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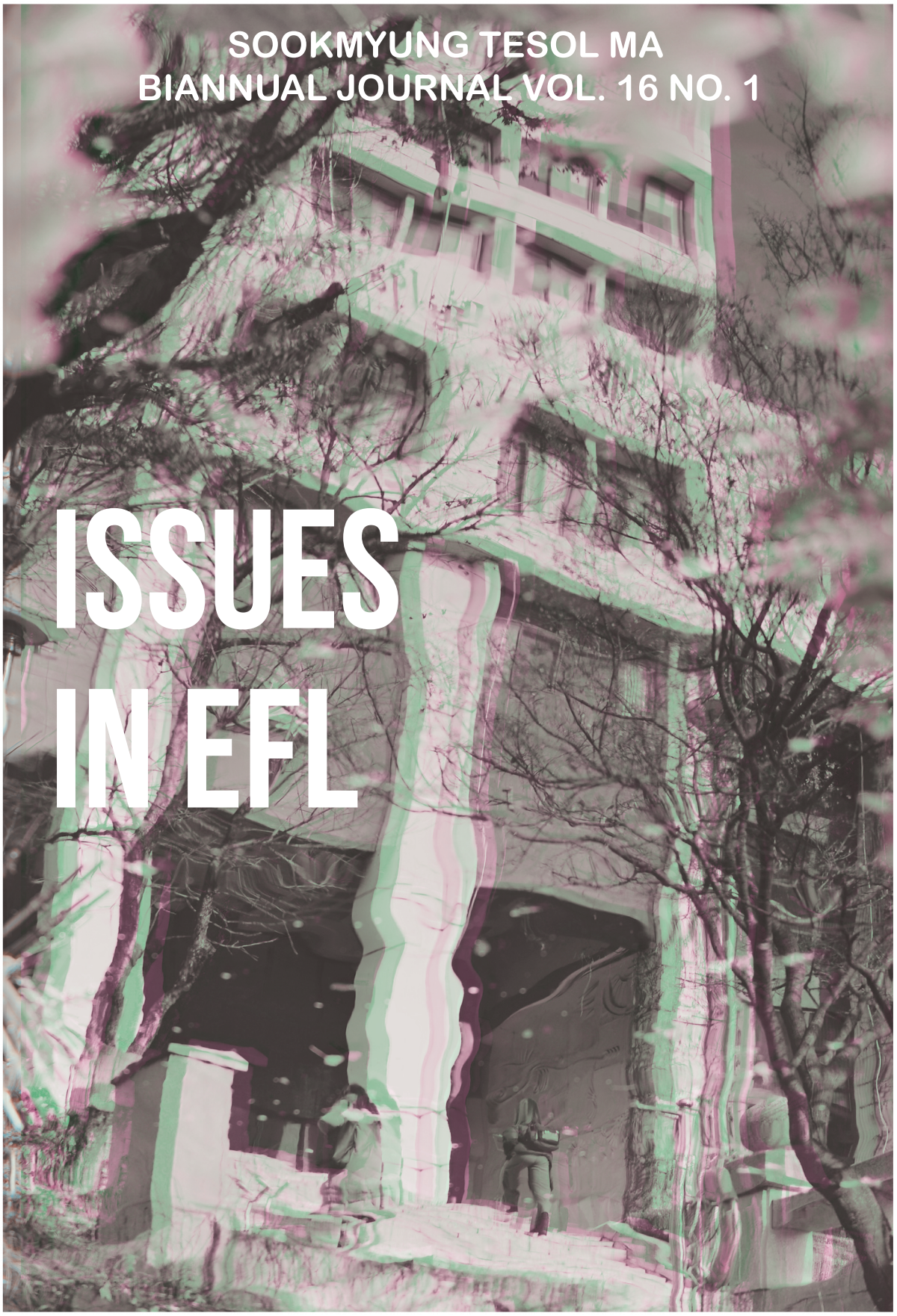

ISSUES IN EFL

Issues in EFL

Sookmyung Women's University

Graduate School of
Professional Studies

TESOL MA

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MISSION STATEMENT

Issues in EFL is a biannual, student-run academic journal which aims to support Sookmyung TESOL MA students in their study by providing insightful and up-to-date community-based articles on areas of interest within the Sookmyung TESOL MA course and beyond.

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The picture on the front cover is the pond
in the 1st campus of Sookmyung Women's University,
taken in a cold winter morning by Prof. Stephen van Vlack.

Special thanks to...

I would like to say thank you to all the editors and contributors Guljamila, Jonathan, Nawon and Professor van Vlack for spending their time to write journal articles with love and care towards the Sookmyung TESOL MA community.
It would have been impossible to publish this journal without great lectures from professors and the outcomes from the students, which are the final papers of 2019 Fall semester.

And.. Of course thank you COVID-19. I could earn more time to edit this journal with your help. Hopefully, it could please someone in the far future. It is also just a small particle of the history of Sookmyung TESOL MA and humanity.

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Community Contributions

Tesol Talk!

I n t e r v i e w s

Written by Editor
Nawon and Sangsun

By interviewing current students in the program, we hope to give a heads up about our program to the new students joining us for the spring semester of 2020.

This interview has been edited and reorganized for readability.

Making the choice of joining Sookmyung TESOL MA

Editor: What made you start the MA program and what did you expect from it?

G : I'd been teaching a subject other than English, and I wanted to change subjects by taking the MA course in TESOL. Teaching has always been a passion for me, and I was interested in learning more about teaching in an institution of higher education.

T : I did my undergraduate study in Canada, and it was the first time I have ever taken a course out of my own country, and even more, in Asia. I listed the pros and cons for taking an online course and coming here, and decided that this was a better option, as I wanted to meet and talk to people.

K : I was recommended by a person who done it previously, and I wanted to take the next step in my teaching career and learning process.

Y : I thought that I would have a clear idea after having master's degree whether I want be a teacher or do something else. As the classes are mostly at night, the merit is that I can juggle the classes with a part-time job, managing both work and academic studies at the same time.

Thoughts in Detail

Editor: Have your thoughts changed while doing this program?

T : I probably learnt double the amount that I expected and the quality in general. It is way better than I had thought. Although I did have difficulty using the library, the course is really good.

H : I just finished my first semester, and I can say that the course is a little bit different from what I initially expected. I thought I would learn something more practical that I can apply to my teaching right away, but it was rather theoretical. However, I enjoyed the classes and I am very much looking forward to the classes that I will take next semester.

Class Recommendation

Editor: Which class did you like the most or benefited the most? What would you recommend to the new students?

K : Definitely all of the classes I've done, I've obviously benefited in different ways. This year I did Professor McNeil's Reflective Practice and Action Research, which I think should be something that everyone has an opportunity to do, because it is really practical so it gets you to work in your context. Also, in professor Kang's class, I did a lot of learning about children and how to deal with children and that was very helpful for me too.

H : I liked Professor McNeil's CMC. He introduced some teaching methodologies and Dynamic Assistance (DA) is one of them, an approach that students can correct themselves (self-correction). I applied and tested this approach on my students three times, and I was able to see the improvements at the 3rd try.

J : I think it depends so much on what they want to learn. I don't think there is really a class that would suit everyone's needs, so they need to think
in advance about what they want to learn from this program.

Y : I want to recommend Professor van Vlack's Human Learning and Cognition, but everyone else seems to avoid it. I think that the class would be easier if you had background knowledge related to the brain or biology.

Also, I would like to recommend professor Rozells' Teaching Writing for someone who wants to improve writing skills and learn how to teach writing to their own students. She has a wealth knowledge and provides us with detailed feedback.

Improvements to the program

Editor: Did you have any difficulties or problems in our program? For example, T said that the library isn't really accessible for getting information.

K : Um.. I really never had a problem with that, and I haven't had a problem, actually, with the program at all.

Y : I think I can answer to that problem. Generally, all the academic articles are free of access on our library website. In cases when the articles are not accessible, you can ask the library for a copy, and they'll print it for you. Go to our library website, click 'My library' > 'Status of Document Delivery Service (DDS)' > 'Apply' and the library will send you a message when articles are ready for you to pick up on the 1st floor of the library. As graduate students, we are allowed to get maximum of 9 articles a month for free.

The Choice between thesis and a practicum

Editor: As you already know, the students have a choice between thesis and practicum to graduate. So, are you planning to do the thesis?

K : I'm hoping to do a thesis, but I'm not sure whether it would be possible or not in my situation. I want to do one, but I'll have to wait and see what is manageable for me.

Y : I'm in my fifth semester, and I took the thesis track. From my experience, I recommend writing a thesis for someone who is a fast writer and is good at managing their time. Although, when you work on the thesis, you should be careful of managing your data, as your participants may disappear duri-ng the research or the collected data may not be enough or might not turn out like you'd expected.

The practicum is more suitable for someone who does not have teaching experience or who wants to teach adults in the future, which could be the most important reason to take it.

J's advice to the newcomers

Editor N to J: What would be the recommendations for the newcomer besides the class?

J : I think that the program is inherently laid-back. You have so much freedom in how deeply you are going to engage in anything. You could basically get by doing maybe an hour of work for each class, right?

Editor N: Well, I spend like a day.

J : But, if you are someone who puts a little effort into what you're doing, you aren't really going to get much out it.

Also, I think that sometimes the professors

mean more than they seem to be meaning.
If you pay attention carefully, you can realize they're saying more than what they seem like saying, does that make sense?

Editor N: Like the content?

J : Yes, like they might have a lot of knowledge behind what they are saying, but it just sounds like a normal kind of sentence that they're throwing out. And later, maybe in a different time, you'll realize that there was a lot of thought behind that.

I think that Sookmyung TESOL seems to be a really good example of something that varies depending on how much you put into it. If somebody comes here and want to get to be a better English teacher, they're going to be able to do that. But nobody is going to make it happen, they have to do it for themselves. That's my impression.

J : I'll give one more advice to people, that is similar to that one. Some people who treat this as a community, they make a lot of friends here, and I think that they have more fun. But just coming to class and leaving when the class ends, other people will know that you were there, but I don't think that the people who don't interact with others have much fun or benefit as much.

Editor N: So, do you mean that we should have a community?

J : I don't mean that we need to change anything, I think that the people who want the most out of Sookmyung should make a point of getting to know their classmates.

Editor N: I see. Thank you for sharing your thoughts.

S's thoughts to the newcomers about her first semester

Editor N: So, what do you have in mind about your first semester?

Editor S: After finishing this 16-week race, I ask myself, 'How did I manage to do all these things?' Starting an MA program was a big step for me as I was engaged in a job irrelevant to TESOL, but I decided to do something different, out of my routine.

Also, I was worried about taking courses in English as it has been six years since I graduated. However, I managed to survive this semester with a well-organized study plan. I learned a lot about not only English education but education in general. It enlightened my ideas about the importance of education and convinced me to be a good teacher.

Library

Editor's Pick

Our editor Guljamila explored the main library to introduce how we can fully use it to facilitate our studies.

Let's find out which spot is the best for you and where Guljamila picked!

Main Library

Sookmyung Women's University Main Library provides the best possible environment for study and research for all users, and every user of the library is required to follow the library rules. However, not all the users are aware of them, especially foreign students, and as an example I can give you a situation that happened in the library to me.

Last semester I went to the library to do my homework assignments, because in the library I get motivated to study by seeing other users working hard. The Sookmyung Main Library is very comfortable to use, so you can feel as if you are at home. I chose the 5th floor of the Main Library as there are some places to rest, and most of the students are taking naps there. While I was studying, I started to work and type on my laptop, but after 5 minutes of typing I got a small note in Korean on a piece of paper from another library user. My Korean is not perfect yet, but I understood that it said, "This is not a place to work on the laptop and type," and I felt embarrassed that I did not know the library rules well. After this I checked the library website and found out library guide in English, but I could not find information about where we can work on our laptop and where not. There was given information about each floor but it was not enough. Then, I asked the girls who work there and I found out that I can work on my laptop on 1st and 5th floors. There is a small printer Library Guide booklet in the library, but was only in Korean. It would be great if there were a printed information booklet in English as well about each floors' facilities.

The golden rules of any library:

No talking and No eating!

So in this short article, I decided to share with you in brief what I found out about the library rules and regulations.

