less than folklore or stories mentioned by Hellriegel et al. (2001). And this example misses a quite frequent as well as important step, that is, crisis and response, or say, conflicts and attitudes, as called by Hellriegel et al. (2001) which causes the socialization process too ideal. Even Hellriegel et al. rank it as the second among the five factors to maintain an organizational culture in his *Organizational Behavior* (p. 518).

- (1) What managers and teams pay attention to
- (2) Reactions to organizational crises
- (3) Managerial role modeling
- (4) Criteria for rewards
- (5) Criteria for selection and promotion

In addition, some steps are not suitable for educational setting such as the recruitment of employees since none of the students should be removed from class even if he does not accept the culture. And some steps take particular connotations which are different when adopted in education such as reward system and personnel training. In English teaching, rewards is not necessarily or closely related to money or promotion, nor is punishment, they are usually realized in teachers' compliment, being taken as models, or in grading or evaluation results. And training in business setting is usually professional or formal and money-funded, while in an English class, it usually indicates learning strategies training, such as communicative strategies, reading strategies or listening strategies. However, just as Shen Li (2006) argues in her study that strategies can not be really acquired through formal instruction or training, instead, a supportive environment should be created for students to perceive and construct strategies in interaction. Thus, in this study, training is neither intended at formal learning strategies nor is formally conducted for interpersonal communication. Instead, it should be replaced by guiding to help members adapt to the organizational learning environment.

Based on all the above illustrations, taking into consideration the features in teaching and learning, an outline on how to maintain organizational culture in an English class is suggested in Figure3.5.

Figure3.5 Maintaining of OC in an English class



First, the maintaining of organizational culture begins with implanting espoused beliefs which is supposed to pervade every step of management.

Second, implement an organizational social process including

(1) Challenging early work experiences. It is said by Hellriegle et al. (2001, p. 534) that "Humility-inducing experiences" in the first months on the job cause employees to question their prior behaviors, beliefs, and values. Such experiences might include giving a new employee more work to do than could reasonably be done. Self-questioning promotes openness to accepting the organization's norms and values." Indeed, students tend to hold to their former learning concepts, habits and perceptions when entering a new course or class, and difficult tasks or high requirements will help shake their old concepts, detect their potentials, activate their self-reflection and



increase the possibility to implant new teaching beliefs or visions.

(2) Guiding students to adapt to a new environment. Under the pressure coming from the new learning environment and the challenges flooding upon them, students will easily get overwhelmed, and teachers' guiding becomes necessary to help them adapt to the changing situations. Teaching beliefs and purposes may be stated explicitly, teaching procedures may be briefly reconfirmed, consoling and encouragement become very important.

(3) Telling stories to validate cultural values. This step depends much on timing according to students' acceptance of a new class or a new teacher. Stories or folklores can be about previous students' learning experience in such a learning organization, or about legends typical of the spirit or values in the history of the organization learning that can be either achievements or setbacks, or the recovery. These stories will help facilitate students' adaptation and strengthen organizational culture.

(4) Evaluating including rewarding and punishing. Evaluating in time on students' performance is very important, and teachers' rewarding or punishing function as feedbacks to them. It may also provoke their reflection, and offer them criteria for further study, and also encourage competition among peers.

(5) Role modeling to facilitate teaching and learning. On the one hand, the teacher himself can do modeling for students, and on the other, teachers may hold typical students as models.

(6) Conventionalizing through ceremonies, rituals and language. English class is a very small unit to have ceremonies, rituals or even their own language laden with values of organizational culture. However, teachers may hold activities typical of the organization's features and values, and increase students' belongingness, or commitment to the class. Also certain language such as jargons, mottos can be created and often quoted, and thus transmitted and accepted to strengthen the values of organizational culture.

Third, keep sensitive to crisis and be wisely responsive with appropriate measures. Crisis or conflicts are undesirable but often valuable because they help diagnose the organizational learning and management, and the signal they convey usually indicate

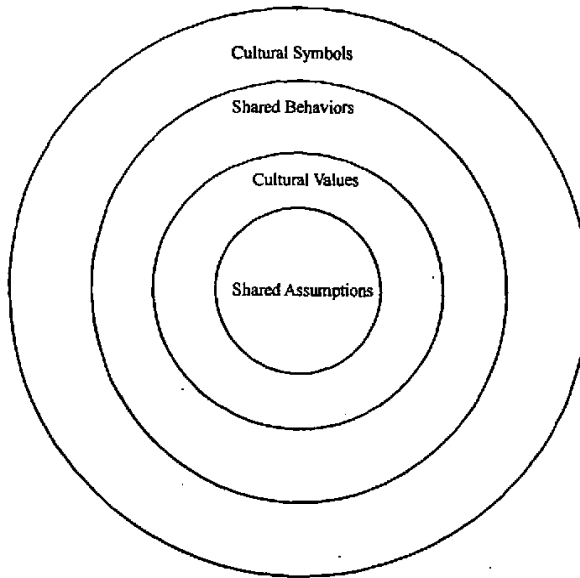
something wrong or in need of change or adaptation. And teachers' attitudes and solutions to them play a crucial role in conveying his beliefs or visions to students. So keeping sensitive to them and responding timely and wisely are very important in maintaining organizational culture.

### **3.4 Levels of Organizational Culture**

By now we have introduced the management process of OC, many procedures are illustrated, but our real focus is not on the concrete strategies but the inner mechanism or reasons behind them. The argumentation of levels of OC helps us a lot.

There are different views on this issue. According to many studies on OC, it "exists on several levels, which differ in terms of visibility and resistance to change" (Hellriegel et al., 2001, p. 512). As indicated in Figure 3.6 organizational culture can be classified into four levels. The least visible or deepest level is that of basic shared assumptions, which represent beliefs about reality and human nature that are taken for granted. The next level is that of cultural values, representing collective beliefs, outlooks, perceptions, etc., and these values tend to persist over time even when organizational members change. The third level is composed of shared behaviors, including norms which are more visible and easier to change than values. The most superficial level consists of cultural symbols such as language (jargon or slang), gestures, pictures and physical objects (Hellriegel et al. 2001).

Figure3.6 Levels of organizational culture<sup>5</sup>

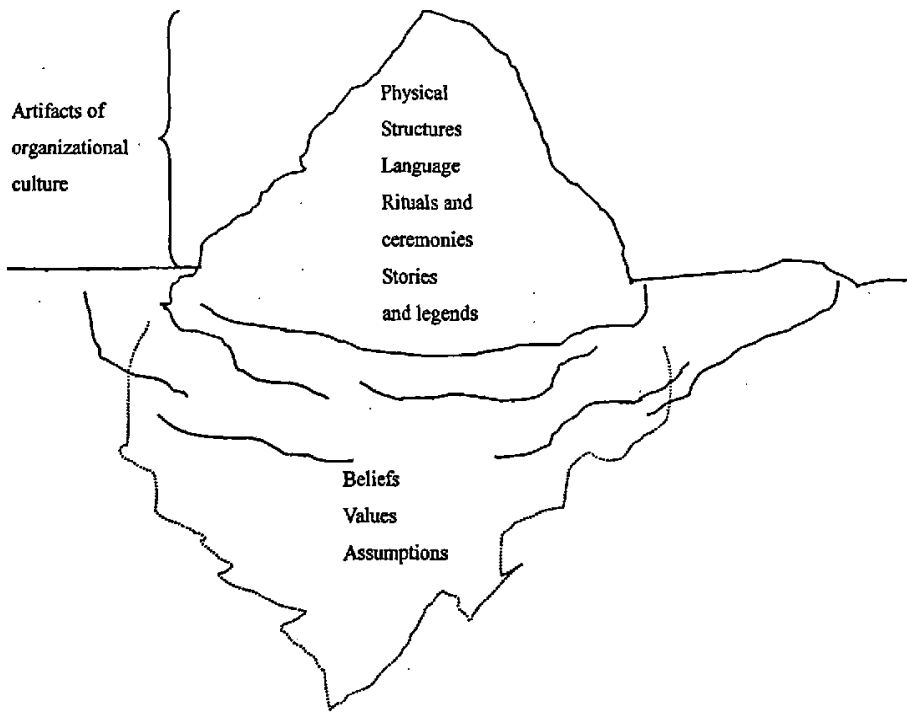


Other researchers such as McShane and Glinow (2003, p. 448) also study elements of organizational culture based on several levels and they call visible and superficial elements as artifacts of organizational culture in general including physical structures, language rituals and ceremonies, stories and legends. They draw an iceberg (Figure3.7), and put these artifacts above the sea while beliefs, values and assumptions under the sea. Similar to Hellriegel, et al., they regard assumptions as the deepest part and they further illustrate that assumptions are the shared mental models, the broad worldviews or theories in use that people rely on to guide their perceptions and behaviors. Although they do not further classify beliefs, values and assumptions, They distinguish them by saying “because people are aware of them, an organizations cultural beliefs and values are somewhat easier to decipher than are assumptions” (McShane & Glinow, 2003, p. 448).

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<sup>5</sup> Sources: Adapted from Cummings, T.G, and Worley, C. G. Organization Development and Change, 6th ed. Cincinnati: South-Western, 1997.

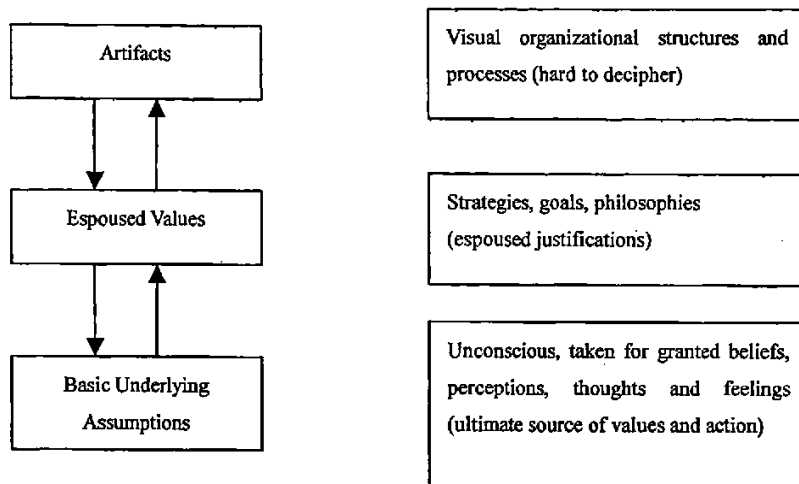
Figure3.7 Organizational culture



Both views regard “assumptions” as the deepest level, different from beliefs or values, and people are usually unaware or unconscious about their “assumptions”. Edgar Schein’s view of levels of organizational culture makes a distinct differentiation between beliefs, values and assumptions.

Organizational culture is classified clearly into three levels by Schein (1992) as indicated in Figure3.8 (1) Artifacts at the surface. They can be easily discerned, yet are hard to understand. (2) Espoused Values. They are beneath artifacts including conscious strategies, goals and philosophies. (3) Basic Assumptions. They are the core, or essence of culture and difficult to discern because they exist at an unconscious level. Yet they provide the key to understanding why things happen the way they do. The basic assumptions form around deeper dimensions of human existence such as the nature of humans, human relations and activity, reality and truth.

Figure 3.8 Three levels of organizational culture



Schein clearly presents the boundary and relation between the three levels, with detailed illustrations. These terms can find equivalent ones in Zhong Lijia's study. She indicates that the espoused theory is "emerged in a book *Theory in practice: Increasing professional effectiveness*" (Argyris and Schon, 1974, as cited in Zhong, 2006). And it is defined as "the words we use to convey what we do or what we would like others to think we do" and redefined by Anderson (2004) as "the world view and values implied by their behavior or the maps they use to take action" (Zhong, 2006). Unlike espoused theories that develop through conscious and intentional thought, theories-in-use develop through acculturation. Espoused theories might change but these changes will not necessarily lead to changes in behavior. The key to change is to identify and assess the theories-in-use (Osterman & Figler, 2004). In organizational cultural studies, it is also argued by McShane & Glinow (2003, p. 449) that we can't determine an organization's cultural values just by asking people about them. Values are socially desirable, so what people say they value (called espoused values) may differ from what they truly value (enacted values)". Here enacted value can be seen as another form of assumptions. And theory-in-use cited by Zhong Lijia can be seen as another expression of assumptions.

Assumptions embody essential values which really enact espouse beliefs or behaviors, while the later is perceivable but unstable and vulnerable to changes. Although the former is hard to track for it is unconscious and invulnerable to changes,

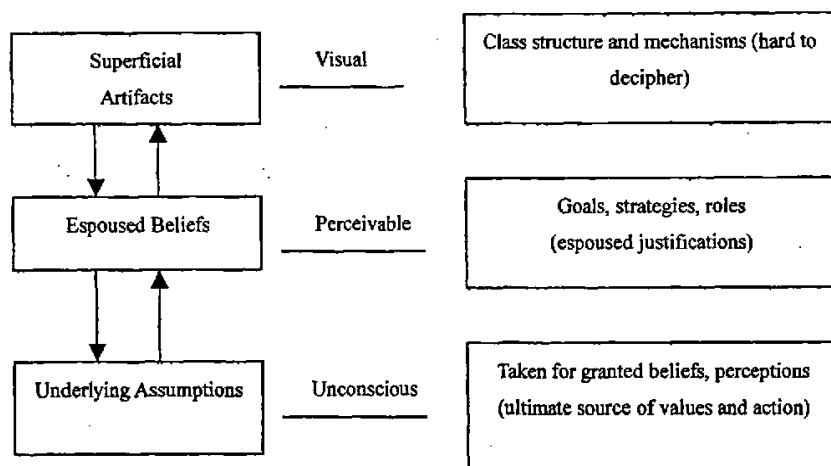
but it is stable and firmly implanted in concepts. Thus it is of great significance to explore because it supports and helps understand the second and the first level, and all the other external phenomena in organizational culture.

Zhong Lijia (2006) in her study points out that in the field of general education, the teacher's belief can be regarded as espoused theory, and sometimes teacher's beliefs in approaches are not necessarily the best way as we thought. So in order to attain a meaningful change, reflective practice is designed to facilitate the identification, examination and modification of the theory-in-use that shapes behavior. That is to say, her purpose to borrow the "espoused theory" is to find an effective way to keep consistency between espoused theory and theory-in-use. However, different from her, our purpose of the analysis of three levels, especially the difference between espoused values and assumptions, is to explore something behind these measures adopted by an English teacher by uncovering the teacher's teaching beliefs and assumptions.

### **3.5 Three Levels of Organizational Culture in an English Class**

After a comparison in the above presentations, Schein's model is comparatively clear and convincing, and helps us put order to organizational culture elements, we decide to adopt Schein's model as a fundamental framework. And taking the characteristics of English teaching into consideration, we generate a model suitable for educational setting. The model (Figure 3.9) is thus simplified and some terms are replaced by some conventional terms in educational studies:

Figure3.9 Three levels of organizational culture in English teaching



As the figure presents, the organizational culture in English class can be revealed through three levels: (1) The first level consists of superficial artifacts including class structure and mechanisms. They are visual but hard to decipher. (2) The middle level, espoused beliefs are implied by beliefs in goals and strategies of teaching, classroom management and learning, and also in roles of English teachers and students. They can be perceived as espoused justifications which are vulnerable to changes. (3) The deepest level composes of underlying assumptions referring to beliefs, perceptions of the world, life or human which are taken for granted. They are unconscious but are ultimate source of values or actions, and invulnerable to changes.

To sum, we have had a full-size study into the theory OC related to the present study, from basic concepts such as definitions of OC and its relationships with structure, elements and mechanisms of structure to management process, that is, from the static to the dynamic. Again, we further explore the levels of OC from the superficial to the underlying. According to the theoretical foundation, we harbor some hypothesizes of English teaching from the perspective of organizational culture that it is a teacher's assumptions that function decisively to direct his teaching beliefs, and these beliefs further direct their teaching and classroom managing.

However, one point should be confirmed that we do not intend to borrow any conventional teaching strategies, beliefs, or assumptions as authority, or advocate which

way of teaching or managing is good or not, or to search for the “best” way to teach. Our intention is borrowing the perspective of organizational culture to present the teaching and managing process, reveal the relation between the process, teaching beliefs and teachers’ assumptions, and try to account for the influence of English teaching on students’ English learning.

### **3.6 Influences of Organizational Culture**

The influences of OC are a difficult issue to the present study, because we have not got a standard scale to evaluate influences of OC in an organization just as many companies do in business world. The evaluation issues in business world or other non-educational fields mainly concentrate on the financial outcomes or organizational achievements, such as MacDonald’s evaluation on the annual profit after the reform of organizational culture, or Disney’s researching and analyzing the needs of employees to implant “Disney etiquettes” and its special culture that “You Create Happiness” (Y. J. Wang, 2005, p. 104). And different targets would be chosen to study influences organizational culture, and the scales and measurements are nearly all designed for particular purpose in particular settings, for example, the scale for cultural influence on leadership, cultural reform, influences of OC on employees’ performance etc. But the present study does not intend to study OC or its influences. OC is only taken as a perspective to probe into the process of teaching and learning, so what we want to know is in effect how English teaching influences English learning. Therefore, it is improper to copy those evaluation tools.

In English teaching, traditionally, students’ learning outcomes in examinations are usually taken as targets of evaluation and feedback of teaching effects. In the present study, English teaching and learning process is seen based on a theoretical foundation of organizational culture. So students’ scores in standard examinations can be regarded one manifestation of the influences of OC on students’ English proficiency.

However, we have achieved a consensus with Mr. X and Y’s humanistic view that English teaching is not only to improve students’ English proficiency but also to help



them grow. Admittedly, growth is a big word with vague meaning, so we decide to present it from two descriptive aspects: students' classroom performance and students' learning experiences. We tend to compare how students grow in different learning environments and see how different ways of English teaching influence students.

Hellriegel et al. (2001, pp. 528-529) tries to identify potential relationships between organizational culture and performance. He summarizes four key ideas on the effects of OC on employees' behavior and performance. First, knowing the culture of an organization allows employees to understand both the firm's history and current approach, and this knowledge provides guidance about expected behaviors for the future. Second, organizational culture can foster commitment to corporate philosophy and values. This commitment generates shared feelings of working toward common goals. Third, organizational culture serves as a control mechanism to channel behaviors toward desired behaviors and away from undesired ones. Fourth, certain types of OC may be related directly to greater effectiveness and productivity than others.

According to MaShane and Glinow (2003, p. 455), the organization culture has been proved to affect individual performance because (1) corporate culture is a deeply embedded form of social control that influences employee decisions and behavior. (2) corporation culture is the social glue that bonds people together and makes them feel part of the organizational experience. (3) corporate culture assists the sense-making process during which, individuals may communicate more efficiently and reach higher levels of cooperation with each other because they share common mental models of reality.

In the present study, we decide to study the influences of OC on students' behaviors and performance from the following aspects: (1) Students' commitment to class. This is to study how students devote to classroom learning. (2) Students' belongingness to class. This is to study to which extent students feel a part of the class. (3) Students' consensus in mentality. This is to study how students agree with the beliefs or values of the class.

In addition, OC in the case, through its norms and features, has impact on students' learning experiences. Since it is an empirical study rather than an experimental study, no prepared teaching objectives are set for a deductive analysis, so we are to adopt an

anthropological method to reveal the influence of OC on students' learning experiences from which we may see how many students perform desired behaviors or undesired behaviors, and the effectiveness of their performance.

To sum, we are to reveal the influence of OC on students from three aspects: first, students' learning outcomes in exams; second, students' classroom performance; third, students' learning experiences.

## **Chapter Four METHODOLOGICAL ISSUES**

### **4.1 Introduction**

Without great help and support of Professor XXX and Professor YYY, this research could not have entered a crucial stage of field work.

The present study is a case study through a comparative study in combination of a qualitative part and a quantitative part, to research how English teaching and classroom management influence English learning, and what is behind the process.

### **4.2 Research Questions**

The study is not designed to provide manageable teaching methods or develop any theory of English teaching methodology. Nor do we intend to make a judgment on which way is good or not. Instead, we aim at revealing the process of English teaching and classroom management in the case, in order to trace influential factors underlying.

The hypothesis of the present study is that the assumptions of English teachers help shape their espoused beliefs which are implanted in English teaching and classroom management and further influence students' learning. We try to prove the hypothesis and draw readers' attention to the significance of teachers' assumptions and beliefs, and the importance of management in English teaching. Hopefully, the findings may offer a new perspective to understand the process of English teaching and learning. And the hypothesis is put generally into the following question form:

- (1) How does an English teacher's assumptions shape his teaching beliefs which further guide his teaching and classroom management?
- (2) What are the influences of an English teacher's teaching and classroom management on students' English learning?

## 4.3 Methodology

### 4.3.1. Participants

Subjects of the study were divided into two categories. The first was a total of 63 the senior English majors who took the course of *Advanced English* in Qianjiang College, HZNU from 2005 to 2006, among whom 31 students were from Class034 taught by Mr. Y, and 32 from Class035 taught by Mr. X; and the two teachers themselves fell into the other category.

### 4.3.2 Instruments

Three instruments were used in the present study.

First was the standard examination. To points should be noticed. First, the exam paper in the first term designed by another two teachers focusing on students' English proficiency was taken as a pre-test. And the paper in the second paper designed by three teachers including Mr. X and Mr. Y was taken as a post-test. Second, according to the evaluation criteria, the total score of each student at the end of a term contains daily performance (15%), middle exam score (55%) and the final exam score of paper test (25%), so we excluded the first two parts and took the final exam score of paper test as the target to avoid the teacher's subjectivity in evaluating students' daily performance.

The second instrument was software *SPSS12.5* and *Excel2003* which were used to analyze the students' learning outcomes, classroom performance and learning experiences.

The third was interview with two teachers. Informal interviews including face-to-face and phone interviews have been frequently going on with Mr. X and Y. And they were all noted down in detail. The schedule of four formal interviews is presented as follows:

First interview (October, 2006): focusing on basic information of the course and their teaching processes.

Second interview (December, 2006): focusing on their espoused teaching beliefs in learning goals, strategies, and roles of teachers and students.

Third interview (January, 2007): focusing on contingencies and solutions.

Fourth interview (March, 2007): focusing on their life experiences, professional life, and outlook of life and world.

#### 4.4 Data collection

During data collection, Mr. X and Mr. Y supported the research by providing their teaching journals and students learning outcome packages, and participated in the interviews. And the Literature Department of Qianjiang College offered their help by offering learning outcomes of examinations. Data for this study collected during the second term are as shown in Table4.1.

##### 1. Basic information

Table4.1 Basic information of the course and two classes

| Class | Course           | Learning materials                   | Time     | Teaching targets | Teams | Teaching approaches             | Evaluation systems    |
|-------|------------------|--------------------------------------|----------|------------------|-------|---------------------------------|-----------------------|
| 034   | Advanced English | Selections of western originals      | 16 weeks | 31               | 0     | Communicative language teaching | Formative and Grading |
| 035   | Advanced English | "Philosophy of Self" edited by Mr. X | 16 weeks | 32               | 5     | Community language teaching     | Formative and Grading |

##### 2. Total data collected and samples

Table4.2 Data for the present study

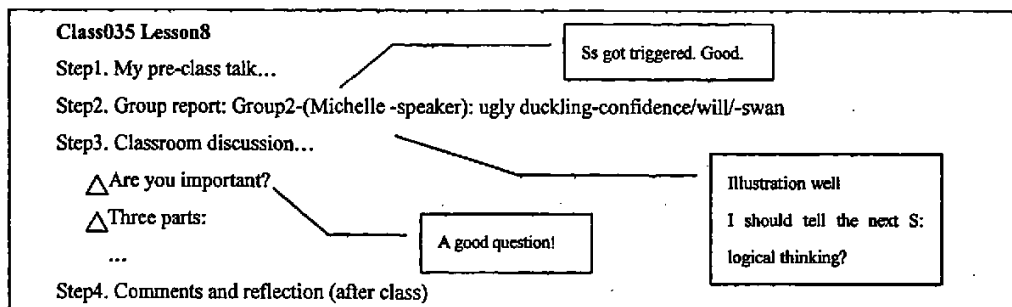
| Class | Teaching journals | Graduate's observations | Students' recordings | Team reports | Monthly team reports | Personal reflections | Team reflections | Interviews of teachers | Learning outcomes <sup>6</sup> |
|-------|-------------------|-------------------------|----------------------|--------------|----------------------|----------------------|------------------|------------------------|--------------------------------|
| 034   | 0                 | 1                       | 0                    | 0            | 0                    | 31                   | 0                | 4                      | 2                              |
| 035   | 13                | 5                       | 10                   | 10           | 5                    | 32                   | 5                | 4                      | 2                              |

Because Mr. Y has just shifted his attention from mere language to both language to teaching methodology and he is eager to learn more about his teaching, he asked students to write term reflections at the end of term for the first time in his teaching career. Thus we only got students' term reflections from him. While M. X has triggered a series of reflective practice for 6 years, so abundant data were collected in the students' learning outcome packages. The following are typical examples of the data collected. (Edited to fit our present purpose) To fully reveal the effect of teaching, we

<sup>6</sup> Students' learning outcomes in examinations will be revealed in Chapter six when conducting a quantitative study.

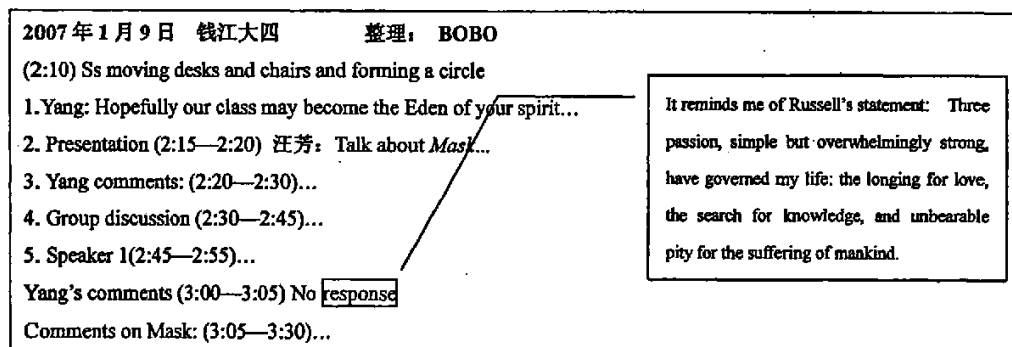
try to select among all the teams as a sample of data rather than only among the excellent teams.

#### E.g.4.1 A teaching journal in Class035



The above teaching journal is done every time during the class activity including class, date, steps and also the teacher's thoughts, comments and reflection in sidenotes. Because 75% of time in class is taken by students, so time is saved for him to write the observational journal while keeping a vigilant eye any managerial problem or contingency worth his response or intervention.

#### E.g. 4.2 A graduate's observation journal in Class035



The above is the observational journal done by a graduate of Mr. X in class including basic information, steps, and comments of Mr. X. Time duration of each step is noted down in particular for a later reflection and analysis of the teaching and managing process together with Mr. X.

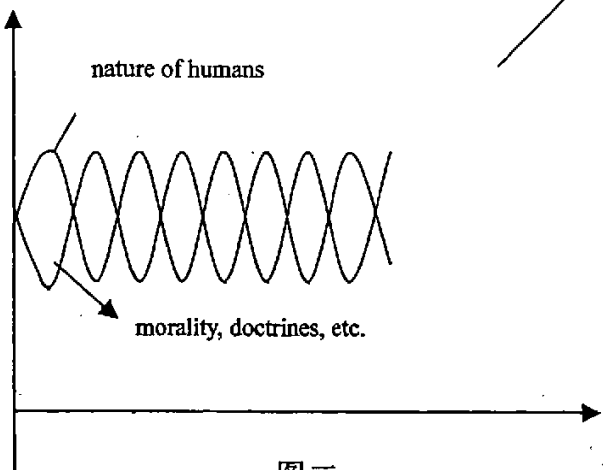
### E.g.4.3 A group's recording in Class035

**Record of Group1's presentation**

**Recorder:** Group 3      **Members:** Fu Yic, Ren Lihua, Wang Fang...      **Date:** Nov.21, 2007

**Topic:** the theory of Nietzsche

**Step1. Presentation:** Group1



图二

I was quite surprised to see these pictures, for I had thought a lot about this piece of Nietzsche's work and found it hard to present his idea in the form of diagrams. At the first sight of them, I was not yet to get the possible power of them. But the class actually made much out of it and the students got very heated discussion on them. And the following comments from the students were really beyond my expectation.

**Step2. Group discussion:**

周颖: I....nature of humans and morality...

潘吉: I'd like to related the three diagrams to self...

**Step3. Teacher's comments:**

全晓敏: There are two questions on the blackboard, please discuss them based on the three diagrams.

Q1: What do you think the theory of Nietzsche and how to apply in our daily life.

Q2: What's the nature of humans?

The above is the observational journal recorded by a Recording group in class and reconstructed after class. The content of notes is an observational journal of the process of classroom teaching and learning including title, theme of the lesson, date, steps, and recorders. The Reporting group often adopts pictures to illustrate their ideas and the Recording group also makes great efforts to draw them out in the word file.

### E.g.4.4 A team report in Class035.

**Group 6      October 11**

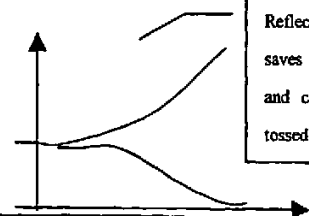
**Lesson:** Ugly Duckling

I. me and I element

II. the frame of reference and self-ideal

...why we are unhappy and slip down to the bottom. Then we creep out and continue

...



The above is a team report done by the reporting group, which is reorganized in a

word file by the Reporting group after class. They retell the team report in class based on their group discussion and reflection.

#### E.g.4.5 A team monthly report in Class035

|  |   |  |
|--|---|--|
| <b>Monthly Report</b><br>Group members:<br>周颖、肖盈盈、谢银平<br>林小燕、陈圆圆   | It is encouraging to see these ladies refusing to be defeated in their job-hunting. They have managed to be strong. | She is a girl with a story in the class, which is unforgettable. It is an enlightening experience. |
| <p>For the 2<sup>nd</sup> Unit, we've been further into the <i>Philosophy of Self</i> from the conception of self—identification or say identity of I-element, me-element, i-element, and self-image—</p> <p>Within the course, what did move me a lot is the true experiences of the presentation speakers...Jane Eyre, the Old Man and the Sea, and the Ugly Duckling...China is so large a country of 1.3 billion people, and how can I make a man myself?... Xiao Yingying is Xiao Yingying, and she is finally lucky enough to feel deeper of the stories; true or not, the blood stream is babbling, the cells are rejuvenating.</p> <p>...</p> <p>We must set up our own standards just as Nietzsche did. Don't be so care about what others said to us... in job-hunting...But the reality is cruel and we have lots of difficulties to find a suitable job in school...</p> |   |  |

The above is a monthly team report of students in Class035, assigned to reflect on their English learning every month.