<Picture 1: the main library located in the 2nd campus>

1. The golden rules of any library: No talking and No eating.

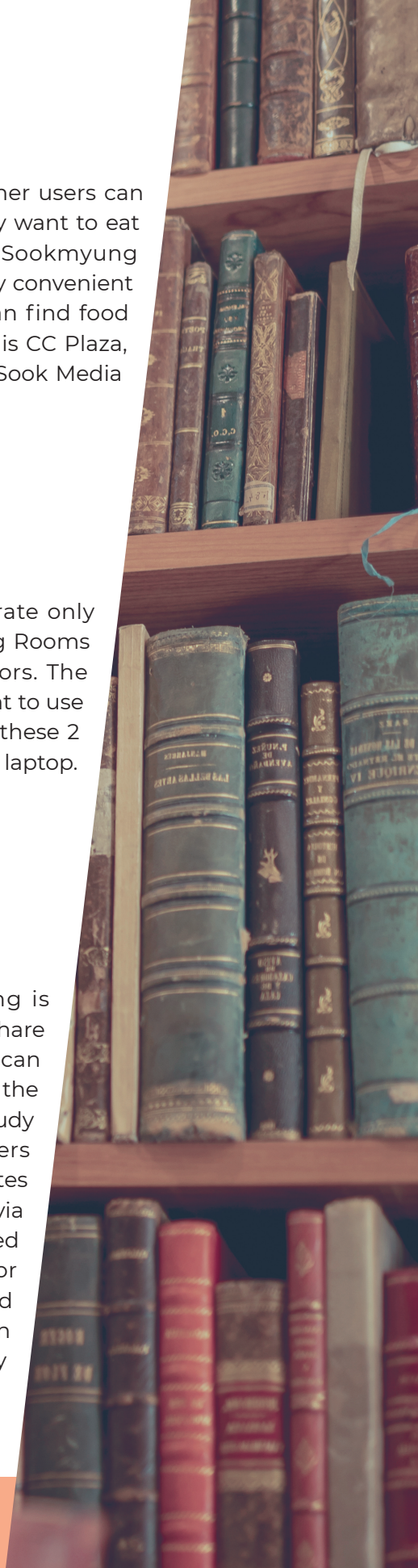
If any user starts to talk and eat while studying, other users can get distracted and can't concentrate. So, if you really want to eat something delicious and talk with your friend in Sookmyung Main Library you can go to the 5th floor. There is very convenient café on the 5th floor of Main Library, where you can find food and beverages to drink. Also, on the 5th floor there is CC Plaza, SangSang Lounge, Thinking floor and Song Young Sook Media Lab.

2. Another rule of the library is maintaining silence.

If you need a silent place to read and to concentrate only on your book, you can go to Concentration Reading Rooms which are available on the annex B1F and 6th floors. The concentration reading rooms are also very convenient to use as each seat is separated by dividers. Moreover, on these 2 floors you can find areas where you can work on your laptop.

3. Next rule of library is no discussion inside the library.

However, in Sookmyung Main Library everything is possible. If you like to study with your friends and share your knowledge with each other in the library, you can reserve a special group study room for discussion on the 2nd, 3rd, 4th and 5th floors. Reservations for group study rooms should be done in 3 days advance, and users can reserve these rooms 2 times a day for 60 minutes per session. The reservation of rooms can be made via Sookmyung App. The group study rooms are supplied with necessary equipment for studying together or preparing presentation such as Smart TVs, PCs, and beam projectors. You can see a table (See Table 1 in the next page) with information about group study rooms taken from the Sookmyung Library website.



<Picture 2: Using laptop allowed on the 1st floor>

4. Another golden rule of library is returning borrowed books on time.

Borrowed materials should be returned before the due date to the Loan Course Reserves Room which is on the 1st floor of the library. If you want to prolong the due date, you can extend the borrowing period by logging in to the library website with your student ID. After you log in to the website, you can apply for the renewal by selecting material to renew from the menu of Library Website Login > My Library > Using Materials > Loan/ Renewal/Reservation. The due date can be prolonged up to 2 times. If returned late, an overdue fine will be charged.

<Picture 3: SangSang booths on the 5th floor>

5. The last rule I want to mention is that personal items should not be left in the library for a long time.

If you do not want to carry your necessary study items with you every day, you can keep them in library lockers. To apply for lockers, you should log in to the library website with your ID. After you log in you should go in Library services > Facilities > Lockers > Apply > Select. The lockers are located on annex B1F (A floor) and annex B2F (B floor).

These are the rules and facilities that I found out during my use of our Main Library. If you need more information about the library's facilities, or want to approach the Main Library more easily you can take a library tour. On a library tour there will be a learning-guide who informs new users about the locations of books and how to find, borrow, and return the books. To take this tour, you should apply for it one week before the desired date on the library website Log in > Guide > Library tour.

Division	Location	Room	Seats	Remarks
Study Room	2F of Main Library	G21	15	PC, Beam projector (G21)
		G22 - G25	6	
	4F of Main Library	G41 - G48	2	Personal Study Room (1-2 Persons)
	5F of Main Library	G51 - G54	6	Smart TV
	Annex B1F	Ga1 - Ga3	2	Personal Study Room (1-2 Persons)
Seminar Room	2F of Main Library	Seminar Room	15	PC, Beam Projector
Carrel	3F of Main Library	G31 - G38	1	Only for Assigned students
SangSang Booth	5F of Main Library	SangSang Booth 1 - 6	4 - 6	Mini Beam (Booth 3)

<Table 1: Group Study Room Avaliable>

This article is dedicated to Timothy McCormack

After two semesters of studying for a degree in TESOL, I felt I was beginning to understand a little bit about where the field of TESOL has come from historically, but I wanted to knowmore about current trends in TESOL research. I also wanted to know what each professor is currently researching, and what kind of questions they're interested in. The professors at Sookmyung University's TESOL MA program generously agreed to let me interview them about these topics. I'm really grateful to each of them for their time and I hope I've related their ideas fairly accurately! Also, all four professors expressed eagerness to talk about these issues with students who are interested in them, so if this article raises any questions or concerns for you, feel free to reach out to them.

Digital Technology

At the beginning of this project, I intended basically just to list and describe each of the trends mentioned by each professor, but in fact all four professors began by talking about the importance of digital technology in TESOL.

Professor Levi McNeil highlighted the importance of helping English learners acquire digital literacies, "the communication practices associated with digital media," because, "For most people in the developed world, communication is increasingly carried out in computer-mediated environments." That means they need "different sets of skills, knowledge, and abilities related to reading, writing, and communication than those traditionally targeted and taught in the classroom."

At the same time, he added, digital media "affords possibilities for meaningful target-language engagement and social interaction," which can facilitate language acquisition.

Similarly, Professor Diane Rozells said that a hot topic in TESOL is "what kinds of features in mobile apps or games facilitate learning in students, and facilitate students' interest in playing the game or using the app to learn." She has done a lot of research on this topic lately, and in particular on how to use user-evaluation feedback, because she is currently developing a mobile-game to teach English. She said it'll be like a "choose your own adventure" game.

Using digital technologies is an opportunity and a challenge for TESOL instructors, since, as Professor Stephen van Vlack noted, a lot of online learning tools are being developed and improved, but teachers have to monitor the way students use them. Professor Kang Nam Joon told me that companies that make English-learning products for young learners are investing lots of money in ways to bring digital media, and even robotics, into the classroom, but English teachers often "don't know how to use those tools appropriately and effectively."

Because of problems like that, Professor McNeil is "interested in the ways that teachers in Korea conceptualize and use digital media to teach foreign languages." He hopes his research will enable teachers to use digital media to "overcome the classroom problems they face and more efficiently realize the learning goals they set." Professor van Vlack also added

Written by Jonathan Wiley

that online teacher-training tools are increasingly being developed.

Professor Rozells also mentioned several other ways technology is currently affecting TESOL, such as corpus studies and genre-based methods of teaching. In particular, she emphasized that people are looking at how corpus analysis can be used to facilitate students' acquisition of expressions so that they can write or speak in a more native-like manner.

Other Trends

Professor van Vlack discussed how the goals of language learning are changing, with a focus on language "use" rather than the traditional emphasis on "knowledge" of "forms." TESOL researchers are looking at ways to enable students to experience the L2 (in this case, English) "from the inside, as a user," rather than "from the outside."

He explained that although this has been, in principle, a trend for a long time, the way English is actually taught has only been changing slowly. "Lots of people, even textbooks, say the right kinds of things, but don't change what they do in their classes." Often teachers who grew up being drilled for tests don't know what else to do. For example, thirty percent of language evaluation in public schools is supposed to be production, but teachers just reduce that to saying "present" when they call roll!

Professor van Vlack also hopes that someday the Korean government might change the "sunung," the university entrance exam, because in middle school and high school English education is often just "drilling for the Sunung and everyone hates it."

Professor Rozells said that another trend is researching teacher identities, "who we are as teachers and the sociocultural aspects of teaching. What is your teaching philosophy? How do you reflect on your teaching in the classroom?" Related to that, she researches teachers' conceptions of wisdom, meaning how teachers think about issues such as existential meanings, virtue, and the common good, and how that affects their teaching.

Professor Rozells also mentioned that "action research" is happening more and more in TESOL. This is different than traditional "empirical research" because it directly aims for practical ends: how teachers can improve their teaching.

Somewhat similarly, Professor Kang is researching issues like creativity and therapeutic approaches to teaching. For example, she has observed that many English teachers in Korea suffer from a kind of "learned helplessness."

Psychologists describe learned helplessness as a form of depression that occurs when someone becomes convinced that they cannot control or change a stressful situation.

Professor Kang has seen that many English who've worked hard to become teachers encounter issues like students behaving badly, even sleeping in their classrooms, "and they feel that whatever they do, nothing will change." To fight this, she's giving special lectures to public school teachers about learned helplessness in children and also teachers.

Trends in TESOL

She's also interested in the role of creativity in TESOL classrooms. For example, she said, "I'm thinking about reader-response theory. You let the students read, create their own questions, and answer those questions without thinking about what is correct or incorrect." She explained that students "can bring in their own particular experiences into English-language learning. Because they know how to think, how to solve problems, they have lots of experience related to life, and they have lots of thoughts, everything that humans need, they only lack L2 level." One reason this is important, she said, is that there's "a lot of research showing that this kind of teaching actually increases students motivation, and if their motivation is high, then there's more possibility of learning." Activities like play, games, music, art, and drama can be used to teach English while also giving some care to students who are suffering from issues like low self-esteem or mental and physical illness.

Professor McNeil's research on "digital literacies" also sounds related to those issues, because he looks at issues like what L2 users do in social networking sites, not only in terms of the language they produce, but in terms of "the types of social positions and identities they negotiate."

Finally, Professor van Vlack mentioned translanguaging, a disciplined way of using the L1 productively to teach the L2, as another recent trend. He distinguished

translanguaging from code-switching and especially from merely using the L1 to teach the L2 (such as "basically lecturing" about the L2 in the L1). Translanguaging acknowledges that translation is not a bad thing, and that it's even inevitable when the L1 is much stronger than the L2, "so telling people not to do it is like telling them not to think." For example, Korean-speaking students learning English might do one task in English, then a different task in Korean, and then another task in English. Or the teacher may give some of the instructions in Korean and other parts of the instructions in English.

Conclusion

Reflecting on my interviews with the Sookmyung University TESOL professors, I noticed that although all four of them discussed ways that digital technology is affecting TESOL, all four also described various ways that humanistic issues like identity, creativity, and wisdom are changing the field. I wonder if that is merely a coincidence, or if the rise of digital technology is actually helping to make TESOL researchers, teachers, and our students more aware of the significance of our humanity — how teaching and learning English relates to our identities, our social strategies, our psychological needs, and even our sense of the meanings of our existence. Either way, these are all interesting and exciting ideas for us to explore together!

The Practicum and TESOL

Written by
Prof. van Vlack

The Practicum and TESOL

On a reoccurring basis Issues in EFL includes short articles about the Practicum. And we have tried to approach this perennial topic from different angles with a variety of participants penning some of the articles and more explanatory pieces from myself. This has left a very detailed account for anyone interested in what seems to be a rather mysterious endeavor. All one has to do is go back into the previous issues and read them. This time I will do something different which involves linking the Practicum to the field of TESOL.

Components of the Practicum

The Teaching

Practicum participants collectively plan and teach an undergraduate course focused on either speaking or writing skills development. This class needs to follow core elements of student-centered, task-based design. It is also organized according to guidelines from ACTFL for either speaking or writing skills development.

The Reflection

Practicum participants reflect on all aspects of the teaching endeavor of course in the class we are teaching but also in general. This involves aspects of planning lessons, executing plans, and student interactions. An Action Research group project is undertaken to reinforce classroom reflection. General reflection is enhanced though the creation of individual teacher portfolios.

The Comprehensive Exams

Practicum participants are required to take three exams. These exams are general exams that focus on one main area each. One exam, Second Language Learning Theories, focuses on theories. Issues in EFL/ESL focuses on teaching approaches and methodologies. And finally, Curricula and Materials Development focuses on aspects of lesson planning and implementation. These exams are offered over a two-day period in week 12 of the semester. Participants will prepare for the exams individually on their own time as well as collectively where extra out-of-class time will be used for exam preparation.