#### E.g. 4.6 A student's personal reflection in Class035

|  |
|--|
| <p style="text-align: center;"><b>Personal Reflection</b></p> <p>Class 0305 江敏奇</p> <p>The comprehensive English given by Mr Yang was extremely different from that before. It played an important role in my senior student's life.</p> <p>"the significance of self" had a great appeal to me. I seldom, even never had a thought of identifying myself, like who I am, what I want to do etc...</p> <p>I begin to listen to my inner voice...</p> <p>2007-01-23 18:49:56 发件人: jiangminqi@126.com</p> <p>老师,我想和你说的是谢谢,当你第一次表扬我的时候真的给了不小的信心。大学里,感觉自己真的什么都没做成,也从来没得到过老师的表扬,大学里,你是第一个,也是最后一个表扬我的。大四,我的观念真的发生很大的变化,我的自我也在你的课堂中发掘并逐渐提升。老师,真的谢谢你,希望老师身体健康!</p> |
|--|

The above is a student's personal reflection at the end of this term. Term reflections are always a must and a major part in the teacher's evaluation system. No rules to the form or content of the personal reflection but the truth in their inner voice are required. Many students will send a private email to the teacher with their reflections. The teacher will email back to any one who writes to him immediately. Personal communication is very often between the teacher and his students on Internet.



#### E.g. 4.7 A team reflection in Class035

| Group 5's reflection  |  |
|---|--|
| ...how time flies...  |  |
| ...we have put so much energy, love, or dislike sometimes, to be frank. For a whole semester we five persons have been a complete organization..... |  |
| Zhu Hongbo is the leader of our group... creative ...   |  |
| Wei le: She is very hard-work ...a very patient girl... Well done, Cherry.  |  |
| Yao Huiyan: she is a quiet, beautiful and careful girl....very smart....She can be a good leader.   |  |
| ...   |  |
| In Mr. Yang's class, it is very important for us to build up a team work spirit...  |  |
| Through Mr. Yang's class in this semester, we have gained a lot in logical thinking, calmness, analyzing in Philosophy on Self.                     |  |
| To sum up...this progress is gained by our hard efforts and Mr. Yang's guidance, we thank Mr. Yang very much. Thank you!                            |  |
| 组员: 汪佳晶 谢雪林 朱红波 姚慧妍 魏乐  |  |

The above is team reflection at the end of this term based on their discussion and reflection on the whole term's learning experiences and achievements. This is the last prescribed and formal interact in teaching and learning. It is sent to the teacher who will learn more about his teaching from students' eyes as well as learn every one of them. And this is also a chance for students to express their feelings to their teacher.

Of all the above-listed samples, graduate's observation journals, notes taken by the Recording team, reports done by Reporting team and team monthly reports have to be sent to the teacher who would then give comments in boxes and correct some mistakes when necessary and then send it back to the team and the public email box.

The following samples are personal reflections of students in Class034 at the end of this term. Among 31 reflections, we classify those data and reorganize them according to the positive, neutral and negative views, as the representatives of all the class to have a full-size illustration. Most of the reflections are in Chinese with one entry in English.

#### E.g. 4.8 Students' personal term reflections in Clas034

##### A. To his professional competence

您的课就是“扣词”，一个不起眼的小词能套出一连串东西来，确实需要不薄的语言功底。几乎每篇文章，老师都会从文字上去分析一下，挺随性，一不小心就在某个点上花费太多的时间，诗歌竟然也可以用图形！对老师画得图形感到云里雾里的，不知所云，思维跳跃太快。“好深奥啊！”“好高深啊！”

##### B. To his teaching methods

轻松的课堂气氛，不羁的提问方式，幽默的言行举止，不压抑不专制。我们可以有我们自己的观点。有一种被释放的感觉；而且老师喜欢提一些简单的问题让我们回答，Every time he showed us a totally new interpretation of the text; 您有自己独特的教学方式，您戏称说“抢占高山法”，虽然每次上课，您都做了充足的准备，有固定的思路，但我觉得您上课还是因为“灵感”，从而常不能按计划上完准备的内容。

##### C. To his beliefs

这一学期的高英课，让我重新体会到了“Who am I”，一种思想，对人生，对价值观的探讨。杨老师常

提到“尊重”二字；您常说的一句话“自己很重要哦！”

D. To his personality

3、对杨老师本人，我非常敬佩他对学问的执着，他常说自己最近“一直”在思考“一个”问题。

让我们知道了一些做人的道理。您很幽默。

E. Comprehensive comments:

I have learned a lot from him. “一日为师，终生为父”心情有点复杂，说实话，我并没有在上你的课上得到些什么启发；“上外博士”的来头，心里总觉得十分高不可攀，

#### E.g. 4.9 An interview with the two teachers

3<sup>rd</sup> Interview Date: Jan.10, 2007 Place: Canteen Mr. X/Mr. Y/I

Topic: teaching beliefs, contingencies and solutions

I: Do you believe in...

X: Absolutely. But...logic, wording...I think...

Y: I don't quite agree because...

This is a sample interview with the teacher including date, place, people, topic and conversations. Interviews are between the two teachers and the writer of the study. The two teachers have a close relation with each other, and they often stay together exchanging their ideas and discussing matters in their classes and personal lives. They are honest and keen to English education, and they are very generous and open-minded. The interviews with them are fruitful and beneficial.

#### 4.5 Data analysis

We adopt a qualitative method and a quantitative method to analyze data collected

In a qualitative study, we classified the data according to time and space, and analyzed them based on the framework of organizational culture management, the three levels of OC, present and compare the process of teaching and classroom management in Class034 and Class035 including the construction of classroom structures, the implementation of teaching mechanisms, and the management of organizational culture. Also we analyze the levels of organizational culture in two classes including the teaching and management process, espoused teaching beliefs and teachers' assumptions. During the process, some of students' response was revealed to indicate the different influence they got. We found that teaching and classroom management were closely related to students' learning; and the teachers' teaching and classroom management

were guided by their beliefs, which rooted in their assumptions.

In a following quantitative study we evaluated the influence of the teachers' teaching and classroom management on students' English learning, *SPSS12.5* and *Excel2003* were adopted to compare students' learning outcomes in the pre-test and the post-test. Then students' personal reflections were classified in terms of their commitment to class, belongingness to class and consensus in mentality, and they were evaluated in three dimensions: low, average and high. Students' classroom performance and reflections were classified and analyzed to trace stages of students' learning experiences that marked their progress in learning. We got statistic support to the findings in the qualitative study.

Finally, a comprehensive analysis summed the findings in the qualitative and quantitative study and achieved conclusions with some implications as followed.

## **Chapter Five RESULTS AND DISCUSSIONS OF A QUALITATIVE STUDY**

In this chapter, a qualitative study is going to analyze the two classes in light of the theoretical foundation. We adopt a descriptive way to reveal the management of OC in the two English classes. Based on a comparative analysis on practical teaching and managing of the two learning organizations, the three levels of OC are respectively illustrated. And then students' classroom performances are classified and tracks of learning experiences are traced in respective class. Although the two classes present a sharp contrast in many ways, one thing in common is that three levels of OC in respective class have inner consistence.

### **5.1 The Management of Organizational Culture in the Two Classes**

This part is going to present how organizational culture in two classes emerges, and how to maintain it.

#### **5.1.1 The emergence of OC in the two classes**

The emergence of OC in two classes is found to be developing along the common track from top management to implementation with landmarks indicating the progress of the process. But they differ in the extent of progress they have achieved in each phase. Just as Table5.1 shows, the two classes share some similarities and have differences in top management, implementation methods, results and culture emerged.

Table5.1 The emergence process of OC in the two classes

Notes. S\* = Similarities D\* = Differences

| Class |     | Top management                          | Implementation   | Results                 | Culture emergence |
|-------|-----|---|--|-------------------------|-------------------|
| S*    |     | Learner-centered                        | Respect students' voice  | Self-awareness fostered | Emerge            |
| D*    | 034 | A simple structure<br>Single mechanism  | Language-Author-Self<br>"Mountain Top Occupation" <sup>7</sup> | Alienation              | Slow and weak     |
|       | 035 | Team-based structure<br>Four mechanisms | Language-Self-Others<br>"Mountain Foot Burning" <sup>8</sup>   | Uniformity              | Quick and strong  |

# 1. Top management of OC in the two classes

## (1) Structures

The two classes are both learner-centered, but they have different structures (Figure5.1)

Class034 constructs a simple structure with a two-hierarchy relation between the teacher and all students while Class035 builds a team-based structure with three-hierarchy relation between the teacher, team leaders and team members. Obviously Class034 is lower in departmentalization than Class035.

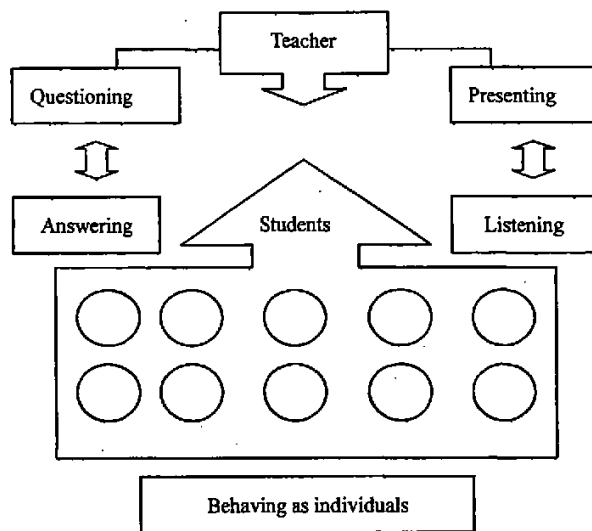
A classroom, as a learning organization, is in a traditionally simple arrangement, different from a school, a company, or an institute. The two classes are both in flat structures with wide span of control. Comparatively speaking, Class035 with a three-hierarchy structure is taller than Class034 with a two-hierarchy structure and the former has narrower span of control than the latter.

<sup>7</sup> Mountain Top Occupation is a metaphor to describe the way Mr. Y adopts to motivate students which roots in his teaching belief: Education through Enjoyment (see 5.2.2)

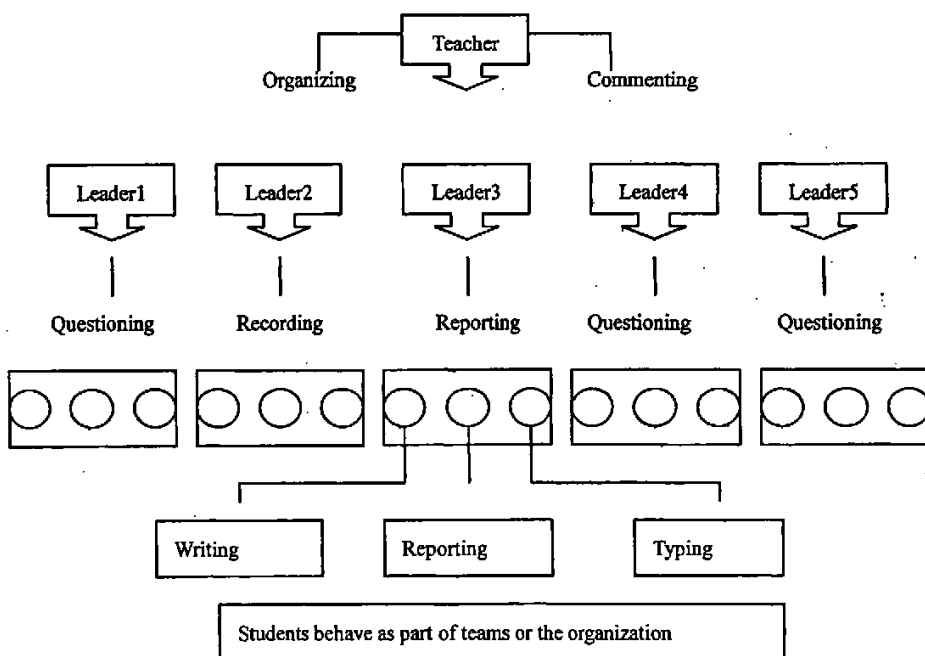
<sup>8</sup> Mountain Foot Burning is a metaphor to describe the way Mr. X adopts to motivate students which roots in his teaching belief: Education through Misery (see 5.2.2)

Figure 5.1 Structures of the two classes

A simple structure in Class034



A team-based structure in Class035



With only two hierarchies in a simple structure, Class034 is working with individuals who are sitting in a *T type*<sup>9</sup> and are supposed to preview lessons, participate

<sup>9</sup> T type and O type refer to two forms of the classroom arrangement which has been mentioned in Chapter one 1.1

in class activity. That is to say all 31 students need to behave individually and respond randomly to the single teacher who is the only one to control the class. While in Class035 teaching and learning process is a task-based in a team-based structure. Students conventionally move the desk to form a circle and sit in *O type* each time before having class. 32 students are divided into 5 teams according to a survey<sup>10</sup>. (Appendix5.1) Each team is of 6 or 7 students with one leader<sup>11</sup> designated. Tasks are divided into several functions<sup>12</sup>: reporting, recording, questioning, and they are assigned by the teacher to different teams. Teams as the second hierarchy need to take responsibility for their members who also have to fulfill their obligation as part of a team. Therefore, centralization in Class035 is higher than that in Class034.

As for the behaviors in classroom, Class034 has no much prescribed rules but basic attendance, sometimes even less attendance is acceptable by the teacher. No classroom working rules but teacher's asking and students' answering, nor homework but a term reflection at the end of term. In contrast, Class035 has many rules in teamwork, classroom activity, and output of learning. Therefore, the classroom structures (Figure5.1) differ in span of control, centralization, formalization and departmentalization, as compared in the following Table5.2:

Table5.2 A comparison of structures in the two classes

| Class | Type of Structure   | Departmentalization | Span of Control | Centralization | Formalization |
|-------|---------------------|---------------------|-----------------|----------------|---------------|
| 034   | Simple (flatter)    | Lower               | Wider           | Lower          | Lower         |
| 035   | Team-based (Taller) | Higher              | Narrower        | Higher         | Higher        |

## (2) Mechanisms

Based on their respective structure, the two classes constructed different coordinating mechanisms. As Class034 takes a simple structure, its mechanisms are simple and its functioning weak while Class035 with a team-based structure are more complicated and strong in coordinating mechanisms.

In Class035, all the three mechanisms, informal communication, formal hierarchy,

<sup>10</sup> The survey consists of two dimensions: goal orientation and EQ which are taken from Organizational Behavior, and redesigned by the teacher. It was done to group students of different goal orientation and EQ in one group.

<sup>11</sup> Leaders nominated are those who have showed higher learning goal orientation and higher EQ.

<sup>12</sup> Function is a term used in commercial organizations referring to the department in charge of different business.

and standardization are interactively functioned. For each unit, through formal coordination, the teacher, as the top leader sets goals, assigns tasks to teams with certain instructions. Each team has its own responsibility and takes turns to do one job, and they get equal opportunities to experience different situations. In class performance, the teacher directs and organizes while teams behave according to the convention. And the teacher will evaluate on their performance with comments or grading. Formal hierarchy also exists in teams when the team leader further assigns work among members. But mostly within teams or among students is informal communication. As members of one team, they share information on tasks mutually, after achieving consensus they synchronize work activities, and exchange learning experiences; they discuss, debate or even quarrel on controversial problems. Not only are their classroom performance pattern basically conventionalized, but their work outcomes such as team reports, notes, and reflections have to be put in prescribed forms, as shown in the samples presented early in data collected. And the teacher always gives comments as feedback and sends them back to the public email box for sharing. That is the standardization coordinating mechanism. One point must be pointed out that although there are many prescriptions in Class035, creativity and critical thinking are encouraged, and changes or reforms are not seen as a violation. That is different from many commercial or political organizations. By doing so, some disadvantages of centralization, formalization and standardization are reduced.