The Practicum is composed of three interlocking components as briefly introduced above. It is important for the Practicum participants to see these three components as connected from the onset. This interconnectedness is easy to see with the teaching and the reflection components because these are connected in the weekly running of the Practicum in the credit courses (Practicum 1 and 2). The exams, however, run parallel to the taught component of the Practicum. They also come later in the process and participants are so busy doing other things they often put the exams out of their mind until they are looming large just over the horizon. It is important for the whole design of the Practicum that the participants start dealing with the exam questions from an early stage. These exam questions will help frame the decisions made in the planning, practice, and reflection components.

Here are a couple of links to on-line sources of information. The first is from the TESOL MA webpage and the second one is from the webpage for the undergraduate class that Practicum people teach together.

http://tesolma.com/thesispracticum.html
http://udindfor.com/english-in-action.html

To get a better feel for this, we now turn our attention to the field of TESOL, around which the endeavor of the Practicum was designed. And then, in the end, we will come back and tie this all together.

Components of TESOL

One of the greatest things, I think, about TESOL is its inherent diversity. TESOL is fundamentally different than other closely related fields, such as Applied Linguistics. TESOL people are at their core practitioners. They are working teachers, not armchair or laboratory theorists. In TESOL, the real focus is on teaching and this provides a tangible goal and that makes all the difference. In TESOL, the goal is to create optimal learning environments, within local constraints. This is simple to state, but there is a plethora of interlocking concerns which go into the idea of creating optimal situations.

It is this wide range of underlying concerns which makes TESOL more challenging than some other related fields. TESOL covers all aspects of teaching with the stark realization that all these different aspects are interconnected and affect each other in the creation of optimal situations. This means that TESOL people need to have a wide range of both knowledge and skills.

The Knowledge Component

So, there is at the base, the knowledge components. And there are a lot of them. These form the base component because all action/practice is driven by what is known explicitly or implicitly. The goal here is help render the knowledge one possesses more explicit so that a teacher can better plan, execute, and understand her actions. The core elements of TESOL are the core elements of what it means to be human. This means that there is the inevitable influx of folk theories which flood and affect one's experiences from birth and we carry all this knowledge within us. But what one knows may not be well understood. It is often unconnected which leads to contradictions in behavior. And some of it could be construed as false. Thus, it is important that TESOL people grapple with their own knowledge and take control over it.

Theories of learning

The most basic theories are those of related to learning. To understand optimal learning situations, clearly one needs to know well theories of hoe learning takes place. To delve into learning, one cannot just look at behavior but also must look into the neuronal mechanisms that underlie changes in cognitive structure. In recent years, technological advancements have led to fundamental changes in the view of what learning is, how it occurs and what affects it. Ultimately, theories of learning are theories of the brain.

Theories of language

As TESOL practitioners we are trying to help our students learn language. Accordingly, this requires a theory of language that correlates with and does not contradict theories of learning. Many influential theories of language which have trickled down into the general public are problematic because they are incomplete, poorly understood and can be seen as contradicting, or at least not corresponding to many current learning theories. A TESOL professional must have theories of language and learning that concur and which collectively guide them in creating optimal learning situations.

Theories of teaching

Theories of teaching need to be aligned with and constructed out of theories of learning and language and these have a direct effect on classroom practice. In general, theories of teaching are about the effects of different techniques, large and small, on the students. These theories might be seen theoretically as principally addressing confounding variables among the larger theories mentioned above. And it is through these more specific theories of teaching that we operationalize the larger, more general theories. It should be clear that theories of teaching have to be developed in accordance with larger theories.

Theories of assessment

This might be thought of as an area that is part of teaching, but it is probably important enough and different enough to handle on its own. As regards the goal of achieving optimal conditions for learning, assessment plats a crucial role. Assessment is fundamentally about ways of gleaning information about what is happening in the classroom. In essence, it is a way of checking for optimality. Like theories of teaching it is based on the use of techniques derived from theories. And the way assessment may align with teaching techniques is a part of teaching theories. But the purpose of assessment runs parallel to teaching.

Content knowledge/Skills related to content

The final element in the knowledge that TESOL professional must have is that of the specific content that is to be taught, in this case English. Looking at this there is a distinction made between knowledge and skills, but the distinction is a very blurry one. Skills, themselves, are based on knowledge, but a different type of knowledge than what might be termed semantic or declarative knowledge. TESOL people must know as much about English as is deemed necessary for them to effectively create optimal situations, but they must also have the skills to be sow use of that knowledge. So, it is not enough to know about the different sounds of English (and within dialects), but a TESOL person must able be able speak with a high degree of intelligibility.

The Action Component in Teaching

In TESOL, knowledge is not enough because we have our very real goal of creating optimal situations for learning. This means we have to be able to act in the interest of our goals, and this means our students. Our actions as teachers are pivotal in establishing optimal situations for learning. And these actions must be informed and controlled based on available and integrated knowledge of theories, otherwise our actions are sure to be contradictory. The actions teachers take in the classroom are a mix of planning and on-the-spot decision making and these need to support each other and not be contradictory. TESOL training serves to hone both these active skills in a wholistic manner.

Syllabus design

The practice of teaching a group of students starts before one might get to interact with them in the classroom. A TESOL professional needs to know how to plan courses even for students she has not yet met. This means making proactive decisions, in accordance with theory, about the materials, approaches, sequencing, and assessment schemes to be used in the classroom with the goal of creating an optimal learning environment overall. Designing a syllabus is about creating classroom environments that students can work well in.

Many teachers feel that in their own situation they do not have a chance to be involved in the design of their syllabus as these decisions are made by others and they are forced to simply comply. In the end, however, there are always ways to reinterpret and alter, even in subtle ways, elements of a syllabus. The classroom teacher still has power. TESOL is a great field to work in because the classroom teacher is able to make decisions and plan on her own. And this brings responsibility. A teacher needs to be able to not just follow a syllabus, but to critically analyze it so that she can find better ways of implementing it for her groups of learners. A TESOL practitioner is always looking for better ways of meeting goals and to do that one needs to create and unpack the big decisions made in the syllabus.

Lesson planning

In designing a specific lesson, within a string of connected lessons, the TESOL practitioner needs to decide on the array of behaviors that are expected in accordance with the situations created. This involves planning is great detail the types of situations and corresponding behaviors that the students (and teacher) move through during the class. The planning of situations and behaviors is focused on both what can occur in the class and also continues into situations outside of the classroom. The lesson plan spells out the situations and corresponding behaviors, what is involved in those behaviors (tools), and how they work to achieve goals. The situations and behaviors also need to be sequenced in order to move during the lesson towards a set of interconnected goals. Very simply, the focus in lesson planning is on what the students are doing with the idea that behavior is a tool for learning.

Making materials

The materials are the tools, input, or the artifacts that the students will use to help them meet their goals, task goals as well as learning goals. Materials play an essential part in affecting the behaviors that the students engage in. The TESOL person needs to be able to find, alter and if necessary, create materials that shape student behavior in ways that create optimal situations for learning. Students, react to, interact with, and create materials as an essential part of their classroom behavior. A TESOL practitioner needs to be able to make predictions, based on theory, how specific materials can be used as tools in behavior in specific situations. This means having good materials that correspond to practice. There are always many different purposes

and ways of using any given set of materials. It is these purposes that drive the materials themselves. Materials are a tool used within behaviors.

Management strategies

If behavior is a tool for learning, then it imperative for a teacher to be able to manage behavior in the class. This is done proactively in the designing of the syllabus, lesson and materials, where expected student behaviors are predicted. So, on the one side a good teacher needs ways of managing students, which essentially means getting them to behave in ways that promote learning. A large part of this is solid planning, but all practitioners know that what actually occurs in the classroom is not always in accordance with even the best laid plan. There are many reasons why a plan goes awry, but more important is knowing how to manage the situations to get student behavior back on track. Or, if a plan turns out to be less than optimal, changing the situations and behavior on-the-spot. Management is just as much about monitoring and making on-the-pot decisions as it is about planning well. A TESOL practitioner needs to have a treasure chest of different strategies she can use to help manage behaviors, especially her own, in the class.

Engineering Interactions

The classroom is a special place because it is a space where people who share a common goal come together. One of the ways of creating optimal situations is to take advantage of having a group of people together and have those people work with each other. There are a range of interaction types that are achievable in the classroom, but the classroom conditions must be made right for these. Interactions outside the class are different and haver to be set up different because the situation is different. TESOL people need to consider the way the students will interact as a type of behavior as well as their own way of interacting with the students. Since interaction is to be seen as a type of behavior, it is expected that the type and nature of the interactions will change in the course of a syllabus and also specific lessons.

Implementing assessments

Although assessments were already mentioned above in relation to theories, the main concern here is not merely how to design, but how we use assessments. Assessments are not just for the students (although they should benefit from them), but are primarily for the instructor. A TESOL practitioner needs to be able to act on assessments and use information gleaned from them to help guide her in creating optimal situations. This means that a range of different assessment schemes should be used with the intention of implementing the results. In this TESOL program overall, assessments are essentially seen as research with the two being the same. All research is a form of assessment and that it should be interpreted. In the Practicum, assessment is tied to the reflective component. Assessments are a necessary tool for reflection and reflection should be based on assessments to be valid. The purpose of reflection is to improve elements of the action component.

Tie Ins and Conclusions

TESOL has the potential to be a truly great field. The great strength of TESOL is its intended focus on practice/action with a set goal. And it is through action/practice that everything should transpire. All action comes from knowledge/theory and this makes theory/knowledge extremely important in determining practice. But theory/knowledge is also realized by its use. An idea separated from its use is empty and useless. Thus, it is important that theory is learned and revisited through action/practice. That is exactly what we do in the Practicum and it should be what every TESOL program does. Anything less is hypocritical.

Theories/ideas are the fundamental building blocks of action. In TESOL and especially in closely related fields, ideas are fragmented. Researchers are not often practitioners and work on ideas devoid of practice. A set of fragmented theories, which is what we are confronted with as practitioners lead to contradictions in action and basically bad teaching. Action is the best way to tie theories together into a corresponding whole. This is what we should be doing in TESOL and is what we do in the Practicum.

Final Papers

Approaches to English Grammar
Final Project

Neha Jangam

This option is based on the belief that language learners move through several stages in the process of learning to use grammatical points. These stages are awareness, some partial control, good partial control and full control. Language teachers have to be aware of these stages and create tasks that help students reach them. That is the point of the project. This option, then, is based on designing tasks for enhancement of particular structural points at a particular stage in a longer process.

Introduction

Learning a new language is never a simple task nor a straightforward one. Unlike how a person acquires their native language (L1), L2 and beyond undergo several stages of learning before one can become adept in using the new language with full level of control and independence. However, any language instructor and even some language learners can tell you that learning a new language is never a predictable journey. There is not any guaranteed linear relation between teaching a language and learning it. One cannot assure that a person will have learnt (or acquired) everything that he has been taught by the instructor, in the same order, degree and manner. As Willis (2003) has talked about in his book, one cannot predict when and how the contents taught will be used and what will actually be used by the learner as a part of their spontaneous language practice. However, it is always worth the effort to be aware of the processes that underlie learning so that it gives the instructors a better idea of how they can assist learning in these phases and help them move forward from one stage to the other. And this is true not only with language but also with the acquisition of grammar and grammatical forms. Willis has postulated three stages in the process of learning namely recognition, system building and exploration. However, they can be further divided and renamed to a simpler form namely; awareness, some partial control, good partial control and full control.

Identifying the stage or learning point in which the learners are is crucial for devising appropriate strategies when teaching. The awareness of these stages can direct the instructors in creating tasks that can help students achieve the goals of the given stage and move forward into another. Thus, with this concept in mind, this final project is dedicated to designing tasks that will help enhance the structural points at the given stage as a part of a longer process to achieving language fluency and full control.

The stages and tasks for the stated grammar points will be presented in Part A while Part B will justify the tasks chosen and provide an explanation of why the particular tasks were chosen and presented in the given order.

A: TASKS BY STAGES

1. AWARENESS

This is the starting phase in the learning process. At the start of this phase, learners are at the novice level with their level of control over the language down at nominal to none. However, by the end of this phase learners develop recognition and awareness of language concepts. It is here that they recognize what it is that is to be learnt. Often this phase involves explanation and examples by the teachers to enable learners to draw their attention toward some particular elements, usually with general references and examples that are most visible and known

to them. With this idea, the following lessons have been devised for learners about indirect objects and relative clauses.