But in Class034, things become quite simpler because there is only two hierarchies in the organization, between the teacher and the students. Thus, the formal hierarchy is weakly implemented. Students are supposed to preview the learning material and express their opinions in class. Where there is no response from the students, the teacher will present his own ideas in a logic map on the blackboard. Some questions will be asked to activate students but only function accordingly. However, the informal coordination is rarely conducted among students because it is not required to learn together before or after class. As we all know, most Chinese students do not get used to teamwork if not told or forced. They behave individually typical of Chinese students, although China has been always famous for its so-called collectivism, but many



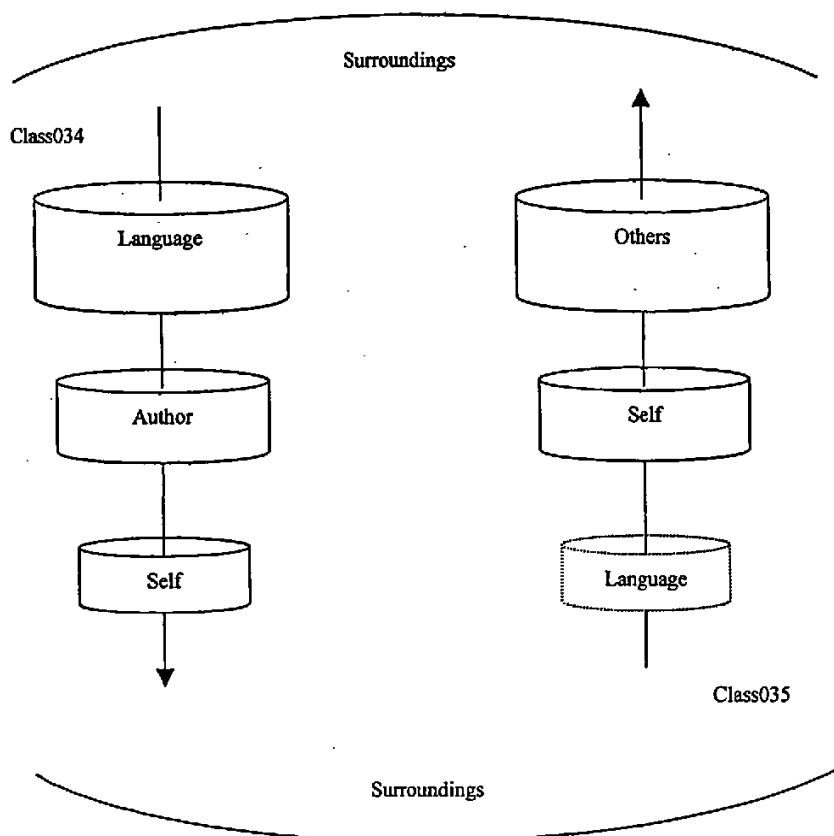
students have no ideas of how to cooperate. Most of the process of teaching and learning is conducted orally in class, with no standardization in class behavior patterns or work outcomes. A term reflection is required at the end of term in paper form.

## 2. Implementation

Admittedly, both of the teachers are devoted to English teaching and show sincere respect to their students. But they differ in teaching methods and thus differ in the implementation of OC management. The difference of implementation is mainly shown from two points: one is different ways of dealing with learning materials, and the other is their ways to motivate students.

(1) Ways of dealing with learning materials along two charts of flow as presented in Figure5.2

Figure5.2 Tracks of dealing with learning materials



Firstly, as shown in the above figures, the two teachers have different focuses and orientation. Both of them start with language in learning materials, but Mr. Y in

Class034 gives great importance to language and uncovers it little by little, gradually probing into the deep meaning in a top-down orientation while Mr. X in Class035 gives the least emphasis to language, penetrating sharply into personal meaning that may be attached. For each lesson, Mr. Y will ask students to appreciate language and find the logic clue of the author's illustration while tasting the intentionally adopted expressions. And then students are asked of the author's ideas and perception of the world revealed from language. According to Mr. Y, students should first grasp the author's original views and ways of conveying feelings or thoughts. First is to learn how *Others* (authors) see the world, and then is how *Self* could see the world. However, Mr. X has quite a different focus. He ranks *Self* as the first in learning and often encourages students to neglect those vague or difficult expressions and to probe into the deep sense of content of the learning material. Personal perception and reflection are given great emphasis and critical thinking of the original meaning is highly spoken of. He rarely focuses on wording but prefers metaphors as they embody ways to perceive the world.

Secondly difference lies in the connotation of *Self* (personal meaning) and *Others* (relevant to *Self*) in English learning. Both of them emphasis on *Self*, but Mr. Y regards personal meaning as generated through independent thinking, and it can be gained after learning to think through the perspective of the author (*Others*). Differently Mr. X understands *Self* in an interactive way, which is generated from stimuli from surroundings (*Others*) including learning peers, the teacher, the learning materials and classroom environment that interact with each other.

So thirdly they are different in practical teaching procedures. Mr. Y mainly asks students to express their own opinions individually, and often does his famous "Words Mining"<sup>13</sup>, revealing the charm of language. But Mr. X guides students' learning based on teams.

Finally we would like draw your attention to the arrows of learning in Figure5.2 The left arrow in Class034 shoots from language and gets to the author The right arrow

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<sup>13</sup> Words Mining is a term to describe Mr. Y's analysis of words in language materials. He is good at explore deep sense through the appreciation and analysis of language sometimes only one simple word. So students' in their reflections call his particular way as "Words Mining". But some students vote for this way and admire him very much while others show they can not follow him.

in Class035 surpasses language that is through the image it conveys and reaches *Self*, individual learners. The left arrow shoots in individual perceptions that have resulted not in real interaction with surroundings but in cognitive appreciation and perception. If mind's talk is regarded as one form of communication, then the communication occurs mainly between individual learners and the author of the learning material. The right arrow connects individuals with *Others*. When the two arrows shoot out into the surroundings, results would be different. The left arrow would be weak since individual learning is usually self-centered and dependent individual thinking, and *Self* in Class034 tend to be in a narrower and narrower orientation for a lack of interactive experience with others. The right arrow would be strong because learning is always interactive with surroundings that are rich in resources and contingencies. *Self* in Class035 tend to be in a wider orientation since it opens himself to *Others* which are a part of social surroundings.

## (2) Ways to motivate students

Both teachers have their own way to motivate students. Mr. Y in Class034 calls his way as "Mountain Top Occupation". He compares his teaching to occupying a mountain top, and students are supposed to follow him. Every time when he has found deep meaning in learning material, he is metaphorically standing on the top of a mountain, drunken in the charm of language and a new way to think about the world. He will be waving a flag and yelling, "Come on! Guys! Let's enjoy the beauty together!" However, he does not realize that from the very beginning, most of the students trapped in a cloudy and foggy forest are not given enough time to adapt themselves to his teaching. Some cannot enjoy the freedom given by the teacher for them to express themselves. And a few students get enlightened or inspired, desirably entering a fairyland or reaching the mountaintop and enjoying the charming views with the teacher. However, those who are dropped into puzzlement and setbacks get alienated from the class and left in depression. To the end of term, they remain in a kind of cloudiness and fogginess. Thus, only a few students may share with the teacher, while most of the students cannot understand others' great joy.

The case is much different in Class035.

Based on a complex and compact structures and mechanisms he adopts a way, metaphorically compared to "Mountain Foot Burning". The Mountain also refers to the charming scenery or a fairyland of personal meaning students are expected to find in learning. However, the teacher does not run ahead of students to the mountaintop, nor wave a small flag to appeal to students' interest, but wave a big fan and set up a voracious fire at the foot of the mountain. He does not attract students by beautiful scenery but burns them with a heat too painful to bear and they have to choose to die or set out on the painstaking but rewarding journey. He likes to assign difficult tasks with no permission of excuses and laziness. Negotiation is permitted but not lavishly. Most of the students are supposed to keep pace with the procession of the organizational learning. New challenges are thrown to them step by step, and creativity is encouraged to surpass students' past. Students are told that in front of them, higher on the top of the mountain there is a fruitful tree or a beautiful scene that can only be got through encountering difficulties. Some would rush while others hesitate. Mr. X holds carrots, which in effect have spurs on the other side, standing by. He praises braves ones with the sweet side of carrots while stinging those lazy ones with the sharp spurs that challenge their self-esteem and ego. As soon as some students get to the top of the mountain, and are about to celebrate their triumph, a warning of potential menace or an appeal of more fruit trees are echoing around their ears to drive them across one mountain to another. Teamwork becomes a must because the mountain seems so high and roads so brambly that without cooperation none of them can survive.

When analyzing students' personal reflections and team reflections, it is found that students in Class034 show different attitudes and feelings in learning. About 34.48% of them really appreciate the charm of language and attain the deep meaning in learning materials while 17.24% reveal their puzzlement with a rest 48.2% have no ideas. But nearly 90.26% students in Class035 behave actively and creatively in class performance. Team presentation is outstanding and creative with abstract charts and insightful illustrations, classroom discussions are more frequently hot and more fluent in expression, critical thinking and logic thinking are improved, and their reflections are quite deep in self-awareness and understanding of the world and life. About 85.43%

students say that they are greatly enlightened in the course, and many of them think their conventional beliefs and outlooks are challenged and shaken and they come to have a deep understanding of life, world and themselves.

In conclusion, cultures with different intensity and characteristics emerge in both learning organizations. Comparatively speaking, the emergence of OC in Class035 is quick and OC is strong while that in Class034 is slow and weak.

#### 5.1.2 The maintaining of OC in the two classes

After the emergence of OC, how to maintain it becomes the most important thing to do. The maintaining of OC is not to be confined to any particular track, but for convenience of the comparison, we are going to refer to Figure3.5 and illustrate the maintaining of OC in the two classes.

##### 1. The implantation of teaching beliefs in the classroom structures and mechanisms.

Admittedly classroom structures and mechanisms must have embodied teachers' beliefs, but the two teachers choose different ways to implant their teaching beliefs. Mr. X in Class035, in the first class of the term, makes his beliefs and rules clear in a tone like Abraham Lincoln (1863) in the *Gettysburg Address*<sup>14</sup>, and he advocates that his class is to let all guys gain a newly birth after great suffering. And he believes every one entering this class might finally find his own fruits in this Eden of spirit. He is like an energetic poet or a spiritual leader who is leading his students over a vast desert with springs of water underneath the rocks waiting for exploration. Much more simply and mildly, Mr. Y in Class034, like a gentle wind and a sweet tulip, unfolds his teaching plan to students, with no much articulation of his teaching beliefs that are regarded as a compulsory force to deprive the freedom of students. Thus students in Mr. X's class often feel energetic and excited while those in Mr. Y's class often feel relaxed and free.

##### 2. The implementation of a socialization process.

Socialization is a process which helps make students as a part of the class so as to increase their commitment, belongingness and consensus in mentality. It may be

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<sup>14</sup> Gettysburg Address is a public speech made by American 16<sup>th</sup> President Abraham Lincoln (1861-1865) in Gettysburg in Nov. 19, 1863 to dedicate the newly established "Soldiers National Cemetery" and his words, "...that government of the people by the people for the people shall not perish from the earth" has becomes immortal through generations. Here it is a metaphor to describe the opening speech of Mr. X in the first class.

conducted through the following measures such as challenging students' former experiences, guiding them to adapt to new learning environment, story telling to validate values, evaluating to improve learning, role modeling to help them learn, and the conventionalization through some ceremonies, rituals or language etc. It should be noticed that these measures are merely something suggestive and teachers may have their own gamut of selections or alternatives. Thus their own conduction should not be confined to the model that we have proposed in Figure 3.5.

(1) Measure one: challenging.

Students' acceptance of teaching beliefs is very crucial for the following implementation, but they tend to hold to their former beliefs, habits and expectations every time facing a new course or new term. To get them quickly into the class, Mr. X often challenges students' experiences and perceptions. In Class035, students are led into a completely new teaching environment, and standardized learning activities are designed with standardized output forms. The tasks assigned to students are much more and more difficult than they have done before. Although they get shocked, they have to take the responsibility. That is like a "Shock therapy"<sup>15</sup> in Psychology. Later when they accomplish their assignments out of their own expectation, they begin to question themselves and the former concepts, expectations and gain new self-evaluation. While in Class034, the teacher does not intend to challenge students' former concepts or habits since they are supposed to be respected, and the teacher does not want to disturb the natural state or achieve any uniformity by forcing students to adapt to his teaching. He often adapts to students rather than manage to let them adapt to him.

(2) Measure two: guiding

Students always need time to adapt to a new learning environment. So the guidance of a teacher is helpful to them not only at the beginning of the term, but also when they come across difficulties. Of course we do not mean anytime when they hesitate or stop, the teacher must offer a hand. The two teachers are different in two aspects in their

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<sup>15</sup> Shock therapy: Any of various treatments for mental disorders, such as major depression or schizophrenia, in which a convulsion or brief coma is induced by administering a drug or passing an electric current through the brain. Sometimes it may describe the seemingly destructive shock that may cause the recovery of somebody from some grief or depression. Here it is a metaphor referring the great burden on students which are supposed to force them abandon their former beliefs and habits of learning.

guidance to students.

The first difference is in the manner of guidance. The teacher in Class034 denies himself the traditional language teaching methods that focus on knowledge transmission and skills training and teaches in his own way with the emphasis not on linguistic points but on extensive reading of original works and appreciation of the materials and logic thinking. Naturally students who have been in traditional class for so many years could not get used to it, and they often get lost in puzzlement and silence. Confronted with this problem, the teacher does not want to do anything to challenge or change students, and his guidance is usually mild and generous. He will raise questions in order to provoke their response and that works quite often. When some questions closer to students' life experiences are intentionally chosen, they are stimulated or intrigued. And the teacher is famous for his "Words Mining" just as we have introduced in 5.1.1. In all, he tries to avoid a compelling or forceful guidance; instead, he takes students' difficulties lightly and offers his guidance in a natural and mild way. It seems that nothing is a problem in his class. Mr. X in Class035 acts differently in his guidance. He seldom offers his hands and usually let students rope in darkness quickly. He often adopts an "wait-and-see" attitude until students encounter problems which they could not overcome by their own collective effort. This will be described in details in the section dealing crisis and solutions.

Another difference lies in the timing of guidance. The teacher in Class034 offers guidance contingently to respond to students' difficulties while that in Class035 has always followed a guidance program in his teaching. In his teaching plan, there is always a shaping period to allow for students' adaptation to his class. He will show them the general procedures of participation in classroom activities, and samples of work outcomes. Most important, he will show them how previous students have done in his previous courses including their classroom performance, discussion in class, teamwork, personal reflection and so on.

### (3) Measure three: role modeling

As for role modeling, two teachers have different understanding. Mr. Y in Class034 usually does role modeling himself by presenting his own perception of the learning

material on the blackboard, especially when students have no ideas or response. This has been also mentioned in his “Mountain Top Occupation” method. Here it is regarded as a teacher’s role modeling by which he hopes students can catch how he has found the inner logic relation among different parts or how he appreciates one word, and uncovered deep meaning behind language forms. However, he has been proved to be too ideal as he confesses himself.

Differently, Mr. X in Class035 adopts two methods of role modeling.

First is his own role modeling. He seldom presents his perceptions of the materials, but he will give hints or suggestions to students about how to present, how to argue, how to criticize, and how to make thoughts logical. He predicts that students, who have been used to traditional class where they behave passively as duck to fed, will lose themselves in his class in the beginning. But he is even more certain that when they are lost in silence, it is not because they have no ideas, but because they don’t know how to analyze problems, how to express their ideas in a proper way or in fluent English, or how to behave in a student-centered class. Mr. X tries to help them get rid of these barricades. He raises questions step by step to provoke them from simple ideas to difficult ones, or ask them to raise questions, and presenting his own illustration is the last means that he has never easily triggered. He prefers letting students commit mistakes or remain silent to giving his seemingly authoritative answers. But when students commit managerial mistakes or encounter emotional problems he then will offer timely a hand.

Second is students’ role modeling. He believes in the power of peers modeling. He is always sensitive to excellent performance by students and takes them as models for all the other students. It turns out that peer models are more powerful than teacher models in his class, which perhaps is closely related with peer pressure and self-esteem.