1.1 INDIRECT OBJECTS

CLASS PROFILE

- **Age group:** 10-13 year olds
- **Composition:** All non-natives
- **Level:** Beginners
- **Class:** have already done sentence structures and questions forms. Know how to identify subjects, verbs and objects and make "wh" questions. They also have some idea of parts of speech and what phrases and clauses are.

LESSON PLAN

Warm Up

The lesson begins with the teacher writing some simple sentences on the board and reviewing the concepts of subject, verb and object. The teacher writes a few sentences and asks the students to identify the subject, verb and object in each one of them while also asking them the reason behind calling them subject, verb or an object.

Main Activity : TASK 1

The teacher writes a sentence and then asks the students to identify the object. The focus of the first part will be on the types of objects. The teacher explains why the object is a direct object and talks about the qualities of direct objects while giving 2-3 examples. Then the teacher writes sentences similar to the ones written on the board but with indirect objects on each. Teacher will explain why the words added are indirect objects and how one can find them in a sentence by asking "to whom" or "for whom".

This is followed by TASK I. Teacher will explain the question so that it is simple to understand.

Main Activity : TASK 2

Now the class will work towards identifying indirect objects. Often indirect objects appear odd, especially to beginners who have not been exposed to them much. So one of the ways to make this less weird is by rearranging the sentences with the help of prepositions. Because indirect objects are very similar in meaning to prepositional phrases but different in structure, the teacher will show the class how indirect objects can be rearranged with the help of prepositional phrases containing "to" and "for", without changing the meaning. The teacher will present a few examples for the students to clarify this and then they move on to TASK II. As with the previous exercise, the teacher will explain the questions for ease of understanding.

Wind Up

The teacher reflects on the lesson by presenting example sentences and recalling the sentence structure. The sentence will be evaluated for direct or indirect objects and students will be encouraged to answer which is the direct and which is the indirect object in each sentence with their reasons.

TASK 1

Categorize the items in each of the sentences into subjects, verbs, direct and indirect objects. Spot & highlight the indirect objects in the given sentences by making "for whom" or "to whom" question for each of the sentences and then find the answer in the sentence. If there is no indirect object in the sentence leave it blank. The first one has been done for you.

	SUBJECT (Who?)	VERB (Action)	DIRECT OBJECT (What/ Who?)	INDIRECT OBJECT (To/For Whom is the direct object being, done, given?
1.Jocey gave Macey a blue sparkly pencil.				
2.My brother brought me a gift.				
3.The teacher gave us a lot of homework.				
4.Tom paid the delivery guy 40$ for the pizza.				
5. Mom burnt the turkey.				
6. Romeo bought Juliet a red car.				
7. The tornado blew down the tree.				
8. Jocelyn sent me an email.				
9. The President gave a speech.				
10. The audience gave him a standing ovation.				

**** 1**

TASK 2

Using the sentences above, create sentences that have the same meaning but with the use of prepositional phrases. Prepositional phrases are phrases that contain a preposition. You will see that the sentences can be rearranged with a preposition to give the same meaning. Often, this type of rearrangement will help you spot the indirect object better and more easily. After restructuring the sentences, look at it to see how you can locate indirect objects in sentences. Highlight the indirect object in the first sentence. The first one has been done for you.

	Rewriting with prepositions
	Jocey gave a blue sparkly pencil <u>to Macey.</u>
1. Jocey gave Macey a blue sparkly pencil. *Macey is the object	
2. My brother brought me a gift.	
3.The teacher gave us a lot of homework.	
4.Tom paid the delivery guy 40$ for the pizza.	
5.Mom burnt the turkey.	

6.Romeo bought Juliet a red car.	
7.The tornado blew down the tree	
8. Jocelyn sent me an email.	
9. The President gave a speech.	
10. The audience gave him a standing ovation.	

1.2 RELATIVE CLAUSES:

CLASS PROFILE

- **Age group:** 10-13 year olds
- **Composition:** All non-natives
- **Level:** Upper beginner
- **Class:** Have already done sentence structures and worked with parts of speech. Know to work with pronouns and question forms.

LESSON PLAN

Warm up

The lesson begins with the teacher recalling what a noun and a pronoun is and then working with a few examples. Then, the teacher writes out the relative pronouns: WHO, THAT, WHICH, WHERE, WHOSE & WHOM on the board and gives examples. With each example the teacher reads out the noun phrase and points to the corresponding relative pronouns. The teacher then reads the main clause up to the noun phrase and then instructs the students to read out the relative pronoun and the information following it. (i.e. students read out the relative clause). Teacher reads out another set of examples containing relative clauses and points out the relative pronouns with a change in intonation

Main Activity: TASK 1

Explanation: The warm up is followed by a thorough explanation of what a noun phrase and relative pronoun is and how a relative pronoun is used to connect the noun phrase with an extra information. Since the learners are beginners, the teacher might not want to distinguish between nouns and noun phrases as it might confuse them. Teacher then presents examples of words with some explicit descriptions and asks students which noun phrases the descriptions relate to.

This is followed by TASK I.

Main Activity : TASK 2

The teacher explains about how the relative pronouns correlate to the noun (noun phrases) and how they can replace the pronouns to create a relative clause. Here, the teacher explains the use of relative pronouns with the given category of nouns (noun phrases) such as “Who” correlates to a person, “that/which” correlates to things, objects, situation etc.

After sufficient explanation of this correlation, the teacher presents several examples for each of them, engaging the student participation as s/he creates the sentences.

Finally, the teacher explains what part of the sentence is the relative clause and what role they play in the sentence.

This is followed by TASK II.

Wind Up

The lesson ends with a review of the relative clauses. The teacher goes through each sentence and talks through the relative pronouns and how they connect with the nouns to add in extra details to the nouns.

TASK I:

In the following main clauses, underline the noun (noun phrase) and say something (description or additional information) about the noun (noun phrase) in the box alongside it. Underline the pronoun

E.g.: This is Josh I have a pet crocodile	He teaches me English. It is very friendly.
1. Mary ate an apple	
2. I like Mrs.Olsen	
3. This is a book	
4. She bought us doughnuts	
5. They went to a place	
6. I have a cat	
7. Madison painted a picture	
8. She has eyes	
9. Jeremy lives in a house	
10. They made a pie	

TASK II

This is a follow up of the activity done earlier where you have added a description to the noun phrases. Now, highlight the pronouns in the descriptions in the previous task. In the boxes below, identify if the pronouns are referring to a person, thing, object, event, place or a possession. Which relative pronoun can be used in place of the pronoun? Make a single sentence by replacing the pronoun with a relative pronoun and see if you can highlight the relative clause.

Here are examples for guidance:

This is Josh	He teaches me English.	Person	Who	This is Josh who teaches me English.
I have a pet crocodile	It is very friendly.	Animal	Which	I have a pet crocodile which is very friendly.

Pronoun	What does the pronoun replace?	Which relative pronoun can be used in place of the pronoun?	Create a single sentence replacing the pronoun with a relative pronoun. Highlight your relative clause (*it is the part of the sentence that contains the relative pronoun*)

2. SOME PARTIAL CONTROL

This can be considered the beginning phase of system building where learners start to form their own theories about how the given grammar forms work. Students have some partial control over the language elements when they are able to identify some form of mechanism or prefabricated component that will help them speed up the construction and use of certain grammar structures. As Willis (2003) has suggested, teachers can help students achieve some partial control over the elements that they teach by providing rules of thumb and supporting these rules with handpicked examples that justify these rules. The teacher can also ask the learners to generate the examples themselves by searching for them in the language that they experience day to day. An example of this can be shown in the following lesson where the teacher has to teach prepositions and particles to a class such that they can achieve some partial level of control in this grammar element.

CLASS PROFILE

- Age group: 10-13 year olds
- Composition: All non-natives
- Level: Intermediate
- Class: have already learned about prepositions in general and are well aware of prepositions of place (on, in, up, down, behind, above etc.) and some concepts of phrasal verbs combinations (verb + participle) have been introduced to them. In terms of preferences, the class is still not confident with writing tasks as of yet and prefers more reading activities.

PLAN:

Warm up

The lesson begins with the teacher reading a picture story book to the students. In this, the teacher has a book with several pictures in it and lines that describe the story or actions by the character. The teacher stops at a page where the character is in a scene and begins to describe the scene but asks the students questions regarding the character and what is happening in the scene by pointing to it in the picture, such as “Josh is climbing up the ladder. Where is Josh now?”, “Josh took off his coat and threw it to the ground. Where is the coat now?” etc. The students have to respond to the location of the questions with their knowledge of prepositions that they have already studied. The teacher chooses s book or creates a short story that includes several phrasal verbs and prepositions. The students listen to the story to get an idea of phrasal verbs and recall prepositions that they have done earlier.

Main activity : TASK 1

The learners already have some basic ideas about prepositions as a part of speech, however they might have not have discussed in detail about how to identify the right prepositions for time and locations. In this lesson, the teacher will focus on the use of prepositions “at,” on”, in” for location and time by drawing up a chart and explaining when they are used. For each, the teacher provides an example to each of these by using the classroom as the setting and asking the students questions while making the sentences. For example:” The books are on the chair. The book is on the surface of the chair. So where is the book? {students reply “on the chair surface”) What else is on the surface of something? (students

find example around them)". Susie came to class at 10 o'clock. When did Susie come to class? (Students reply "at 10 o'clock) When did Rose come to class?" and so on. As the teacher makes the sentence, the students are encouraged to look at the chart and try to figure out the answers. Since they are using examples of what is around them it is easier to relate to and talk about

This is followed by TASK I.

Main activity : TASK 2

The second half of the lesson will focus on particles. This might be challenging as particles look structurally very similar to simple prepositions but in terms of meaning are quite different.

The teacher begins by writing two sentences on the board, say:

"Susie is <u>in</u> the class"

"Susie walked <u>in</u> during the lesson"

The teacher will underline the preposition "in" in both sentences but explain the difference in the use of the word "in" in the sentences. While doing so the teacher will talk about what a participle is and how it is placed in a sentence next to verbs and how it is conceptually different from general prepositions by giving examples. Since participles are used based on their meaning following the verb, the teacher can present a set of most commonly used participle and verb combinations along with their meaning and making examples with the students. This will be followed by TASK II

Wind up

The lesson will end with students reading out their answers with the whole class discussing whether their guesses were correct or not. The teacher will give examples and encourage students to make their own examples for each of the verb phrases to show how they can be used in sentences.

TASK I:

You and your friend have decided to meet up during the weekend at the Star Mall downtown. As agreed, you arrive at the Mall but fail to find your friend. You try to call him but unfortunately your phone has no network. Somehow, you manage to grab some Wi-Fi signal and so you decide to send him a short memo text through the messenger app.

The memo that you sent to Josh (your friend) is given below. Fill in the blanks in the memo with the correct prepositions of time and location. There is also a cross sectional view of the Mall. Pick a character in the picture. That character is you. You will need that information in order to fill in details about your location in the memo. Use the preposition table learnt today for help if you are confused.

CROSS SECTIONAL VIEW OF STAR MALL.

Your text to Josh.

Hi Josh. It's …… <your name>.
I am here …… the mall. I arrived …… 3 o' clock, right …… time ,
just like we promised. I have been searching for you ever since. Right now
I am …… the ……(no.) floor. I thought you might be here, so came
to look. I searched for you everywhere, but to no avail. I am ……
the …… (name of the shop). I tried calling you but the
network reception is so bad …… here. No signal!
I just caught the Wi-Fi signal somehow. I think it is better to just send you
a message than to search for you round in circles. Can you come to the ……
(which floor) floor and find me …… the …… (name of the shop).
I am ……

(what are you doing and where? E.g. sitting on the couch in front of the counter).
If you are still …… the mall and you get this text, please find me here. I heard they
close the mall …… 7 o' clock. I will be here until 6.
Please reply soon.

TASK II:

Despite sending the memo, you were not able to meet Josh so you return back home. Upon arriving home, you get a call from Josh who is infuriated with you. You guys have a really tense discussion. Your mom overhears you arguing and then you report to her about what happened. A part of that conversation is given below. Match the phrasal verbs with the correct meaning on the right. Make a guess if you are unsure. Then read the text and check if the meaning that you have guessed matches the situation. Use this understanding to make sense of what you said to Mom. Work in pairs or groups of 3s for this task.

Match the phrasal verbs with their meanings:

Arrived at	Come together with someone face to face
Hung around	To wear
Check out	Call someone again
Meet up	Reached somewhere
Checking in on	Not being present
Tried on	Shouted, scolded
Kept on	Examine something
Called back	Continued
Yelled at	Spent time doing nothing in particular
Not showing up	Making, creating
Cooking up	Confirming by looking at something over time intervals

Conversation with Mom:

I went to meet Josh at the Mall at 2 this afternoon. When I arrived at the Mall, Josh was not there, so I decided to wait for a bit until he arrived. I hung around the entrance by myself for 30 minutes but there was no sign of him. I called him but his phone was switched off. I was really bored so I went upstairs to check out the new games at the toy store. I wanted to see if there was anything new so that Josh and I could play once we meet up. I kept checking in on my phone to see if he had left me any messages or called. Nothing. Then I went to the shoe store and tried on some new sneakers while I was there. I left him a text message and kept on waiting. Eventually, he did not arrive so I returned back home.