Social Impact theory<sup>16</sup> may help understand the different effects of role modeling of teachers in two classes. Just as Figure5.3 shows, the presence of the teacher exerts

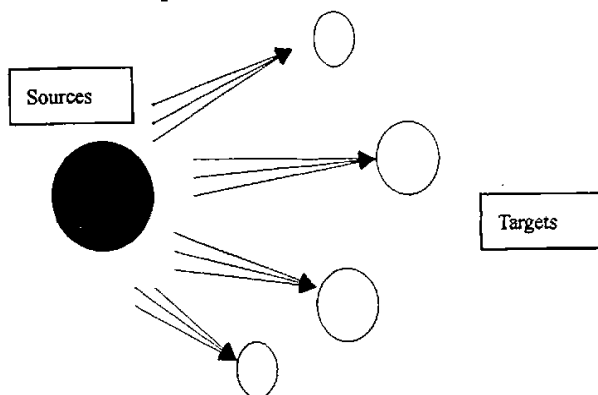
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<sup>16</sup> Social Impact theory is put forward by American Psychological Association (1981) and suggests that the impact of an audience on a target depends on the number of people present (the number of circles or “sources”), the immediacy of the people (the nearness of the circles to the target), and the strength or importance of the people (the size of the circle) (Taylor, et al., 2004, p. 303)



strong power on students. In Class034, students are working on an individual base, and the impact coming from the teacher seems to be targeting on the individuals especially when the class is in silence. Although the teacher does not intend to frighten anyone, his impact is not socially divided but perceived as a strong menace and the power of the impact also comes from the teacher's title as a doctor of Linguistics graduated from SISU<sup>17</sup>. However, in Class035, when the teacher does role modeling, he does not target at individuals but teams, and his impact is socially divided and lessened and students are even looking forward to his presentation which is supposed to be very knowledgeable and insightful.

Figure5.3 Social impact on individuals<sup>18</sup>



#### (4) Measure four: story telling.

Another very interesting and useful way of socialization is telling stories typical of the organization culture and may help students understand its value. Children like stories, and so do college students. Stories such as the Greek Mythology, Bible stories or stories told by Confucius etc, seemingly imaginative or sometimes incredible, but interesting and insightful, shape the conviction of generations of people. In the present study, stories are regarded as a way to help socialize students in English teaching.

Both teachers love life very much and both like telling stories in class, but the content and types of their stories are different and so are the effects.

Mr. Y in Class034 would like to talk about his wife and daughter, two of his beloved

<sup>17</sup> SISU is short for Shanghai International Studies University, a national top university in Shanghai.

<sup>18</sup> Source: Lantane (1981) p.344. Copyright 1981 by the American Psychological Association. Adapted by permission.

ones. The theme of his stories mainly focuses on life attitudes or perception of life and the world. Some life episodes about his daughter, simple with truth and beauty, often affect students and provoke their love for nature and life. He likes sharing his life attitudes or perceptions of life with his students. In addition, he often tells students about his own stories e.g. about a problem he is pondering about recently. These self-talk stories usually lead students to the appreciation of life, and students will learn a way of thinking and learn more about their teacher as a common human being, and the interpersonal distance is reduced between them.

Mr. X in Class035 also has a daughter but most stories about his daughter are on how she has conquered difficulties, and about his sternness to her with the intention to bring up his beloved daughter as an independent and determined girl. Most of time, the teacher would like to tell stories about the learning organization he is always trying to found. Having spent nearly six years of practicing and studying in this kind of teaching, he has experienced a lot and many a story are stored in his memory. He tells his own stories about the difficulties he has ever encountered some of which are unimaginable, stories about previous team members' suffering in the development, and later spells of rewarding and harvest after struggling, stories about heroic members who have made great contributions to the organization, or have made great achievements in learning and in life, and also about unforgettable contingencies and solutions resulting from the determination and team spirit. And students are encouraged a lot every time when they are listening to these stories.

These stories all carry beliefs of the story tellers and help students achieve mental consensus on the values of the culture in their classes.

#### (5) Measure five: evaluating.

Anyone will not hate being praised or rewarded and neither will the students. Rewarding is a confirmation of efforts or achievements and it is something of psychological need. In English teaching, evaluation system is very important to motivate students and offer feedback for their future learning.

In Class034, Mr. Y does not evaluate students until the end of the term, and his criteria include three parts: students' daily performance (30%), mid-examination score

(15%), and final-examination score (55%) as required by the department. The daily performance is graded based on his impression of students' participation, appreciation ability of language, critical thinking. He asks students to write term reflections but does not take them as criteria for evaluation. But he seldom evaluates students in daily teaching, and he neither praises nor punishes students but more often takes on an attitude of mutual respect and kindness. In students' reflections, no one word is concerned with the praise or punishment from him.

Mr. X in Class035 adopts a process-orientated evaluation system combining a formative evaluation and a grading evaluation. He has to take the two examination scores into consideration, but as for the daily performance, he has a wide range of criteria including students' classroom performance (10%), personal reflection (10%), and team reflection (10%). He emphasizes more on students' personal growth rather than language proficiency. In daily teaching, he comments on students' performance and homework. He praises much more often than scolds or criticizes because he regards rewarding to some students is the best way to encourage the ones who have performed excellently and to criticize those who are lagging behind. But whenever he thinks students are strong enough, he will "punish" them severely sometimes even hurt their feelings or self-esteem intentionally out of his professional sensitiveness and judgment. Some students express in reflections that the praise gained from their great efforts cheers them so much and remains unforgettable. Some who have been criticized show even more gratitude to the teacher's intentional baffling or criticism and feel a sense of growth.

#### (6) Measure six: conventionalization

As we know, culture itself is a conventionalized patterns or beliefs, and to maintain OC, the conventionalization turns out to be an important step to strengthen the nature and characteristics of it. In this sense the above measures need to be conventionalized to socialize organizational members. Apart from a persistent implementation of the above measures, conventionalization can be realized through certain rituals, ceremonies, or languages typical in the organization that are also regarded as ways to keep strong culture.

Although conventionally ceremonies and rituals are planned, “certain managerial or employee activities can become rituals that are interpreted as part of the organizational culture” (Hellriegel et al., 2001, p. 519). In English classroom teaching, we may regard conventional behavior patterns or activities as rituals or ceremonies, carrying elements of the organizational culture in the class.

Rituals are the “programmed routines of daily organizational life” “such as how visitors are greeted, how often senior executives visit subordinates...” (Mcshane & Glinow, 2003, p. 453). Thus in a classroom rituals may include conventionalized daily meeting routines such as how the teacher and students greet each other, how they communicate and so on. In Class034, students enter the class expecting nothing special to happen and they greet each other as they do in other classes. And they seat themselves randomly and wait for the class to begin. And the teacher greets them in the same way and then begins his class. In Clas035, every time when the students enter the class, the first thing to do is to move the desks and chairs to form a circle, like making preparation for a round-table meeting. The teacher’s seat is set ready for him while he is busy checking the procedure of the coming lesson. Each team selects the position they prefer for convenience of the coming classroom performance, e.g. the reporting group will sit near the blackboard. Students exchange opinions or feelings about their preparation and coming performance, and some will consult with the teacher on uncertain information. It is like a prelude of a magnificent performance. Then it is followed by a performance flow.

And ceremonies are more formal than rituals that refer to “planned activities conducted specifically for the benefit of an audience such as publicly rewarding (or punishing) employees, or celebrating the launch of a new product or a newly won contract” (Mcshane & Glinow, 2003, p. 453). In Clas034, there are no conventionalized activities that can be regarded as ceremonies. But in Class035, some activities are conventionalized, e.g. in the first class and the last class in each term he will conduct planned activities. In the first class a questionnaire is a must to divide the class into groups. When group division is done they need to move and sit together on the spot. And then and some strange questions which students have never thought about or

expected are thrown to them. Then it is followed by a heated discussion which often leads to a face-to-face and heart-to-heart communication. In the final class each term, lessons or routine performance are replaced by a collective reflection on the whole term’s learning. Students are encouraged to express their reflective opinions and their attention is sometimes drawn on contingencies that have occurred in the whole term. It is like a graduation ceremony. Thus in Class034 the first and the last class become conventionalized ceremonies.

As for conventionalized language of an organization, it is said, “the language of the workplace speaks volumes about the company’s culture” such as “how employees address co-workers, express anger, how leaders use phrases or metaphors to symbolize the company’s culture” (Mcshane & Glinow, 2003, p. 453). It is not difficult to find certain languages both the teacher and students use which have been conventionalized. In Class034, the language the teacher most often uses are “What can you see in this word?” when doing “Words mining” that is itself a conventionalized term; “Remember you yourself are the most important!” when guiding students appreciating the material. And the metaphor “Mountain Top Occupation” can be regarded as one of conventionalized terms to describe his teaching method. In Class035, the language that used is closely related to the concept of *Self*. Initially it is because of the original purpose of this course. The textbook edited by the teacher himself and entitled by *Philosophy of Self* is centered on *Self*. It can be revealed by the content of the book in Table5.3.

Table5.3 Contents of *Philosophy of Self*

|  |
|--|
| Part One The Significance of self            |
| Unit One Development of the self             |
| 1. The search for significant selfhood       |
| 2. C. Bronte: Jane Eyre’s orphanage...       |
| Unit Two: Self-evaluation and self-ideal     |
| Part Two: Authenticity and Becoming          |
| Unit One: Frame of reference                 |
| Unit Two The search for significant selfhood |
| F. Nietzsche: Self-Overcoming...             |

Thus, the many of vocabulary, phrases or metaphors used in the class are

conventionalized such as “self-identity”, “self-image”, “self-evaluation”, “self and others”, “I-element”, “Me-element”, and so on. Both the teacher and his students adopt language from the learning materials naturally when illustrating some points. Another group of language is concerning learning or life experiences such as “suffering”, “misery”, “will power”, “team spirit”, “conquer”, “life and death” etc. These conventionalized language reflect students, uneven experiences in this class (*Students’ reflections*, 2006).

In all, the conventionalization helps strengthen culture in an organization, and distinguishes one organization from the other.

### 3. Crisis and solutions

Admittedly, the management process is not always as smooth as expected, unexpected contingencies often occur during the management of the learning organization and the implementation of organizational learning.

The teacher may intentionally implement and manage the process to socialize students in the class. But contingencies occur unexpectedly, or unpredictably, so teachers need to take wise attitudes and solutions to them. Keep sensitive to crisis or contingencies during teaching and classroom management and be wisely responsive to them with appropriate measures, and it may fill the gap between students’ perception and the teacher’s expectation, and turn the diverging distraction to a right orientation.

The teachers in the two classed are different in sensitivity to crisis or contingencies and they have different reactions.

In Class034 some crisis or conflicts are not perceived as problems worthy of attention or handling. So Mr. Y keeps insensitive to distractions of students in learning. He confessed in the interview that in the middle of the term, he found nearly half of his students showed less attendance to his class, and even those who were attending revealed lessened interest or energy. He began to realize there must be something wrong with his teaching. After talking with his students and consulting Mr. X, he found that the materials chosen, to most ordinary students, were either too difficult or too far away from students’ life. So he decided to change the materials from difficult ones into easy ones, from strange ones to familiar ones, e.g. from American prose and poems to

Children's tales such as Andersen's *The Ugly Duckling*. This kind of material seems to be childish but embodies truth and beauty of life and also implies profound philosophy while taking simple language and plots. And questions closer to students' life were raised promptly in class. It turned out to be very effective. More students returned to the class and participated more actively in the second half term. Many students reflected on *The Ugly Duckling* that had given them a lot inspiration and provoked a lot of personal meaning. His reflection over the crisis and decision to change took place in the middle of the term. It should have been earlier if he had been sensitive enough.

In Class035, the teacher seldom intervenes in class activity even when students come across difficulties. He does only when he judges those difficulties as unconquerable ones. Instead of saving student from silence or embarrassment by prompt intervention, he sometimes intentionally lets the mistakes or conflicts continue until they function as expected. He keeps alert with a sharp eye to spot valuable contingencies.

Crisis occurs more often than in Class034. When crisis emerges he quickly makes a decision and responds accordingly. In the early years of his teaching, he had got upset about crisis, but gradually he comes to realize that crisis is in effect of great value and it is often diagnostic and inspiring. With proper attitudes or measures, crisis can be turned to be benign and beneficial. Two contingencies are cited as examples, one is called "Intentional misleading", and the other is "Huang Xiaojiao event".

One day the teacher was invited as a guest and participant when *DNA* team was going to have a group discussion on the learning material entitled by *Self-evaluation and self-idea*". There discussion was hottest among all they had ever conducted, partially due to the teacher's presence. The regarded it as awarding and did the presentation in class. However, when they finished the presentation, their teacher did not give praise as expected, but asked them to do the presentation again after a deeper reflection on their "achievement". They got puzzled, embarrassed even irritated because their teacher had taken part in their discussion and thus should have pointed out then and there. With resentment and doubt, they had to reexamine their work and happily they found something wrong with their perception of the definition of "self-evaluation".

And then they presented their perceptions and modifications again which won the teacher's praise. What was more, they were held up, for the whole class, as a model of winners who stood up from where they got trapped. The teacher clarified his intention to let the mistake remained.

The contingency and the teacher's solution to it have taken influence on students that could be revealed from their reflections. They came to realized that "he wanted to give us an education of failure, to practice our ability of accepting failure", "the failure offers a very deep lesson to us, it gives a warning: Don't think the question carelessly", and after they reflected upon the mistake they made and redid their presentation, they gladly felt that "our group members became more powerful. From then on, our group realized that we should absorb every member's advice and make the presentation related with the lessons that we have learned", and also "team spirit, cooperation, utter devotion, and the spirit of learning from each other", etc. (*Group DNA's reflection*, 2007) Later when the reflection was sent to his graduate, he got these comments that "for students in the process of growth especially modern students in peace time, the experience of failure or say a sense of failure is of great necessity just like military exercises in peace time are also necessary and important which will prepare them for possible wars some day in the future.-- XX-07.1.28" (*Graduate's reflection*, 2007)

It the above example could only reflect that wise solutions to a crisis may influence the party in the crisis, then the next crisis "Huang Xiaojiao event" comes to be the most typical and valuable one which has got an unexpected impact on the whole team, but also the rest of the class and the teacher himself.

One day, it was Huang Xiaojiao's team to do report in class. No one went up to the front until Huang Xiaojiao went up directly to the front, without any hesitation. However, instead beginning her presentation, she said in a clear and firm tone, "Our team can not understand the material..." Then it was silence that buried the class while she stood there in silence. The teacher recalled, "She stepped onto the platform and stood there in silence. This was entirely out of my expectation. Silent, she stood there, in tears, first with her face toward her classmates, then with her back toward them, and finally faced around again. She was in tears. Yet I could not help admiring her for her



sense of responsibility and her great courage. Later, a low wave of controversial noise stirred up among the seated students..." (*Teaching journal*, 2006). Instead of giving a desired apology to Huang Xiaojiao, the teacher reminded the students of their duty to show respect to the speaker, and the whole class sank into a respectful silence. Some of the students even came up to Xiaojiao giving her a piece of paper to wipe off her tears. What were the teacher's attitudes and response then? "As time seemed to go in a very slow way and weighed heavily over our heart, I was all the more determined to let her stand throughout the required period of ten minutes..." (*Teaching journal*, 2006). Two days later, when Mr. X talked about the event with students of the notes-taking group, and asked about their thoughts at the moment, they said that it was really something cruel to treat her that way, and they had wondered how the teacher could be as relentless as that until Mr. X made a passionate speech to the students. When the required ten minutes speech was gone and Xiaojiao returned to her seat. Mr. X made the following comments, "Xiaojiao is one of your team members, one of your classmates, and when she was suffering a great anguish there, what were you doing? Do you think you should have offered your hands?" This dropped students in silence again. Later in the last class of this term students were again called on to reflect on the contingency. They came to see the contingency in another light, regarding suffering as a way to gain inner growth. When asked, "What are your feelings or reflections now of Xiaojiao's tears and silence?" a heated discussion was stirred up. Some students admired Xiaojiao's courage, some regretted about his own "selfishness", some admired Xiaojiao's stroke of luck to experience such a miserable but rewarding suffering, and others reflected on life and the attitudes they should adopt in the future (*Graduate's observation*, 2006). Xiaojiao herself also made a self-reflection. Everyone is learning from the crisis. This crisis becomes a melting pot of historical importance and is told and retold by Mr. X to his new students or graduates and will be taken as a treasure inherited in the organization

All the above measures adopted by two teachers have exercised great influence on students' learning experiences. And the OC is maintained to different extents in two classes. Of course the emergence or maintaining process will be different in different classes, and we do not attempt to offer an authoritative model but to compare the

different effects caused by different measures or processes. However, our further intention is to study the cause of their different decisions in English teaching and management of classes. Thus according to the hypothesis we have proposed, a further study is still needed to penetrate into the levels of OC itself and see if it is really assumptions or beliefs that lead to the whole process and results.