I had just stepped into the house when Josh called back and yelled at me for not showing up. I tried explaining to him but he just wouldn't listen . I even told him about the text but he said that I was cooking up excuses. I got so angry so I shouted back at him. How dare he call me a liar? I am never talking to him again!

3. GOOD PARTIAL CONTROL

This is also a stage in the system building process where the learners improve their ability to use the concepts quickly and effectively by linking them systematically to other concepts. Rather than simply following rules, if the learners are able to connect the concept to something they already know and can generalize about then they can achieve good partial control over the language. Teachers can help students achieve good partial control by giving them tasks that will encourage them to not just look at the given rule of thumb but also use their minds to analyze and link the concepts to generate answers. The following two tasks on articles are aimed to do the same for students who are at the intermediate level and who already have a basic understanding of articles and count/non-count nouns.

CLASS PROFILE

- Age group: 10-13 year olds
- Composition: All non-natives
- Level: Intermediate
- Class: have already learnt about the use of definite and indefinite articles and have had exposure to general use of articles such as rules with regards to the use of articles in front of proper nouns, common nouns, using articles for numbers, articles based on sound etc. They also have background knowledge of what noun and non-count nouns are with previous lessons on articles for count and non-count nouns done already. This class is a bit more creative and enjoys presenting their own ideas. Having interactive or multiple types of activities work well with them.

PLAN:

Warm up

The lesson begins with the teacher bringing out a flash card containing words or pictures. The students need to add the correct articles in front of words and say it out loud together. If a picture has been repeated, they must use "the" in front of it. This is just a warm up task and they must remember if they have seen the picture before or not to use "the".

Main activity : TASK 1

The main focus of this lesson is on the use of articles with quantity nouns. The students already have learnt about count and non-count nouns earlier so the teacher now introduces the concept of using collective and individualized words along with the corresponding use of articles. The teacher presents a video showing the different nouns -individualized and collective and what quantities they would refer to or what they would look like in reality (e.g., a shard of glass, sliver of orange, a strand of hair, a block of cheese, sack of potatoes etc.) things that are difficult to collect and show in class. The main point of the lesson is on the use of articles (or no article-zero article) with different classes of nouns i.e. how the articles can be used with non-count nouns by assigning quantity words, collective words to them or how quantity words can also be used with count nouns. The teacher will reiterate the concept of count & non-count using context and via pictures and videos. Students are encouraged to imagine the quantities and how they would look like by asking them to refer to personal experiences and use.

This is followed by TASK I

Main Acitivity : TASK 2

The second half of the lesson will focus on the implementation of the articles with count nouns and quantifying words for non-count objects with particular references to daily life and use. Since the kitchen is the most common place where one can easily encounter count and non-count objects in daily life, the teacher will discuss about daily routines in the kitchen to get the students practicing and using articles with the correct form of nouns (with or without quantify nouns). The teacher will introduce the use of quantifiers such as "some", "a few", "a bit of", "a lot of" etc. to denote quantity of the nouns being used. Teacher will talk about what s/he eats for breakfast and go around asking people about their breakfast or any

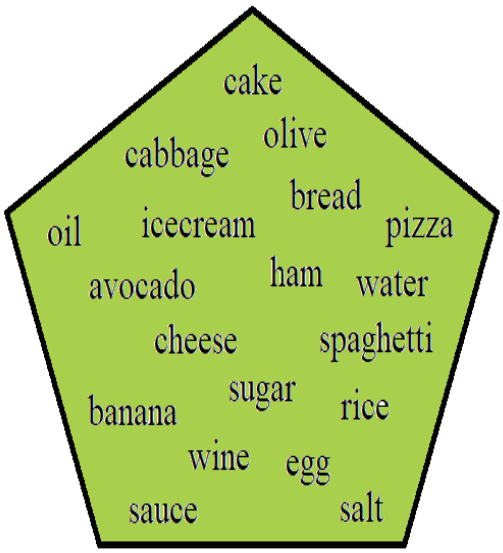
other meal.
This practice is followed by TASK II.

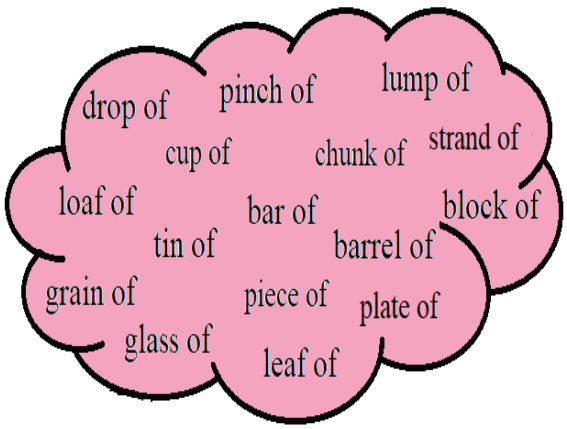
Wind Up

The lesson will end with students reading out their answers. The follow up task is for the students to go home and actually create a sandwich following the instructions that they have made. They need to take a video of it and show it to class next time.

TASK I

Identify if the following food words can be classified as count or non-count nouns and add in appropriate articles “a” and “an” in front of them. If you say that the words are non-count think of how you can try to make them countable by using appropriate quantifier nouns from





Easy to count individual items	Need support when counting indivitual items

the box below:

TASK II

Lately you have started your own cooking channel on YouTube. You have been uploading videos of yourself preparing some brilliant dishes. You normally prepare a script of the recipe and cooking procedure beforehand and use it to add a voiceover on the videos after they are shot. You also tend to upload the recipe on your blog that is linked to your YouTube videos. Today you are showing everyone how to prepare a simple yet delicious veggie sandwich since people have been requesting healthy food recipes a lot.

You need to prepare the recipe by following the hints given below:

HOW TO MAKE A DELICIOUS VEGGIE SANDWICH ?

INGREDIENTS:

To make this delicious veggie sandwich you will need the following ingredients: (look at the pictures and decide the quantity by yourself, e.g.: some bread, a loaf of bread or two slices of bread etc. You can add any other ingredients of your choice as well)

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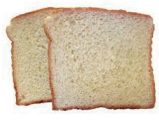

INSTRUCTIONS:

Take bread -> apply butter on both sides -> place lettuce -> slice onions, tomatoes -> place on top of lettuce -> add cheese ->add salt, pepper, chili flakes -> add ketchup -> place other slice of bread on top -> slice it -> done!

(follow the flowchart to write up the step-by-step process on how to make the veggie sandwich. Use appropriate quantities, quantifiers and make proper use of articles “a”, “an, "the `` or’ ‘zero articles” in front of quantifier adverbs like’ ‘some ``. E.g.: take *some* slices of onion and add *a pinch of* salt etc. Also use transitional words such as “then”, “after that”, “next”, “finally” etc. to show the process.)

To make your veggie sandwich, start by taking ..... bread. Then apply .....

.....

.....

.....

..... Finally, ...

Your sandwich is ready to be served!

4. FULL CONTROL

This is the stage where learners already have full control over the language elements but now need to be able to refine the system that they have developed by using conscious efforts so far and explore the language such that they can develop systems that they might not be consciously aware of. At an advanced level, learners must be given opportunities to explore the language on their own with the use of structures that they have already built and go ahead on their own by forming their own rules and formulas for the language. Teachers can do very little in this process other than provide the opportunity to venture into language and guide them along. Much of the discovery will have to be done by the learners themselves. Therefore, activities and tasks need to be an extension of what has been taught, which will encourage or even force them to look out for further examples and research and acquire the answers from real world contexts. Only at such a level can students have full control over the language.

Below we have two examples of tasks that have been designed to help students gain full control on the use of infinitives and gerunds.

CLASS PROFILE

- Age group: 13-15 year olds
- Composition: All non-natives
- Level: Lower - Mid Advanced level
- Class: The students have prior knowledge of gerunds & infinitives and had been given lists of rules regarding the use of infinitives and gerunds. They can work with different sentence structures and longer sentence compositions containing different clauses and connectives. The class is very active in terms of interactions and do writing tasks fairly well for their level.

PLAN:

Warm up

The lesson begins with a discussion where everyone talks about their future goals and dreams. They talk about what they want to do or what plans they have set up for the future (I want to, I have decided to, I am ...ing, I will be ...ing, I have made up my mind to ….., I would prefer ..ing etc.

The teacher starts with their own examples and the students follow up taking turns.

Main Activity : TASK 1

The main focus of this lesson is to explore the diverse use of infinitives and gerunds. The class has already learnt about infinitives and gerunds before and have been given lists of words and rules regarding them, but the focus today will be on exploring the uses of these elements by evaluating real texts and then figuring out the uses from the text itself. The students will be encouraged to look for patterns and also seek similarities to what they have already learnt.

For this, the teacher hands out pieces of carefully selected texts from authentic sources such as articles, news, books and work with the class on identifying the infinitives and gerunds. The teacher will have to teach them how they should approach examining the infinitives and how to categorize them. The students should be encouraged to find other words that fit in the category and then apply infinitives and gerunds to see if they work with them. For this they should be allowed to use the internet or dictionary (old school style) to see if the infinitive/gerund form they have created is correct or not. Therefore, the teacher's role here is not to give the direct rule of thumb or answers but to teach the students on how to research on their own and venture out into more authentic texts to see how infinitives and gerunds are used.

This is the guiding principle for TASK I.

Main Activity : TASK 2

The lesson follows with the teacher now guiding students to create sentences and put their ideas into use. The teacher will present a video on a discussion/debate and the students will be given scripts of the discussion. They will have to watch the discussion and keep in mind the language used (infinitive & gerund), particularly words that are used to express

their ideas, words to show agreement/ disagreements, words and phrases form that are used for refuting each other etc. This is just to get them mentally prepared for the task that follows next. After the video, the teacher explains how infinitive and gerund forms can be used in discussions to express perceptions, opinions and ideas.

This is followed by TASK II

Wind Up

The lesson will end with students reading out their answers first in their own groups to highlight the use of gerunds and infinitives, add some if they don't exist and then discuss their content with the other group in a short discussion/debate like form. They will have to try to make use of the words in the most natural way possible. Teacher's role will only be on pointing out the most obvious errors, the students must be encouraged to correct one another.

TASK I

For this task, you need to work in pairs. Read the following short extract about global warming. As you are reading the extract, underline all the infinitives and highlight the gerund forms along with the verbs, prepositions preceding them. Then working with your partner you need to decide when or for what purpose the gerunds or infinitives are being used. Use the internet to help you find synonyms or for words that you don't know. Some words might take both gerunds and infinitives. It is okay. The purpose of this task is to see how the gerund and infinitive forms are used for different purposes and in different contexts in general English.

For example:

I miss going out for picnics into the nearby forests. Now, there are none to where I can go. However, I refuse to believe that the world is changing.

- miss + gerund: showing longing for something, recalling something that you can't do now
- refuse infinitive: to deny something

Reading extract: **2

The world that we live in today is not the way it was 60 years ago. The earth's temperature is rising slowly and that is bringing about several problems for all of its inhabitants. To start with, the ice caps in the polar region are melting and this is causing the sea levels to rise. Islands stand at the risk of drowning. Countries everywhere are experiencing drastic changes in their climate and weather patterns. Can you imagine it snowing in the desert? Have you ever imagined lush green

forests being completely wiped out into barren lands? But it is happening and it is happening right now. And from the looks of how things are, scientists expect it to get even worse in the near future. You cannot deny the fact that in the next 50 years or so, the earth will be a much less livable place than it is right now. Thanks to the uncontrolled actions of human beings. In the past century, the world has made immense progress and it continues to do so. Growth and development in science and technology has made countless things possible, but all at the cost of our environment. True, our life style has changed and it has been made possible because of the growth and development in science and technology. However, is it really worth it? To be able to ride expensive cars and live in tall skyscrapers while forests are being cut down to make land for building these roads and houses? Is it worth flying to the moon when you can't even step out of the house because of the toxic air and pollution caused by vehicles and factories? Would you enjoy sipping out of cool plastic bottles while the oceans are being contaminated and all the marine life is dying? Imagine living in a world where all the animals, flora and fauna are dead. Would you want to live in such a world or would you want to help prevent this disaster? If you support the latter, then do your part and do it today. Every bit that you do counts. If you want to build a better world or say if you wish to preserve what you have right now and prevent it from getting worse, you must promise to take action. It does not have to be big changes, but even little changes from your side can help preserve the earth. Also, encourage those around you to do the same. Remember, the earth is your home. You have to take care of it for it is the only one that you have got.