## **5.2 Three Levels of OC in the Two Classes**

As we have presented, the two classes differ in classroom structures, implementation mechanisms, the process of emergence of OC, the measures of maintaining OC and the influence on students' behaviors and concepts. All these belong to superficial artifacts of OC in these two learning organizations. We need to summarize the common characteristics of this level focusing on the teacher's teaching and management since the next two levels are both from the perspective of teachers.

### **5.2.1 Superficial artifacts in the two classes**

By recalling so many differences, we find that Mr. Y in Class034 is inclined to adopt a natural way or attitude in English teaching and management. He tries to avoid complicated classroom structure, or complex and prescriptive mechanisms; he does not force anyone to accept his way or ideas in language teaching but only share with students about charm of language and various ways of perceiving the world and life; he provokes students' self-awareness through language, the author and his own perception of life in a person-to-person dialogue; his implementation in classroom management is thus without so many intentional prescriptions but a spell enjoyed together. And on a whole his students' behaviors and attitudes are consistent with his teaching methods and the management process. They fall into three groups, some positive, some negative and the rest neutral. Also the organizational culture in his class is weak and natural.

In Class035, situations are in a sharp contrast. From the very beginning, the teacher decides to create a certain atmosphere, which is a certain culture as he later calls it. With strong beliefs he begins to implement his "wild" teaching plan from the first class in this term. He organizes his class based on teams and a dynamic interaction is always

going on among all parties. The class takes on three hierarchies that make it possible to implement teaching and management in various forms, intensity and functions. Students are challenged, stirred, provoked during unforgettable learning experiences with ups and downs that have become part of their life with some new concepts implanted in mind. Their performances as well as concepts are greatly changed and many personal habits are conquered or turned from negative to positive. More skills in interpersonal communications are acquired. A strong organizational culture emerges and develops in this class.

Then what can account for these differences? Let us turn to the deeper level of OC: espoused teaching beliefs in two classes.

### 5.2.2 Espoused beliefs in the two classes

Those differences in superficial artifacts of OC are visible but hard to decipher. Therefore, we need to probe further into the second level, teaching beliefs espoused by two teachers that are perceivable. Since the values or philosophies of an organization mainly come from the beliefs or values of its top leaders especially its founder, we take as the espoused beliefs teaching beliefs of teachers. According to the data collected, we find some similarities as well as differences in teachers' beliefs in learning goals, views of learning, roles of teachers and students and education as presented in Table5.3.

Table5.4 Teachers' beliefs in the two classes

Note. S\* = Similarities; D\* = Differences; T\* = Teacher; Ss\* = Students

| Class | Goals              | Views of learning                             | Roles of T* & Ss*   | English Education             |
|-------|--------------------|---|---|-------------------------------|
| S*    | Learn to grow      | Learner-centered<br>Personal meaning attached | T: friends<br>Ss: friends                                   | Whole-person process          |
| D*    | 034 Learn to think | Respect to others                             | T: English teacher; sharer,<br>Ss: sharers                  | "Education through Enjoyment" |
|       | 035 Learn to grow  | Grow with others                              | T: educator; liberator, organizer<br>Ss: fighters; creators | "Education through Misery"    |

First, beliefs in goals of English teaching

Both of the teachers regard students' personal growth as an ultimate goal of English teaching. But Mr. Y in Class034 holds that learning to grow is too far away to reach, and he aims at help students learn to think. Language is articulation of thought and may

help think. Learning through reading originals and appreciation and reflection may help students acquire a way of thinking, thinking about language, the author, the author's outlook to life, and personal meaning of students themselves. Differently, Mr. X in Class035 believes growth can be realized in daily language teaching through experiencing and should be implicitly and explicitly targeted. Although growth is concerns a lot of factors, an English teacher can bear it in mind and endeavor to teach and manage the class in a whole-person growth orientation.

#### Second, beliefs in views of learning

Both of them vote for learner-centered class and stresses personal meaning in English learning. But they have some differences. Mr. Y regards that learning is alienated from life. Learning is to enter a world the author perceives and learn to think in his way through the appreciation and analysis of his language, and dig personal sense. Learning needs to show a respect to *Others* and keep *Self* independently.

Differently, Mr. X in Class035 holds that learning is life or part of life that can be perceived and reconstructed in learning process and in turn facilitates learning. Learning is not meaningful without personal reflection and combination with personal life experiences. Learning cannot be effective without interaction with others, and self-awareness can only be improved in an environment allowing for the interaction of ideas, perceptions and values. Learning needs *Self* to grow with *Others*.

#### Third, beliefs in roles of an English teacher and students of English

Mr. Y regards himself as a sharer with students who are equal with English teachers. He thinks students should not be forced to accept his own ideas. Everybody attending the class is an independent individual and come to share ideas with each other. Each of them has their own idea and judgment. So when students have no ideas, he will not intentionally direct them to a desired answer. Even silence is preferred to a total consensus in thoughts. Alienation in class is seen as natural, so is the relation of an English teacher and his students.

While Mr. X believes a teacher should take a compound role in teaching. Primarily, he regards himself as liberator of this course who can guide students to a promising orientation. He should be an organizer or leader on a whole and set up a learning

organization and manage it. And all the other roles are needed in such an organization, for example, an audience to watch students' performance, a facilitator when they meet difficulties, a controller when the class is in disorder, a fire fighter when crisis occurs, a critics when students finish their performance, a consoler when students get hurt, an encourager when students lose confidence, a match when students drain their inspiration. And students in his class should be actors and actress when performing, co-workers of each other when working in teams, competitors when learning to surpass others as well as themselves, fighters when debating or arguing, reflector when finishing their job. In a word, an English teacher and his students gain their identity in the process of teaching and learning interactively.

Last but not the least, according to the interview with two teachers, we later find the teacher of Class034 regards himself as an ordinary English teacher and his task is mainly teaching English while the teacher in Class035 takes the role of an educator, not only an English teacher but also an educator in life especially when students are in trouble on their way of life.

Fourth, we are going to talk about their beliefs in education.

Both teachers believe in education is a whole-person process. But they have a sharp contrast in connotation of education and ways to realize the whole-person process.

Mr. Y understands education in a narrow sense as something too general for any single teacher to accomplish its ultimate goal, and he as an English teacher has no ability to "do Education" but "do English teaching". Whereas, Mr. X understands education in a broad sense that every one of teachers can try his own limited ability to make contributions to education, and gradually even an ordinary teacher may "do Education" while through English teaching. Furthermore, we find they have different understandings of higher education or even education. Mr. Y holds that higher education should be open that individuals may choose to learn instead of being told to learn. And they have rights and ability to choose what they want to learn and the teacher should not or need not put too many restrictions on them and these intentional chains are useless or powerless since individuals have their judgment. Education is to set people free. But Mr. X holds different understandings. He thinks that although

individuals' rights need to be respected, they still need instruction and guidance because they are young and inexperienced in perceptions and outlooks of life and the world. It's the teacher's responsibility and the obligation of education to help students grow. Their real freedom comes from receiving education.

As for the realization of education, metaphorically, we call M. Y's beliefs here as "Education through Enjoyment", and M. X's as "Education through Misery". So they two are in totally different orientations.

In Class034, Mr. Y, as a leader, though he is not willing to take this role, affects his students with his beliefs that life is a journey of enjoyment and learning is to enjoy with the writer in his perception of life and world, and then enjoy ourselves through our own eyes. Thus he expressed his willingness to share learning with students in his class at the beginning of the term. Without any intentional division of students, he creates for students' a relaxing and free learning environment. No complex rules are prescribed in teaching and learning since they will cause misery or unhappiness. And he wags a flag to invite or call on students to climb instead of ordering them to follow him. Thus his management of class is consistent with his beliefs.

In Class035, the teacher gets students informed of his teaching beliefs that life is a journey of tribulation and conquest, and triumph and a newly birth must be obtained through suffering and struggling. Learning experience full of ups and downs is very valuable to life and growth since it may strengthen learners' wills. Also he sets a lot of rules about his teaching and his targets because he believes students must live in a relatively authentic social environment that is living with real personal interaction. Rules are to keep his beliefs strong and pervaded the teaching and learning process since he believes it may be of great help to students while learning in such an environment. So, when some students intend to retreat he will set fire to the mountain foot and burn their backs to force them to climb as the instrument to the mountain of life. During the suffering journey, he too emphasizes the praise or rewarding to encourage students. And when students have achieved a lot, beliefs are strengthened not only among students but also in the teacher himself.

To sum, according to the analysis artifacts and espoused beliefs, we find there is a

close relation between the two parties. Teaching beliefs direct classroom structure construction, mechanisms implementation and management. And teachers' beliefs influence students' behaviors and beliefs through these artifacts of classroom culture. Further we ask why both teachers diverge so much in beliefs? To answer this question, we need to do a further study on their underlying assumptions that are supposed as original roots of espoused beliefs.

### 5.2.3 Assumptions and its relations to the first two levels

As we know, a person's assumptions are not born with him, nor come into shape in a short period of time. Instead, they are accumulated during years of living in the world.

To learn more about them, we then have had another interview with the two teachers, and have got valuable information about their life experiences, personalities, and professional life. Those questions concerning to personal privacy are eliminated deliberately, and the rest greatly help us penetrate into their assumptions which they themselves did not realize as they confessed.

Mr. Y was born in 1970s, and educated from late 1980s to 1990s, a time in peace witnessing the rising and thriving in economics, political systems, integrated power of our nation. Life is getting better and better, the future is getting brighter and brighter. He has been growing in a free and positive atmosphere and enjoying the fruits of the Reform and Open policy up to 21<sup>st</sup> century an epoch of internationalization and globalization. And also it is a time of rational thinking. Mr. X was born in 1950s, an age of turbulence after the liberation of our nation, and educated from early 1970s to 1980s, a period of ups and downs. He witnessed and experienced the early struggle of the newly born country, the turbulence of the Cultural Revolution, the restoration from the abyss of retreat and the great liberation of open and reform. So he fully understands the meaning of 21<sup>st</sup> century to our nation. That is not only an epoch of harvest but also a great time of opportunities and challenges. People have never enjoyed so much freedom and opportunities and all these are no means easily gained without struggle through several generations. And also Mr. X himself has undergone unimaginative sufferings and he has conquered them and gained a newly birth with his

great determination and beliefs. In a word, it is a time of experiencing. Time is so limited and life is so short to him so he is liable to revolutionary attitudes to life while Mr. Y does not see necessity to compete with time and denies himself competition which may destroy the beauty of nature.

Therefore, Mr. Y is somewhat liable to rationalism, taking natural and easy to go outlooks of the world and life, while Mr. X is fighting against the social environment. Mr. Y, somehow with a tendency to empiricism, appreciates the nature and peace out of an instinct love for life while Mr. X appreciates the happiness after suffering and struggling. Mr. Y worships the origin of nature and world and tries to keep it with no willingness to disturb it while Mr. X worships the new sense of the nature and world after people reconstruction and creation. Mr. Y enjoys the freedom of individual appreciation of life while Mr. X firmly believes the power of *System theory* and that of cooperation between *Self* and *Others*. Mr. Y assumes life is so in its origin while Mr. Y assumes life is so after reconstruction. The world in Mr. Y's eyes is full of peace and beauty since he himself was born and lives in peace and beauty while Mr. X regard world is born with contradiction and chaos that need people's reconstruction.

Their personalities are greatly influenced by their life experiences. Mr. Y is a young man with a pleasant personality, easy-going with relaxed attitudes of life. He perceives everything that seems suffering in a pleasing way. He does not worry or feel upset about many things that are depriving people's happiness and freedom such as money, promotion, burden of children, and so on. He neglects them or regards them as unavoidable elements that make life natural in its real sense. He has no intention to conquer or defeat life since they are reasonable and respectable for its existence. Mr. X is much different. Of course he is also kind, easy-going, and open-minded. But he is like a fighter of life, expecting life drives him into the abyss of death, and then his inner power can be provoked stimulated. He likes challenges from others, as well as challenging life itself. He is mid-aged and weather-beaten but he never bows to life with a firm belief that Phoenix can fly out of ashes after being burned.

They have different understandings of Man. M. Y assumes Man are born free and equal. Students are free individuals, enjoying the same equality with their teacher, and



he is not willing to get them accept his opinions or the required knowledge. In addition, Man are sensible. Students are sensible too and they not only have rights but also capacity to choose, judge or make decisions. Thus teachers should and can not interrupt or disturb the balance between equal individuals, namely between students and him. However, in M. X's assumptions, Man are equal but not free as soon as they were born in this real world and they need a liberation of inner being. Students are weak in inner being so they need help, guide, even suffering to awaken their inner power. So the teacher takes the responsibility to help them liberate themselves and grasp the freedom that is deprived by the surrounding. Thus we may better understand why Mr. Y believes that English learning is individual activity and a teacher should not impose any personal ideas on his students, and he votes against the way to set an organization and created a forcing atmosphere to impel students to accept the teacher's beliefs. Thus he tries to avoid too many restrictions and created a relaxed as well as democratic atmosphere where students may express their own ideas freely. While Mr. X believes students need to be managed and it is necessary to set up an organization to knit the class as an effective whole. Students should have teamwork, and thus opportunities for their personal and mental contact could be exploited. Students need conquer the weakness or shortcomings of their personalities, and the timidity or bigotry of their inner being need to be challenged.

As for their different attitudes to language of learning materials, it needs to resort to their professional life. Mr. Y is a young doctor graduated from Shanghai Institute of Foreign Language Studies (SISU), majoring in Linguistics. Mr. X is a mid-aged master graduated from the same university, majoring in Literature. Now they happen to work as colleagues in the School of Foreign Languages and teach English majors. Thus, Mr. Y is sensitive to form of language while Mr. X is sensitive to life in language, although they both stress on the inner sense of language. Very often when facing one piece of literature work, Mr. Y is first caught by its language features, and logic in language use, and during the appreciation of language adopted by the writer, he stands a little far and see how the writer see his world and arrange it in a logic way through wording. Further, he connects writer's life with his language, and tries to

figure out why he expresses his thought or depicts the world in this way. And also, he connects his findings with his own life and thought. With profound reading experience accumulated, he easily recalls other writers' works and views and reflects on the similarity and difference between those works and the present piece. Of course, similarly, he begins with language and then moves on to meaning and to life. Different from him, Mr. X directly penetrates into meaning behind language forms, and uncovers the thoughts and outlooks of world and life in the stories intentionally chosen. Then he connects it with his own life and thoughts. He likes comparing, commenting and judging. Similarly, with profound reading, his memories of other people's works also quickly floods into his mind and are reckoned together with the present one. The language is only regarded as form of thoughts, and it is the inner being that Mr. X focuses the most. Those expressions, wordings that cannot stimulate his personal meaning or reflections are thrown away as "rubbish".

So the two teachers have different life experiences, personalities, outlooks of human natures, and professional life experiences. We have no enough theoretical support to study the cause-effect relation among these aspects, but all these really provide inspiration to understanding of the espoused beliefs and artifacts of organizational culture in the two classes. Up to now, we believe dear readers may better understand why the two teachers adopt such different ways of teaching, with different classroom structure construction, different implementation mechanisms, and different beliefs in goals, strategies, and roles of the teacher and students.

Findings are summarized here;

The three levels of organizational culture are closely related. The assumptions of teachers resulting from their life experiences, personalities, and professional life unconsciously decide or direct their espoused beliefs, while the beliefs or values are directing their behaviors in teaching and classroom managing. Thus the artifacts including classroom structures construction, implementation mechanisms are all influenced by their teaching beliefs. And with the changes of their perceptions or visions, their teaching and management will change. In return, the artifacts which are perceivable and difficult to decipher reveal their beliefs or values which can be further

tracked to penetrate their assumptions and thus understandable.

## Chapter Six RESULTS AND DISCUSSION OF A QUANTITATIVE STUDY

The major findings show that the two classes are much different three levels of OC through a qualitative study. In this chapter, we turn to a quantitative analysis of the influence of different teaching on students' learning outcomes, classroom performance, and learning experiences and to find statistical support to the qualitative study. We compare students' learning outcomes, classroom performance, and learning experiences, all of which may be regarded as manifestations of influence of teaching and classroom management on students' learning.

### 6.1 Influences of OC on Students' Learning Outcomes

We compare students' scores in the pre-test and post-test, and have a further comparative analysis of the subjective part and objective part in the paper in the post-test. Certain trends are found.

#### 6.1.1 Final examination scores in two terms

Table6.1 Mean and S.D. of the final exam scores in 1<sup>st</sup> term

| Group     | N  | Mean  | S. D  | Std. Error Mean |
|-----------|----|-------|-------|-----------------|
| Class 034 | 31 | 76.65 | 7.342 | 1.319           |
| Class 035 | 32 | 67.70 | 7.977 | 1.410           |

Note. M = Mean; S.D. = Standard Deviation

Table6.2 Independent samples test of the final exam scores in 1<sup>st</sup> term

|                             | Levene's Test For<br>Equality of Variances |      | t-test for Equality of Means |        |                 |                 |
|-----------------------------|--|------|------------------------------|--------|-----------------|-----------------|
|                             | F  | Sig. | T                            | df     | Sig. (2-tailed) | Mean Difference |
| Equal variances assumed     | .088                                       | .768 | 4.626                        | 61     | .000            | 8.942           |
| Equal variances not assumed |  |      | 4.632                        | 60.844 | .000            | 8.942           |

As Table 6.1 shows, the mean of final scores in Class034 ( $M = 76.65$ ), is 9.05

points higher than those in Class035 ( $M = 67.70$ ). The S.D of final scores in Class034 ( $S.D. = 7.342$ ) is lower than those in Class035 ( $S.D. = 7.977$ ). As shown in Table6.2, the final exam scores in t-test are quite statistically significant ( $P = .000 < .01$ ).

Table6.3 Mean and S.D. of the final exam scores in 2<sup>nd</sup> term

| Group     | N  | Mean  | S. D  | Std. Error Mean |
|-----------|----|-------|-------|-----------------|
| Class 034 | 31 | 71.26 | 8.843 | 1.588           |
| Class 035 | 32 | 72.84 | 5.316 | .940            |

Note. M = Mean; S.D. = Standard Deviation

Table6.4 Independent samples test of the final exam scores in 2<sup>nd</sup> term

|                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|
|                             | F                                       | Sig. | T                            | df     | Sig. (2-tailed) | Mean Difference |
| Equal variances assumed     | 13.216                                  | .001 | -.866                        | 61     | .390            | -1.586          |
| Equal variances not assumed |   |      | -.859                        | 48.887 | .394            | -1.586          |

As Table 6.3 shows, the mean of the final exam scores in Class034 ( $M = 71.26$ ) is 0.58 points lower than those in Class035 ( $M = 72.84$ ). The SD of the final exam scores in Class034 ( $S.D. = 8.843$ ) is higher than that in Class035 ( $S.D. = 5.316$ ). And as shown in Table 6.4, the final exam scores in t-test are not significantly significant ( $P = .390 > .05$ ).

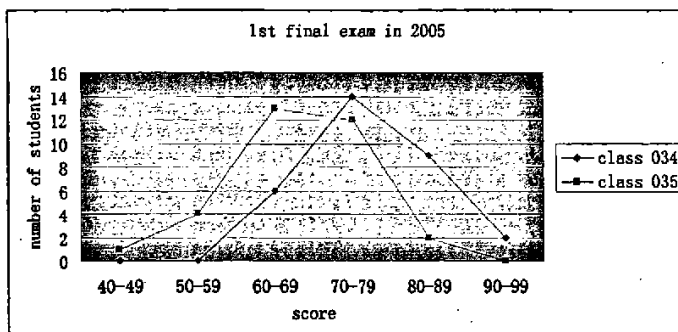
In addition, the mean of final exam scores in Class034 in 2<sup>nd</sup> term has reduced compared to 1<sup>st</sup> term while that in Class035 has increased. And the S.D in Class034 has increased a lot while that in Class035 has decreased greatly. We adopt *Excel2003* to have a further study of the difference in the distribution of students' scores.

Table6.5 Differences in the distribution of final exam scores in 1<sup>st</sup> term

| Scores | No. of Ss. in Class 034 | No. of Ss. in Class 035 |
|--------|-------------------------|-------------------------|
| 40-49  | 0                       | 1                       |
| 50-59  | 0                       | 4                       |
| 60-69  | 6                       | 13                      |
| 70-79  | 14                      | 12                      |
| 80-89  | 9                       | 2                       |
| 90-99  | 2                       | 0                       |
| Total  | 31                      | 32                      |

Note. No. = Number; Ss. = Students

Chart6.1 Differences in the distribution of final exam scores in 1<sup>st</sup> term



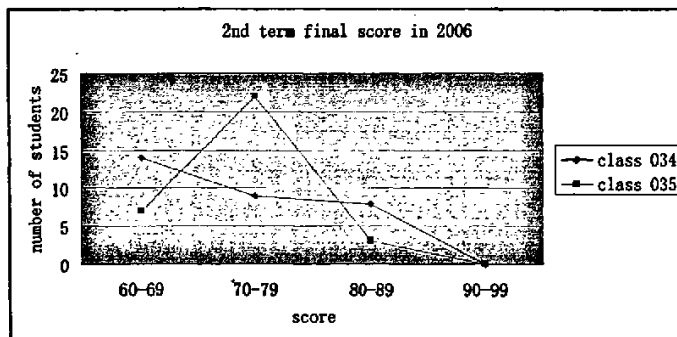
When dividing the scores into three ranges: Underdeveloped ( $S < 59$ ); Average ( $60 < S < 79$ ); Top ( $S > 80$ ), just as Table 6.5 indicates, in Class034 6 students are underdeveloped, 23 are average, and 11 are top; in Class035, 18 are underdeveloped, 12 are average, and 2 are top. Chart6.1 shows that in the first term, students' learning outcomes in both classes are in a normal distribution.

Table6.6 Differences in the distribution of the final exam scores in 2<sup>nd</sup> term

| Scores | No. of Ss. in Class 034 | No. of Ss. in Class 035 |
|--------|-------------------------|-------------------------|
| 60-69  | 14                      | 7                       |
| 70-79  | 9                       | 22                      |
| 80-89  | 8                       | 3                       |
| Total  | 31                      | 32                      |

Note. No. = Number; Ss. = Students

Chart6.2 Differences in the distribution of the final exam scores in 2<sup>nd</sup> term



As shown in Table 6.6, in Class034, 14 students are underdeveloped in the second term, 9 are average, and 8 are top; in Class035, 7 students are underdeveloped, 22 are

average, and 3 are top. And in Chart 6.2 we can see that students' scores in this term have different distributions. Class035 is in normal distribution while Class034 is in a declining distribution.

From the tendency of the change shown from the above statistics, on the one hand, indicates that compared to the first term, more students in Class035 have improved in learning, and some students in Class034 have retreated, and on the other, the distribution of students groups keep consistent with findings in the qualitative study that most students in Class035 devote themselves in class, while those in Class034 show different attitudes in class.

#### 6.1.2 Two parts in the final exam in the second term

Different from teachers in the first term, Mr. X and Mr. Y give importance to students' personal growth, and when designing 2<sup>nd</sup> final exam paper with a third teacher, they intentionally add a subjective part to the objective part shown in Table 6.7 (adapted). The objective part takes up 40% of the total score (i.e.100 points) and the subjective part takes 60%.

Table6.7 Final exam paper in Class034 in 2<sup>nd</sup> term

|  |
|--|
| <b>Final exam for <i>Advanced English</i></b>            |
| Objective part:  |
| I. Reading comprehension: (10%)                          |
| II. Fill in the blanks with proper words: (10%)          |
| III. Translate the following passage into Chinese: (20%) |
| Subjective part:   |
| IV. Make a comment on ONE of the passage given: (60%)    |

Based on the paper, Mr. X adds a personal reflection part to the subjective part and design another one used only in Class035 shown in Table 6.8. And the evaluation criterion is different from the first paper.

Table 6.8 Final exam paper for Class035 in 2<sup>nd</sup> term

|  |
|--|
| <b>Final exam for <i>Advanced English</i></b>            |
| Objective part:  |
| I. Reading comprehension: (10%)                          |
| II. Fill in the blanks with proper words: (10%)          |
| III. Translate the following passage into Chinese: (20%) |
| Subjective part:   |
| IV. Make a comment on ONE of the passage given: (40%)    |

I. Personal reflection (20%)

In order to keep consistence, we exclude Part V and recount the scores in Part IV from 40% to 60%, then the final scores of the subjective part are available to compare to those in Class034 as presented in Table 6.9 and Table 6.10.

Table6.9 Mean and S.D. of objective scores in 2<sup>nd</sup> term

| Group     | N  | Mean  | S. D  | Std. Error Mean |
|-----------|----|-------|-------|-----------------|
| Class 034 | 31 | 25.76 | 3.178 | .571            |
| Class 035 | 32 | 22.89 | 3.301 | .584            |

Note. M = Mean; S.D. = Standard Deviation

Table6.10 Independent samples test of objective scores in 2<sup>nd</sup> term

|                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|
|                             | F                                       | Sig. | t                            | Df     | Sig. (2-tailed) | Mean Difference |
| Equal variances assumed     | .014                                    | .906 | 3.511                        | 61     | .001            | 2.867           |
| Equal variances not assumed |   |      | 3.513                        | 60.998 | .001            | 2.867           |

The mean of objective scores in Class034 ( $M = 25.76$ ) is 2.87 points higher than and in Class035 ( $M = 22.89$ ). And S.D. of the objective scores in Class034 ( $S.D. = 3.178$ ) is lower than that in Class035 ( $S.D. = 3.301$ ). Table 6.9 shows that of the objective scores in t-test are quite statistically significant ( $P = .001 < .01$ ).

Table6.11 Mean and S.D. of the subjective scores in 2<sup>nd</sup> term

| Group | N  | Mean  | Std. Deviation | Std. Error Mean |
|-------|----|-------|----------------|-----------------|
| 034   | 31 | 45.35 | 7.064          | 1.269           |
| 035   | 32 | 48.61 | 4.506          | .797            |

Note. M = Mean; S.D. = Standard Deviation

Table6.12 Independent samples test of the subjective scores in 2<sup>nd</sup> term

|                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|
|                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference |
| Equal Variances assumed     | 8.964                                   | .004 | -2.187                       | 61     | .033            | -3.255          |
| Equal Variances not assumed |   |      | -2.172                       | 50.688 | .035            | -3.255          |

As indicated in Table 6.11, the mean of subjective score in Class0304 ( $M = 45.35$ ) is in 3.26 points lower than that in Class0305 ( $M = 48.61$ ). And the S.D. of subjective scores in Class034 ( $S.D. = 7.064$ ) is 3.458 points higher than that in Class035 ( $S.D. =$



4.506). And Table 6.12 shows that subjective scores in t-test is quite statistically significant ( $P = 0.033 < 0.01$ ).

Comparatively speaking, the difference between S.D. of subjective scores is much larger than that in objective part. We again compare the two teachers' evaluation criteria of subjective part. After examining the content of students' answers and equivalent scores, combined with the interview of Mr. X and Y, we find that those who get high scores in Class034 are mostly good in language proficiency, appreciation ability and level and personal understanding of the language material and the highest scores are given to those who do both well in analysis of language form and meaning, especially those who have dialectical and natural views of life. But this kind of answers do not attract Mr. X too much, instead, he prefers to give higher scores to those who express their true and deep feelings or perceptions of the meaning of language material, especially the combination of stories in material and their own life and thought. Those who have shown deep and remarkable perception of the life and world inspired by the material with remarkable critical thinking and independent perceptions will get the highest scores. Taking the analysis of the qualitative study into consideration, we may fully understand the differences of their evaluation criteria which in turn prove our hypotheses.

To sum, the results in students' learning outcomes statistically support the findings in the qualitative study. Also we are to analyze students' classroom performance in two classes.

## **6.2 Influences of OC on Students' Classroom Performance**

According to the analysis of teaching journals, class observations, students' team presentations, and teachers' evaluation on class performances we find students in Class035 and Class034 have difference in their commitment to class performance, belongingness to class, and the extent to which they achieve consensus in mental model or mentality. We evaluate these dimensions by three scales: low, average, high. The data collected are reclassified according to the three dimensions and scales and we get the

following findings presented in these tables and charts.