INFINITIVES	GERUNDS

TASK II:

For this you will work in groups.

You have just read a short extract on how the world is changing for the worse and how we humans have had a huge role in that. With that thought in mind discuss your ideas and opinions on how much humans are responsible for what the world is today. One group will talk for the motion, expressing the idea that indeed humans are responsible for all the problems that the world faces today while the other group will speak against it, i.e. it is not entirely the fault of humans, it was an inevitable thing. Basically the second group will have to defend human kind from the accusations being put by the first group. For this task, you will have to collect a few facts and do some quick research on the issue. You can read stuff online and see how they have presented these ideas. Use the internet to help you gather facts, ideas and also with words and forms that you might not know or are confused with. Use the previous task and the table you have made for help. Jot down your opinions and ideas in written form and they will be read at the end where both groups will present their ideas. (it does not have to be very long: maximum 10 points) Also think of

possible things the other group might say and think of the answers beforehand. Good luck!

Topic: Humans are responsible for the plight of the earth today. Humans must seriously consider putting a stop to everything that is harming our planet.

B: JUSTIFICATIONS FOR TASKS SELECTED

1: AWARENESS

1.1 INDIRECT OBJECTS

The first task used requires categorization of the sentence elements. The task requires the students to ask appropriate questions when locating the elements in sentences such as "who?" for the subject and "what" for the object in simple terms. Since the learners are at the first stage of learning, this task will help them revise concepts of sentence elements and how they can identify them easily while adding in the new concept of what direct and indirect objects are and how they differ. After doing the task they can be clear about what an indirect object is how they can be located it in a sentence. The task in a way repeats and drills the questions so that the learners can get a better imprint of the concept.

This task is followed by the sentence rearrangement in Task II. This task also focuses on the awareness element, i.e. being able to recognize how indirect objects can be identified but by way of prepositions. Following task I, the learners have an idea of what question the indirect object answers, so the learners now extend this ability to recognize indirect objects in sentences with prepositions. By restructuring the sentences to a prepositional form, they learn how to spot for indirect objects easily and also on how to convey the meaning using a different form. The activity makes them more aware of the structures while reinforcing the concept learnt. The tasks are well guided by explanations that take place in the class and learners are given ample examples before they attempt the exercises by themselves.

1.2 RELATIVE CLAUSES:

For this component, I have chosen an open ended task at the start and then a follow up task that requires identification, replacement and compilation. The first task is used to build the base for the concepts of relative clauses since relative clauses contain an added description of the noun phrases. Here the learners have to choose which nouns they want to describe and write a short description of it by their choice. This makes them aware of what the clause will be related to in the next activity. Rather than giving them ready made answers to choose from, writing their own descriptions helps them practice creation.

Task II is where the learners now exercise and implement their knowledge of relative pronouns and relative clauses. They need to find the pronouns and place them in the correct category. Then they have to find the appropriate relative pronoun for that category. Finally, they compile the pieces together and highlight the relative clause created. This task makes use of multiple sets of skills together (identification, categorization, replacement and compilation). If all the activities seem too much for a single task, they can easily be broken and made into a follow up task for the close down where the students can be asked to highlight the relative clauses. This easily builds up from TASK I so this can be done in a single lesson in a flow, which will make sense rather than having different unrelated activities. By the end of the lesson the learners will be aware of what relative clauses are, what they look like (i.e. clauses with a relative pronoun in it) and what their role is in a sentence. Since the learners are in the beginning phase, the teacher might choose to not focus much on noun phrases. Also, the idea of position of relative clauses in a sentence can be left for later stages.

2. SOME PARTIAL CONTROL

2.1 PREPOSITIONS & PARTICLES

The tasks are for helping the learners build some partial level of control over the use of prepositions and participles. TASK I focuses mainly on the use of prepositions to express

position, location and time. Instead of the general describe your room activities, this is slightly different and requires the learners to describe locations and positions from a wider perspective. The task presented here is a simple one and involves identifying the correct prepositions to use. The activity can be diversified depending on the type of learners one is working with. If the learners are fine with or enjoy writing, they can be asked to write the whole memo by themselves with some scaffolding other than being a given fill in the blanks questions. They can work with tables and rules to formulate their own understanding of how prepositions work and which prepositions work under what conditions. With constant use they can understand the rules better as it slowly becomes a part of their system.

TASK II is a follow up task that helps build up vocabulary with regards to use of participles. Since verb phrases, idioms etc. make use of participles in a set format, learners need to be aware of the meaning to be able to use them properly in context. Task II has two parts, first in which they try to match the verb phrases to their meanings on the right and then the second part where they confirm their guesses by putting it in the context of reading This is a slightly more challenging task, the first part is supplied to serve as a scaffolded base to help them learn the meaning and while the second serves as the part where the meaning put into context and confirmed. Here the students can work in pairs or groups since it could be challenging for students of their level to work on this individually.

3. GOOD PARTIAL CONTROL

3.1 ARTICLES

The purpose of the lesson is to help learners gain good control over the use of articles with the use of quantity words and quantifiers. The best way to do it is to get them thinking of count and non-count words and how they can be grouped, individualized and quantified by giving relevant examples. The teacher presents videos at the start to help them understand what the quantities would look like so that they can understand it better and use visual imagery to associate this knowledge with other words later. Task I is a practice of this identification process where they must think of how the nouns would appear, whether they can be counted or not and if not how they can account make them countable. Food items are a good way to teach this and they can have a good deal of practice with this task. The task will also help them see and raise questions about how count and non-count nouns do not have a strict rule of categorization and how it is all a matter of context. With that the assignment of articles to these nouns become easier and they have better control over it rather than when they are given rigid rules about the use of articles

Task II puts the learning from the first task into use. The learners get a good way to use the knowledge of articles and food words by creating a recipe. Here they need to think about portions, quantities and decide whether the words would use articles or not and how they can assign articles by adding quantifiers. This task consolidates their knowledge and helps them control what they have learnt and put it into practice. Although there are chances of errors since food items can be expressed as count or non-count nouns, the teacher can always help in the corrections process. The lesson can be a fun session for them especially at the end where they must follow their own recipes, make a sandwich and shoot the video. This will make an interesting assignment and warmup/reflection session for next class where they can talk about how their sandwiches were and what they need to do to improve their recipe.

4. FULL CONTROL

4.1 INFINITIVES & GERUNDS

The given tasks are ideal for advanced level learners. The approach here is to use content based teaching such that the tasks are engaging and the language used is closer to natural expressions rather than having modified language use all the time. Early advanced level learners need to be exposed

to authentic texts more so that they can see how the language forms learnt in class are actually put into use and they can figure out the practical implementations by themselves. Because not everything can be taught via rules or explained, experiencing the language by themselves is probably the best way to master the language.

Task I exposes the learners to the language. The piece of text has been extracted from an essay written by one of my students regarding the role played by humans in the crisis that the world faces today and then slightly modified by me (the essay was a part of class activity). This is an authentic piece of writing that puts into use different language forms and structures and there is also an abundant use of infinitives and gerunds So the goal of this task is to expose the learners to how the grammar form is put into authentic use and then have them figure out under what conditions they are used. In this process they learn about the new ways in which infinitives and gerunds can be used by exploring on their own, questioning and figuring out by themselves without the need for teacher led answers. This is reflective of how we work out language in real life, i.e. through a series of independent thoughts and system building.

Task II is about creating language. They have read the text and are now supposed to create their stand on the issue. The learners are encouraged to search for facts, ideas and read about what has been said on the issues by others online. They can also use dictionaries or the internet to work out vocabulary and language forms that can help them structure their ideas. The first and foremost focus of this task is the content rather than the grammatical form. Since they have already worked on gerunds and infinitives in the earlier task, it should be fresh in their mind without the need to actively draw their focus on the topic. Therefore, the learners are encouraged to work on the content otherwise there runs the risk of being too involved with form rather than authentic use and meaning. Reading examples and texts that relate to this is the best way to get the task done. They work in groups so there is the opportunity to discuss their language choices and contents without seeking help from the teacher. They will basically put into use all the concepts that they have learnt in class so far to create an authentic piece of writing. After they have worked out their content, they are directed to search for infinitives and gerunds in their writing and to correct any form of errors in the wind down sessions. If there are none in their writing, they should be encouraged to create a few and place them in areas possible. For this, they will have to engage in a proper discussion with the group members and they will finally present the final form to the other group in a short debate. This activity will help them build the process of creating the target language under an authentic task setting. This can help advanced level learners achieve full control of their language targets better than when working under closed settings with worksheets or grammar exercise since here they will be executing and creating the language themselves unconsciously (or consciously if needed) in the process of content creation.

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Task Sources:

Most of the tasks used here have been created by me. TASK 1 for Indirect objects has been inspired by and used from the given website

**1.https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Direct_and_indirect_objects/Direct_and_Indirect_objects_ei19392ml

**2 The reading extract has been taken from one of the writings from my students in class.

Bilingual Education: A Plan for the Korean Educational System

Eric Daubert

1. Introduction

Students in the classroom of today are living in a dynamic period of global change. Findings from the New London Group identify the evolving nature of language teaching and the convergence of influences that have morphed what language is used for and those for whom language is interacted with (Cazden, Cope, Fairclough, and Gee, 1996). From this point of view, a new-age perspective has emerged stressing language learning that is not only purposeful, but also uses social learning processes to assist learners to meet the demands of their school, private, and public life. This ever changing and increasing globally connected society have renewed pedagogical attention towards the potential benefits of the deployment of a bilingual education program. Though bilingual education, and in particular the forms in which it may take, have fueled debate in international and local communities, current trends continue to show the various ways in which bilingual education can meet the demands imposed upon the contemporary learner, and compensate for deficiencies that traditional language instruction can not meet (Hamers and Blanc, 2000).

Benefits of bilingual education have been heavily documented in research and pedagogical journals, as well as through various successful educational programs worldwide. Such programs have capitalized on the cognitive, metacognitive, and social benefits afforded by bilingual courses in literacy development. Hamers and Blanc (2000) suggest that traditional language education is not sufficient to guarantee economic and social gains to students. To make up for these shortcomings, bilingual education programs are seen as a way to improve access to academic and cultural capital through increased social interaction and practices, connections to community, development of an L2 (second language) identity, agency, and other indicators of L2 learning. As such, proponents of bilingual learning argue that literacy can be viewed as a vessel that leads to organization and skilled abilities, cultivated in school, and applied outwards (Hamers and Blanc, 2000).

Turning away from a global perspective, bilingual education in the Korean context continues to reflect the previously described perspective of creating highly competent, multilingual global citizens, capable of utilizing higher-order thinking skills in applications of current and future life attainments of learners (Pink; as cited in Finch, 2009). Traditional learning in Korea continues to focus extensively on stimulating the memory-based functions, instead of language and social functions of the brain (Finch, 2009). Though the Korean educational context has put forward a myriad of initiatives to develop the language proficiency of students, few are true immersion programs, neglecting a harmonious balance between language study and content learning (Deveau and Bang, 2004). As such, the current situation in Korea can remedy the failures of past language education goals through the development of a bilingual program (Deveau and Bang, 2004). By consulting research done on bilingual literature, this paper will put forward a review of education theory and the programs out there in order to justify a framework for a successful bilingual program in the Korean educational context.

First, a presentation of relevant bilingual

education theories will be presented to set the stage for program curation. Next, a description of typologies of bilingual education will be given. Then, research based bilingual and immersion models will be analyzed to draw implicatures and conclusions for the development of the present Korean bilingual education program. Last, a brief discussion of the proposed bilingual education program will be given.

Bilingual Education Theory

2.1 Defining bilingualism

Before outlining the case for bilingual education programs, it would seem prudent to first discuss what exactly it means to be bilingual, as well as describe the attributes of such learners. Contrary to popular belief, bilingualism does not simply mean the ability to speak more than one language. Rather, it can be described as "the psychological state of an individual who has access to more than one linguistic code as a means of social communication" (Hamers and Blanc, 2000, p. 6). Given the dynamic nature of language, language behavior can be described as a direct result of multiple interactions among varying factors, as well as social and psychological forces. As such, the popular view of being bilingual as speaking two languages fails to encompass connections to non-linguistic dimensions, minimally required competencies, as well as other competencies. For the purpose of this paper, we shall consider a bilingual as someone who has the "necessary cognitive structures to produce and comprehend meaning in more than one linguistic code to a degree deemed sufficient and appropriate to self and the societies with which this bilingual is interacting" (van Vlack, 2019).

2.2 Cognitive and metalinguistic benefits

The view between language and cognition stems from work by Vygotsky (1962; as cited in Hamers and Blanc, 2000) in which the social context and interactions between one's care givers is viewed as critical for language development. Given that language is used and developed to serve as a social communicative function, Vygostky (1962; as cited in Hamers and Blanc, 2000) notes that language becomes a crucial tool that shapes the cognitive process. When comparing monolinguals versus bilinguals, early studies of cognition suggested a variety of negative consequences on the acquisition of more than one language. In particular, it was assumed that bilingual children suffered from a form of academic retardation, had lower IQ's in comparison to monolingual learners, and were more likely to be socially maladjusted (Hamers and Blanc, 2000). These views suggested that a linguistic handicap is placed upon the bilingual learner due to complexities of navigating between a dual linguistic system. Furthermore, the mental lexicon was seen as having a limited capacity, and the result would be a decreased functioning or production capability of one language over the other (Deveau and Bang, 2004). It is now well known and accepted that these previous models contradict research prevalent in contemporary bilingual literature.

In contrast to the negative views of language acquisition previously held, current research maintains that there indeed are a variety of advantages that bilinguals hold over monolinguals. Hamers and Blanc (2000) note that bilinguals generally outperform monolinguals on a variety of metalinguistic, verbal, and non-verbal intelligence aspects. Peal and Lambert (1962; as cited in Hamers and Blanc, 2000) found that bilinguals have greater ability in reconstructing perceptual situations, can make better semantic links between words, perform better in rule-discovery tasks, and in general, support higher levels of divergent thinking. Due to working with two languages in the mental lexicon, it has also been noted that bilinguals additionally are able to show greater sensitivity to semantic relations between words (Deveau and Bang, 2004). Given that bilinguals share several schematic representations for words and concepts,

they are able to make greater amounts of connections in response to stimuli.

Even at the pre-conceptual level, a variety of empirical evidence has shown that bilingual children do not lag behind their monolingual peers in terms of language perception (Hamers and Blanc, 2000). However, the developmental curves between the monolingual and bilingual individuals may share individual variations. For instance, when considering vocabulary development between bilingual and monolingual children, the former has been criticized, arguing that bilingual children have a smaller vocabulary (Doyle, Champagne, and Sealowitz, 1977; as cited in Hamers and Blanc, 2000). However, further research has criticized this view given that fact that these previous findings do not account for the bilingual child working with two lexical sets. As such, if the lexical items present in the bilingual child were to be counted in both languages, the lexical amount obtained would be similar to that of a monolingual peer.

2.3 Metacognitive associations

Research into the metalinguistic abilities of bilinguals has suggested that bilingual children might call upon a variety of different strategies to exert control and analysis upon language metacognition (Hamers and Blanc, 2000). Bilingual children have been shown to be better able to detect language mixing and outperform monolinguals when metalinguistic tasks require attention to be made to meaning (Hamers and Blanc, 2000). Essentially the literature suggests that bilingual children, who need to work with different language processes, learn and use strategies more effectively than monolinguals. As such, evidence continues to show bilinguals obtaining superior results on phonemic segmentation tasks, showing higher word and segmentation analysis, by potentially generalizing reflective skills to other metacognitive processes (Mohanty and Perregaux, 1997; as cited in Hamers and Blanc, 2000).

A common idea put forth has been that bilingual learning results in individuals becoming confused by the presentation of two languages, ultimately hindering their proficiency in one or both languages (Deveau and Bang, 2004). These individuals view the bilingual learner as grasping to understand the multitude of data presented to them as a way to explain away the conditions in which someone fails to master either language. However, reviewing the empirical evidence on metalinguistic awareness, this form of semilingualism (lack of proficiency in a language) can elucidate these negative perceptions when factors such as underlying social-psychological and socio-cultural forces are taken into account (Devau and Bang, 2004). To further defend the position that bilingual learning results in few, if any, hindrance to language proficiency, Cummins (1976; as cited in Deveau and Bang, 2004) proposed the minimal threshold hypothesis. The hypothesis assumes the position that the level of language competence in the L1 (first language) and L2 act as a critical role in determining the effect of bilingual development (Cummins, 1976; 1979; 1981; 1984a; 1984b; 1991; as cited in Hamers and Blanc, 2000). The theory further suggests that in order for a learner to become proficient and assume a high level of competence in the L2, the learner must first pass certain levels of competence in the L1. Therefore, it is postulated that the level of L2 functionality will be a direct result of the total language competence in the L1 at the beginning of L2 language study. In other words, a child may be as proficient in the L2 only to the extent that the individual has met certain age appropriate competencies in the L1. Subsequently, one can then conclude that awareness of language features does indeed help a child organize languages and avoid confusion between them (Hamers and Blanc, 2000).

2.4 Assumptions

In order for successful bilingual attainment to occur, research into bilingualism has

shown a variety of factors play a role in the developmental process. Here we will describe some of the assumptions, or beliefs presented in the literature in order to provide conceptual basis for the development of a Korean bilingual education program.

Contrary to common belief, the process of bilingual language learning is not a linear or passive process. To those not directly invested in the field, bilingual learning is often seen as just language and patterns acquisition. In their work on outlining a plan for multiliteracies, Cazden, Cope, Fairclough, and Gee (1996) note that by including culture and linguistic variety into instruction, students can make substantive gains in metacognitive and metalinguistic abilities, and be able to think more critically on complex systems and their interactions. As such, language learning is seen as a dynamic interaction of a variety of processes beyond that of what can be defined as traditional language acquisition. A variety of research has demonstrated that an indication of bilingual success, and of great importance, is the social processes through which a child learns to build group identity and build representations of the L2 self (Hamers and Blanc, 2000). Connecting the work by Cazden et al. (1996), Vandergriff (2016) presents the notion of the social turn, which views learning as socialization in practice. It is through socialization practices that cultural parameters are learned, values are built, schemata is formed, interpersonal socialization occurs, and community membership is gained (Hamers and Blanc, 2000).

Considering these findings on social practices, connections to bilingual education would suggest that in order for L2 learning to occur, learning must take place in social practices. Furthermore, the necessity of learning a language through social practices shows that associations with community involvement greatly impact the level of L2 engagement (Caldas, 2006, p. 65). Therefore, for those in the process of learning an L2, research suggests that bilingual learning can only be as powerful as the degree of interaction that participants are willing to engage in the L2.

Accompanying the contemporary belief regarding the role of socialization in learning, a central concept that moves between the individual and societal levels is the valorisation level of a language (Hamers and Blanc, 2000). Valorisation refers to the positive views given by a societal group towards the use of a language. For example, in Korea, society's attitude towards English is overly positive and it is seen as a vessel for facilitating the fulfillment of communicative and cognitive functioning in all societal and individual levels (Hamers and Blanc, 2000). In terms of bilingual productions, and connected to social practices, valorisation is seen a critical force in developing full versus partial proficiency in the L2. Therefore, Hamers and Blanc (2000) would suggest that if bilingual programs do not take into account the valorisation of a language nor kindle beneficial L2 perceptions, then the success of the program outcomes will likely be restricted. Additionally, Hamers and Blanc (2000) stress the importance of the child learning the social functions of language during schooling as de-valorised language may lead to a subtractive form of bilingualism, or someone whose L2 is acquired to the detriment of aptitudes already learned in the L1 (Wei, 2000). Again, reflection on bilingual program development would then suggest that the mother tongue, as well as the L2, need to be valorized and used in all its functions (Hamers and Blanc, 2000).

Another last, but important component to bilingual program implementation stems from the ability of using L1 knowledge as a way to scaffold L2 learning. According to the Cummins thresholds model, a bilingual child must achieve certain levels of proficiency in both languages in order to first receive cognitive benefits (Barac & Bialystok, 2011). Connecting this theory even further, Hamers and Blanc (2000) write that literacy skills obtained in the L1 are

then able to be connected over to the L2. As such, cognitive functioning becomes a result of the total reaped benefits acquired from the L1 as the bilingual learner moves on to the L2. When applied to a bilingual learning perspective, given that literacy of the L2 is most effectively achieved through L1 development, suggestions for bilingual program implementation would need to be finely tuned into what learners are able to do with the L1, as L2 schema and literacy are activated through inter-language associations (Hamers and Blanc, 2000).

3. Typologies of Bilingual Education

According to the Hamers and Blanc (2000) definition, the majority of bilingual education program models can fall under three distinct categorical types. The key take away is that instruction should be given in both languages, be given first in the L1 until linguistic thresholds can be met, and progress towards a greater proportion of instruction time given through the L2 (Hamers and Blanc, 2000).

However, when discussing other types of bilingual education programs, Fishman and Lovas's (1970) socio-linguistic proposal exemplifies a more satisfactory model. What distinguishes this model from others is the inclusion of three main categories, which include three sets of variable types, based on community and school objectives (Hamers and Blanc, 2000). As such, this model suggests that bilingual programs assume and lead particular societal functions, and further categorizes programs in accordance to intensity, goals, and status (Fishman and Lovas, 1970).

In transitional bilingual programs, the L1 is used to assimilate a language to an unmarked language. Given that the focus is assimilation of the L1 to the L2, no consideration is given to maintaining the L1 of the learners (Fishman and Lovas, 1970). In other words, the goals of the program do not strive to promote fluency and literacy in both languages in the ways such as which Cummins (1976; as cited Hamers and Blanc, 2000) suggests L1 language builds off of one another.

The next program type, monoliterate bilingualism again neglects Cummins' (1976; as cited in Hamers and Blanc, 2000) model by utilizing both languages during instruction, yet only using the L2 for the initiation of the child into literacy (Fishman and Lovas, 1970). Again what is seen here is the neglection of literacy skills of the mother tongue, which according to the threshold hypothesis, would increase the formal domains in which an individual uses language.

In contrast to the two aforementioned models, partial bilingualism starts to move towards inclusion of the L1 in bilingual education. However, given that cultural subjects are taught using just the L1, and the L2 is used for sciences, full bilingualism in terms of cultivating all language domains is absent (Fishman and Lovas, 1970). As such, total biliterate bilingualism is the only program type that attempts to nurture the development of both languages across all areas of language and literacy acquisition.

4. Bilingual Education Models

Given the instructional aims and bilingual typologies, Hamers and Blanc (2000) note that there are two main exemplars for the educational models in bilingualism: European models of bilingualism, and that of immersion. Though Baker (2001; as cited in McCarty, 2012) notes that there are over ten forms of bilingual education models, strong forms of bilingual education models only will be reviewed. Therefore, for the purpose of this study, the heavily researched models of the European models and that of immersion programs will be reviewed. In addition, given that the wide variety of successful bilingual programs have been heavily studied, a meta-analytical approach, similar to that conducted by Reljić, Ferring, and Martin (2015) shall be used to draw general conclusions regarding the outcomes of the models.

4.1 European models

When comparing European models of

bilingual education versus that of other models, what sets the former apart is their tendency to combine two, three, or even four languages into the instructional program (Hamers and Blanc, 2000). In Europe, roughly nine bilingual schools have historically been exemplified as proper, well established, and successful bilingual curriculums. Additionally, as can be seen from the European model literature, the mother tongue and additional L2's are highly valorized and contribute to the success of the programs. In fact, Reljić, Ferring and Martin (2015) state that these European countries, which have the most successful language support programs, additionally have the smallest academic achievement gaps. In a meta-analytical research of 101 European studies on bilingual education, Reljić et al. (2015) writes that when compared to submersion (assimilation) programs a small positive effect in academic realms, and in particular, that of reading occurs. Also, it is interesting to note that due to favoring a child's L1 in instruction, connections to academic achievement were more accessibly attained than that of an assimilation model. What this essentially equates to is that without L1 inclusion into the bilingual program, learners are likely to lose their L1 proficiency, resulting in negative economic and social value to society (Reljić et al., 2015).

Nevertheless, Hamers and Blanc (2000) suggest that the success of the European models may in fact be simply due to their elite status, and may not be equally applied to other educational contexts. Unlike immersion models, a variety of researchers, such as Reljić, Ferring, and Martin (2015) and Hamers and Blanc (2000) have noted that more research is needed to draw more definite conclusions in the European models.

Moving away from the limitations of the European models, a closer inspection of the infamous Luxembourgish model and that of the multilingual education program in Europe represent the epitome of successful bilingual models. According to Beardsmore (1993), relevant factors that contribute to the success across each of these models lie in focus on relevant input and output, having highly proficient teachers in the target language, inclusion of parental figures in their child's education, and an early emphasis on first language literacy. Essentially, what is interesting about the European models is that many are derivations of the Luxembourg program. In the Grand Duchy of Luxembourg, children go through a very unique linguistic journey in which they will ultimately become highly proficient in at least three languages. Though the journey is complex and long-term, progression of language acquisition follows the pattern of studying through the L1 until grade 1, in which German is introduced as a subject. In grade 2, French is then introduced as a subject course in preparation for secondary education instruction. Ultimately, the further a pupil progresses through their studies, the more subjects begin to be taught through the medium of French, with German beginning to wane in significance. This staggered language approach results in the Luxembourger becoming trilingual through education.