Table6.13 Students' commitment to class

| Class | Low (%) | Average (%) | High (%) | Total |
|-------|---------|-------------|----------|-------|
| 034   | 41.38   | 27.59       | 31.03    | 100   |
| 035   | 12.5    | 31.25       | 56.25    | 100   |

Chart6.3 Students' commitment to class

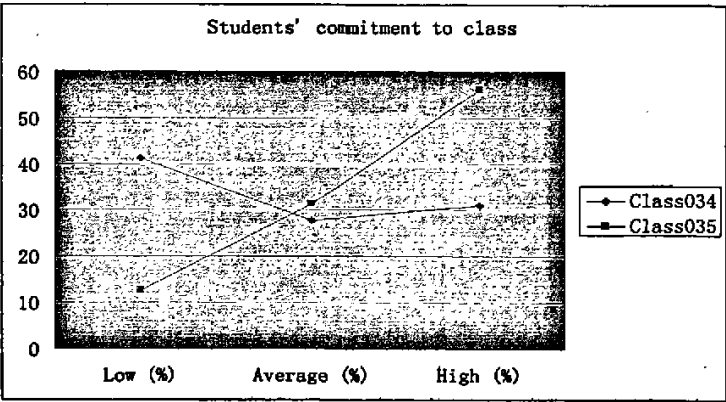
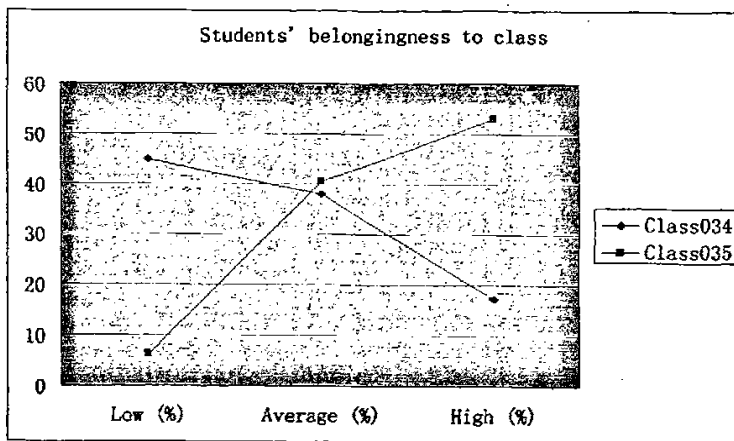


Table6.14 Students' belongingness to class

| Class | Low (%) | Average (%) | High (%) | Total |
|-------|---------|-------------|----------|-------|
| 034   | 44.83   | 37.93       | 17.24    | 100   |
| 035   | 6.25    | 40.62       | 53.13    | 100   |

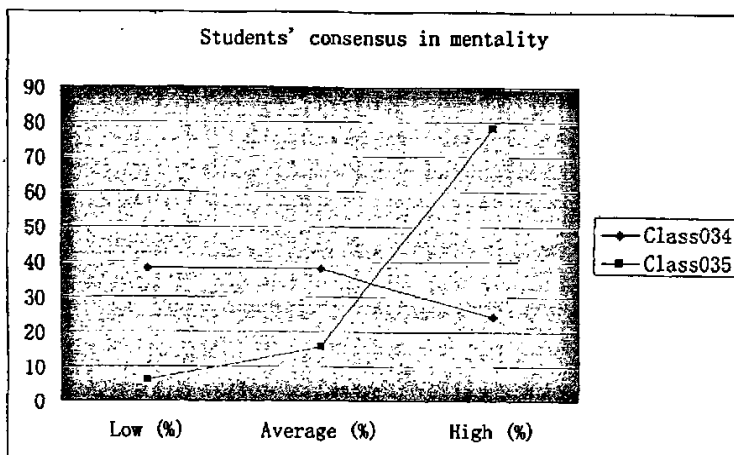
Chart6.4 Students' belongingness to class



**Table6.15 Students' consensus in mentality**

| Class | Low (%) | Average (%) | High (%) | Total |
|-------|---------|-------------|----------|-------|
| 034   | 37.93   | 37.93       | 24.14    | 100   |
| 035   | 6.25    | 15.63       | 78.12    | 100   |

**Chart6.5 Students' consensus in mentality**

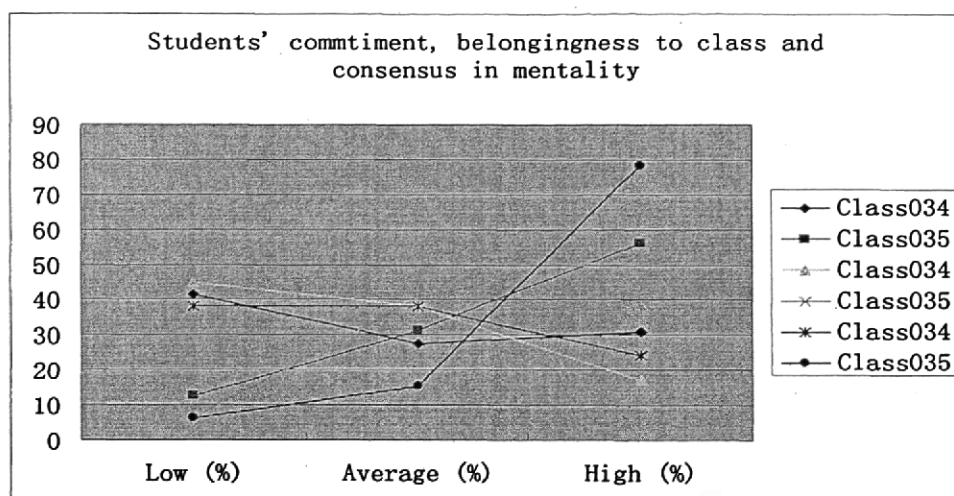


**Table6.16 Differences in the influences of OC on students' performance**

| Aspects                | Class | Low (%) | Average (%) | High (%) |
|------------------------|-------|---------|-------------|----------|
| Commitment             | 034   | 41.38   | 27.59       | 31.03    |
|                        | 035   | 12.5    | 31.25       | 56.25    |
| Belongingness          | 034   | 44.83   | 37.93       | 17.24    |
|                        | 035   | 6.25    | 40.62       | 53.13    |
| Consensus in mentality | 034   | 37.93   | 37.93       | 24.14    |

|  |     |      |       |       |
|--|-----|------|-------|-------|
|  | 035 | 6.25 | 15.63 | 78.12 |
|--|-----|------|-------|-------|

Chart6.6 Differences in the influences of OC on students' performance



We put students' commitment, belongingness and consensus in mentality together and get more findings: First, the Class034 always shows a declining distribution of all the three dimensions while that in Class035 is in an inclining distribution. That is to say, compared to Class034, students in Class035 are more committed to their class, feel more belonged to their class, and achieve more consensus in common mentality.

### 6.3 Influences of OC on Students' Learning Experiences

Again through carefully reorganization and classification of students' personal and team reflections, we analyze and compare students' learning experiences in this term, and find that two classes have shown different learning experience tracks which indicate the different influence of English teaching in two classes on their respective personal growth.

For Class034, we classify students' personal reflections according to the time and experiences of students' learning in this term and we reorganize the language that students use in their self reports and find three common tracks of their learning experiences, and to keep the true sense of students' feelings, we adopt their typical language as the stages title.

Table 6.17 Track1: Stages of learning experiences in Class034

| Stages | Time                       | Learning experiences | Students distribution |
|--------|----------------------------|----------------------|-----------------------|
| 1      | The beginning of this term | "In cloud and fog."  | 44.83%                |
| 2      | The middle of this term    | "Fail to follow."    |                       |
| 3      | The end of this term       | "Nothing gained."    |                       |

As indicated in Table 6.17, about 44.83% students gain negative learning experiences along this track. It is found that, students along this track feel puzzled at the beginning of this term, and can not adapt to the teacher and his teaching, later some of them have tried but still failed to follow, and others have not even tried, also the teacher's reaction does not work on them. Finally they lose confidence and interest, feeling nothing gained at the end of this term.

Table 6.18 Track2: Stages of learning experiences in Class034

| Stages | Time                       | Learning experiences        | Students distribution |
|--------|----------------------------|-----------------------------|-----------------------|
| 1      | The beginning of this term | "Who cares?"                | 17.24%                |
| 2      | The middle of this term    | "Just ok."                  |                       |
| 3      | The end of this term       | "No sure if gained or not." |                       |

Just as Table 6.18 shows that 17.24% students in Class034 are learning along this neutral track of learning experiences. In the very beginning they do not care about the course mainly for the pressure coming from job hunting. So based on the initial expectation and attitudes, they do not participate in the class fully and make average efforts or no efforts while just loafing in and out of class, and they feel just ok in learning, and finally when they are writing reflections, they are unsure about if they have gained or not.

Table 6.19 Track3: Stages of learning experiences in Class034

| Stages | Time                       | Learning experiences | Students distribution |
|--------|----------------------------|----------------------|-----------------------|
| 1      | The beginning of this term | "How profound!"      | 37.93%                |
| 2      | The middle of this term    | "Great!"             |                       |
| 3      | The end of this term       | "Inspired a lot!"    |                       |

Track3 in Table 6.19 is the positive indication of students' learning experiences. Early this term, they are shocked and fascinated by the teacher's outstanding way of teaching, and often get envious about his wonderful illustration in logic and with charts. The teacher's appreciation of language, deep thoughts about the materials and his

special outlooks to life have influenced them a lot. Then they try to learn in his way and indeed get rewarded constantly. Although sometimes they feel sorry that they can not achieve so much as their teacher, they have learned a way to think, to be an independent individual. Therefore at the end of this term in their reflections, they feel inspired a lot during this term.

Then let us look at the situations in Class035. Quite different from the other class, only one common track is found here with typical characteristics and revolutionary changes of every stage just as showed in Table6.20.

Table 6.20 A common track of stages of learning experiences in Class035

| Stages | Time (about)                           | Learning experiences | Students distribution |
|--------|--|----------------------|-----------------------|
| 1      | The 1 <sup>st</sup> month of this term | "Oh, my God!"        | 95.43%                |
| 2      | The 2 <sup>nd</sup> month of this term | "Maybe I could?"     |                       |
| 3      | The 3 <sup>rd</sup> month of this term | "Ups and downs."     |                       |
| 4      | The 4 <sup>th</sup> month of this term | "Newly born."        |                       |

We take the team as the unity since the learning experiences of members are interwoven, and find that 95.43% students have experienced along the above track. In the first month, it is shaping stage of the learning organization, students are led to a new learning environment by such an incredible teacher. Everything seems to be unexpected, and they get shocked and puzzled. Gradually about in the second month when they get familiar with the procedures and the teacher's intention, they begin to enter a normal routine and adapt themselves to the new learning surrounding. However, the teacher is always thinking about changes and challenges and he increases the difficulty of work, and deliberately permits contingencies happening so that students have to experienced ups and downs which often challenge their accepted concepts and habits, and shakes their beliefs. Since all of them have conquered difficulties and themselves, and their suffering results in rewarding. And finally they feel themselves as a newly born.

Comparing the two classes, we find that the findings are consistent with the influence of OC on students' learning outcomes and classroom performance and also

echo the findings of the qualitative study that Class034 has a weak culture and loose management which have resulted in the declining and alienated distribution of students' class performance and thoughts. In Class035, the culture is strong and management is compact and students have higher commitment, strong sense of belongingness and greater consensus in mentality. Also these findings are within the expectation of the two teachers since Mr. Y in Class034 intends to keep a natural state in classroom learning and Mr. X in Class035 makes great efforts to mold the class in a fighting state.

By now, we have accomplished the quantitative study which covers the functions or influences of OC in two classes on students' learning outcomes, classroom performance and tracks of students' learning experiences. All findings achieve a consistence with each other and with those in the qualitative study. Since it is not a strict experimental research but a comparative case study, anthropological research plays a major role here, though we have also tried our efforts to collect and analyze a huge amount of data in order to fulfill the requirement of a quantitative study and make the whole research convincing.

## **Chapter Seven CONCLUSIONS AND IMPLICATIONS**

### **7.1 The Conclusions of the Present Study**

Our research has approached to a conclusion which requires a brief review of the present study. The study begins with some questions we encounter in English teaching about how English teaching influences English learning, and what influence a teacher's teaching and classroom management. After literature searching, we have found theoretical foundation based on organizational culture and detail our research questions: How does an English teacher's assumptions shape his teaching beliefs which further guide his teaching and classroom management? What are the influences of an English teacher's teaching and classroom management on students' English learning?

Offered great help by Mr. X and Y, and based on a review of previous studies, we plan to do a comparative case study in their classes from the perspective of organizational culture. And resourceful data including teaching journals, classroom observations, personal reflections, and interview results etc. are collected and analyzed.

Firstly, we conduct a qualitative study. Through presenting how teachers construct



their classroom structures and implement teaching mechanisms, and how they conduct classroom culture management in respective class. We find both classes have distinct features in three levels of organizational culture in terms of artifacts including structures construction, mechanisms implementation and management; teachers' espoused beliefs; and assumptions. Also we find there are close relationships between the three levels which altogether have much influence on students' learning.

We initially find that two teachers' underlying assumptions influenced by their life experiences, life outlooks, personalities, and professional life experiences have shaped their teaching beliefs. And they are not aware of their assumptions before the study. Further, their beliefs, perceivable but changeable, have guided their teaching and classroom management, visible but hard to decipher, are in turn the manifestations of their beliefs or values.

To support these findings, we conduct a quantitative study and find that two teachers' English teaching and classroom management have different influences on students' learning outcomes, classroom performance in terms of commitment, belonging to class and their consensus in mentality; and students' learning experiences. And the differences keep consistent with those in the qualitative study.

Therefore, we may draw a conclusion that an English teacher's assumptions are underlying factors, which unconsciously and persistently give birth to his teaching beliefs; while his espoused teaching beliefs, perceivable but changeable, are guiding his teaching and classroom management, which are visible but difficult to decode. And an English teaching and classroom management, which root in his beliefs and assumptions, have great influence on students' English learning.

## **7.2 Implications of the Present Study**

From the perspective of OC, we can find when an English class is taken as a learning organization, three levels of culture in it can help better understand the relationships between English teaching, classroom management and English learning. And several implications can be generated from the case study.

Firstly, organizational culture is a good perspective that can well explain the relationship between English teaching, classroom management and English learning, especially drawing more attention to an English teacher's management of the class, a crucial issue that is often overlooked in a learner-centered class.

Secondly, to fulfill the goal of learning to grow, a humanistic learning environment and a learner-centered teaching are necessary, yet without good classroom management, all these can only be something ideal and far away to reach.

Thirdly, an English teacher needs to reflect often on his teaching and classroom management which had better be connected with teaching beliefs. Also he should try to uncover his underlying assumptions to help understand and manage his teaching. The perspective of OC is not only a tool to help English teaching and learning but also help the growth of both teachers and students.

Last but not least, we end our study with these questions: what is English Education? What is Education? Why we do have to receive Education?

### **7.3 Shortcomings of the Present Study**

We are fully aware that the study is an immature trial of ELT study from a new non-educational perspective. A scarcity of rich previous studies as references, and sound measurements of OC in an English class may explain why the present study is mainly descriptive and organizational culture is only taken as a perspective. However, we have seen a promising future of Organizational Behavior and Management Science in ELT studies.

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## Appendix5.1

### A pre-teaching survey for group division in Class035

Class: \_\_\_\_\_ Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

#### Part1. Academic Goal Orientation

Instruction: People have different ideas about the purpose of college. Read each statement below and select an answer from the following scale that reflects how much you agree or disagree with the statement.

1= Strongly agree

5= Sort of disagree

2= Agree

6= Disagree

3= Sort of agree

7= Strongly disagree

4= Neither agree nor disagree

#### Learning Goal Orientation Scale

---1. I prefer challenging and difficult classes so that I'll learn a great deal.

---2. I truly enjoy learning for the sake of learning.

---3. I like classes that really force me to think hard.

---4. I'm willing to enroll in a difficult course if I can learn a lot from taking it.

--- Total score fore learning goal orientation (sum the responses to questions 1-4)

#### Performance Goal Orientation Scale

---5. I think that it's important to get good grades to show how intelligent you are.

---6. I would rather drop a difficult class than earn a low grade.

---7. To be honest, I really like to prove my ability to others.

---8. I prefer to avoid situations in classes where I could risk performing poorly.

--- Total score for performance goal orientation (sum the responses to questions 5-8).

The score measure your learning and performance goal orientations in an academic

setting. Comparing your scores on the two scales may indicate your tendency toward either a learning or a performance goal orientation.

## Part2. Managing Self - Emotional IQ

Instruction: Using a scale of 1 through 4, where 1= strongly disagree, 2= somewhat disagree, 3= somewhat agree, and 4= strongly agree, respond to the ten statements below:

- 1. I usually stay composed, positive, and unflappable even in trying moments.
- 2..I am able to admit my own mistakes.
- 3. I hold myself accountable for meeting my goals.
- 4. I regularly seek out fresh ideas from a wide variety of sources.
- 5. I'm good at generating new ideas.
- 6. I can smoothly handle multiple demands and changing priorities.
- 7. I pursue goals beyond what's required or expected of me in my current jobs.
- 8. Obstacles and setbacks may delay me a little, but they don't stop me.
- 9. My impulses or distressing emotions don't often get the best of me at work.
- 10 I operate from an expectation of success rather than a fear of failure.
- Total points (Add the point values given to itens1 through 10)

A score below 70 percent (28 of the 40 possible points) may indicate a problem. However, don't despair if your score is lower than you would like. EQ can be learned. In fact, Goleman says, "We are building emotional intelligence throughout life—it's sometimes called maturity."