Taken from the Luxembourg program, the trilingual educational system was then extended upon nine establishments for educations spread across Europe for the European School network (Beardsmore, 1993). The principles behind these schools reflect some of the foundations of the Luxembourg model through the maintenance of a child's L1 language and culture, but vary in the times and types of languages used through schooling. Unlike the previous Luxembourgish model, children acquire knowledge through one of three selected languages (English, French, or German), and gradually progress to learning additional L2's. As such, the higher the student progresses through the system, the medium of a second or third language will be more fundamentally implemented. Again, what is seen here is a reflection of the process of the

Luxembourgish model, but with variation, resulting in a multilingual environment of highly motivated learners (Finch, 2009).

4.2 Immersion

Unlike the bilingual models, Hamers and Blanc (2000) note that significantly more research has been conducted in this field; in particular with the Canadian French-English immersion programs. According to Finch (2009), immersion programs use the L2 to teach subject matter for at least 50% of the elementary school day, reaching 100% saturation levels by the upper grades of secondary school. Hamers and Blanc (2000) further write that there are three immersion model types: early total immersion, early partial immersion, and late immersion. Early programs focus on beginning the immersion process from early age, while late programs typically take place during secondary school years. As such, immersion programs vary in terms of the grade level in which the bilingual educational experience begins, as well as the amount of curriculum taught through the L2 (Finch, 2009).

Similar to the Luxembourg model, the first immersion model, the St-Lambert model has subsequently been scaffolded to other immersion experiences, and remains the prototype for all early immersion programs (Hamers and Blanc, 2000). In the early immersion program, instruction through the L2 exclusively is used until grade 3, in which English is slowly introduced. Later, after a bilingual stage, students can choose to take certain subjects in the language of their choice. The only difference between this program type and early-partial immersion is that both languages are used from the onset of schooling. In contrast, late immersion programs are designed to attain functional bilinguality, the ability to operate in two languages without full fluency, by the time students finish high school (Hamers and Blanc, 2000; Wei, 2000).

Discussing the observed benefits from the literature, Hamers and Blanc (2000) write that although a learner in an immersion program is introduced to the forms of an L2 which he does not yet know, he has reached a state of readiness due to the familiarity of language functions derived from the L1. Similar to the bilingual programs of the European models, results have showed a variety of positive outcomes. In terms of mother-tongue proficiency, no deficit has been found across all three-immersion programs, with no lag in comprehension and expression skills. When compared to overall proficiency of the L2, results indicate far superior results compared to those who receive traditional L2 instruction. However, when comparing L1 to L2 controls, written and oral expression skills in the L2 are not native like (Hamers and Blanc, 2000). Lastly, when compared to the overall immersion programs, research indicates that early immersion programs might better favor the child's overall cognitive development (Hamers and Blanc, 2000).

5. Applications of Theory

Based on the wealth of empirical evidence and the literature review presented, the case for the Korean bilingual education context can be implemented based on the defined program successes of the models described. Like many other countries and unique educational settings, it would seem apparent that though one program may be successful in a particular situation, it may not equally apply to other extended instructional contexts. In fact, Beardsmore (1993) writes that there is a tendency for educators and policy decision makers to make decisions based on a single successful model. However, without satisfying the local needs of learners, the effectiveness of the program implementation is not achieved. In other words, without considering language, culture, and other factors, the success of bilingual program development in the Korean context will be negatively affected. Additionally, Reyes and Reyes (2010) further describe this scenario writing that there appears to be little consensus amongst the literature on bilingual

education and program implementations in regards to how best to teach students. Reyes and Reyes (2010) continue stating that instead of focusing on how best to apply a program, it may be more prudent to consider first the goals and objectives, the educational and linguistic/cultural context, and the strategies used in implementation of a specific program. In this way, a more clear and accurate program model can be designed and be better suited for use.

Based on the previously described thresholds model by Cummins (1976; as cited in Hamers and Blanc, 2000) and how the European models and immersion models apply the theory to practice, it would seem suitable for the Korean educational context to first nurture the L1 in the application and development of English. However, unlike the European and immersion models described, English and Korean remain highly distinguishable from one another. Deveau and Bang (2004) share this sentiment stating that the distance between Korean and English is vast given that the languages are not cognates of one another. It becomes very important then to consider the ways in which the L1 and L2 can build off one another, instead of fighting for valorisation. As such, in their own program design for the Korean EFL context, Deveau and Bang (2004) suggest that the early immersion models, or those that begin with L2 study may be not be the best program type for Korean English learners. Instead, that of late immersion should be considered, allowing more time to build up L1 literacy in Korean, before moving on to that of L2 learning. Reyes and Reyes (2010) additionally suggest that the benefits of such an additive model will allow for the maintenance of L1 Korean, while enriching connections to the L2 of English.

The goal of such a bilingual program in the Korean context should be a pluralistic one that affirms individual and group rights, which are seen as important for the development of L2 identity and self (Roberts, 1995). Through transfer of skills and knowledge, the goal of a Korean educational program should promote the use of the learner's mother tongue and culture to encourage learner ability of the L2. As such, a program that concentrates on viewing the learning of the target language as an additive, combing both languages into a complementary and enriching fashion, an outcome of a highly proficient biliterate bilingual will emerge.

6. Proposed Korean Bilingual Education Model

6.1 Justification and presentation of the model

Considering the strengths and weaknesses of the previously stated bilingual education programs, the type of program suggested here will represent a combination of two of the proposed models; a delayed partial immersion of English coupled with an overall trilingual approach similar to that of the Luxembourgish model. In their attempt to propose a model of Korean-English Bilingual education, Deveau and Bang (2004) propose a delayed partial immersion program, citing research by Genesee (1987; as cited in Deveau and Bang, 2004) that due to the heightened language differences between the English and Korean, early immersion programs would not be the most effective in Korea. Therefore, by delaying the immersion of Korean students in English to the later grades of elementary school, a progression of English learning would move from an awareness of L2 features to a general understanding. In this way, from a delayed approach, the vast differences between that of English and Korean should be remedied by what Finch (2009) describes as a greater preparation for bilingual acquisition.

Though I do agree with the theoretical rational for Deveau and Bang's (2004) delayed partial immersion program for Korea and the impracticality of an early immersion program, it seems to me that English learning could be further nurtured on a similar path whilst combining a linguistically similar language, such as Japanese, in a modified

Luxembourgish approach. Alternatively, if a focus was to draw out similarities in morphology, Korean could be matched with Chinese. In other words, what we would see here is the implementation of a trilingual education approach; known here as the 2 + 1 Korean bilingual education model.

In an attempt to identity the differences between Korean and English, Cho (2004) writes that one of the most difficult aspects for Korean learners of English is dealing with the fundamental differences between language and phonetic characteristics. English, being part of the Indo-European Language Group is highly distinct from Korean, which shares similar linguistic principles and structures to languages in the Ural-Altaic Language Family (Suh, 2003; as cited in Cho, 2004). Comparable to that of the trilingual model used in Luxembourg, the idea here is to connect Korean to a similar language family member to capitalize on similarities early on in the education plan. However, when considering typologies of language, van Vlack (2019) notes that speakers of a language often mistakenly perceive languages to be more similar than they truly are. For instance, perceived typology suggests that Korean speakers routinely think Japanese is of a similar language family, but similarities in structure could also be attributed to that of contact over history. That is, maintaining a close geographical local may likely have contributed to some of the links between Korean and Japanese.

Nonetheless, from a Korean language context, the argument can be made to use either Japanese or Chinese as the transitional language from L1 Korean. On the one hand, the choice to use Japanese over other Asiatic languages can be due to language proximity. Cho (2004) notes that Korean and Japanese come from the same supposed language family, that of the Ural-Altaic Language Family. Given that Korean and Japanese share the same grammatical structure (SOV) as well as the sharing of cognates, a decision can be made to focus in on these two languages first. As the research previously details the necessity for languages to be close linguistic matches for ease of L1 transfer, the choice for Japanese over another language can be an obvious choice.

On the other hand, however, a second option presents itself in the form of adding Chinese as the L2 in the Korean educational curriculum. As discussed in Huang and Choi (2000), roughly 60% of the Korean colloquial words are derived from Chinese. Given the vast number of cognates between Korean and Chinese, L2 transfer can be more easily managed than that of English. Again, the point here, also made in the trilingual models of education previously described, is to combine L1 language systems to that of a similar L2. Though one could argue that Korean, Chinese, and Japanese are rather isolated from one another, the shared connections described earlier can aid in L2 acquisition. Given the unique and often problematic relationship Korea has with both China, and especially Japan, for the development of a trilingual program in Korea, it should ultimately be up to each school whether they want to implement one language over the other. Given that valorisation levels fluctuate at different times and amongst varying individuals, a plan to allow parents to enroll their children in a trilingual plan of their choice would be the ideal scenario for this model.

After general competence is made in the L2, the more challenging L3 of English will be supplemented into the curriculum on a partial immersion basis. The idea here then becomes giving Korean a higher valorisation portion in the first years of primary school, build up literacy skills, extend them upon another similar language, and then, skills of acquisition previously attained will aid the development of a third language (English). At the beginning of a delayed partial English immersion, students will have already created semantic links between languages, as well as formulated strategies for language learning. Given the staged progression of learning,

a delayed immersion response will also allow children to handle the mental burden that is attributed to learning a language of linguistically dissimilar structure (Deveau and Bang, 2004).

Through the pursuance of a trilingual approach, it is the hope that such a program will allow for a coexistence of languages, and provide for learners who are better prepared for the contemporary school and work life, as well as the social values of language, outlined by Cazden, Cope, Fairclough, and Gee (1996). Though English is highly valorised and seen as of importance in Korean society, the demands of a 21st century globally connected society maintain that interconnectivity and recognition of other languages create learners who are better prepared for tomorrow. Additionally, research has shown that the acquisition of a third language can be more easily attained after a second, due to semantic links, strategy use, pattern recognition, etc. (Hamers and Blanc, 2000). As such, the benefit of the proposed 2 +1 model potentially allows for learners to be highly competent in at least two languages, with varying levels of competence in English depending on the trajectory decided by students in their secondary education (detailed in section 6.2).

As previously mentioned, one of the problems with English education in Korea is a high level of valorisation for language use, but lack of intensity in terms of actual production. The assumption or belief of many Korean citizens is that the earlier you start a language the better. However, as we have seen from Deveau and Bang (2004) and the Cummins (1976; 1979; 1981; 1984a; 1984b; 1991; as cited in Hamers and Blanc, 2000) model, the greater distance a language is from another, then the more time that is needed to prepare learners for immersion. Given this understanding, the proposed model allows for Korean to be first valorised, followed by the introduction of a similar L2, building up to the use of L3 English. Though it may seem complex, research cited earlier into dual language education shows that children are able to acquire two or more languages successfully, while mastering academic skills and knowledge (Genesee, 2008; as cited in Finch, 2009).

6.2 The 2 + 1 bilingual model

Before diving into the details of the proposed plan, and in order to understand the purpose of this model, it would seem prudent to first outline the goals and objectives of the course. Decision of an immersion experience over that of other programs was selected due to it being held as a solid exemplar for a strong form of bilingual education (McCarty, 2012). As we can see in Table 1, the program is essentially a mixture of two types of bilingual programs, that of early partial (Japanese or Chinese) and delayed partial (English) immersion. In this case, early refers to starting at the beginning of elementary school and delayed towards the end of elementary school. Additionally, partial is used to describe the way in which language is delivered; in smaller percentages of class time increasing to larger chunks over time.

Similar to the program outlined by Deveau and Bang (2004), the ultimate goal of this course remains developing learners who are competent across all the domains of a second language. However, this model attempts to extend the learning potential to that of an L3. In order to do this, Korean culture must first be highly valorised. This will be achieved by highly focusing in on Korean language and culture during the early, primary years of elementary education. Besides achieving fluency in two or more languages, a pluralistic view will be applied highlighting the importance of the symbiotic nature between culture and language, as highlighted upon by Vandergriff (2018). Given that this program is designed with majority-group children in mind, an enrichment program will be given to develop an additive form of bilinguality; able to use two languages in a complementary and enriching fashion (Wei, 2000). Last, as we will see momentarily,

Type of Program	Students	Languages used in the classroom	Educational/ Societal Aim	Language Outcome
▪ Early Partial Japanese, Chinese immersion ▪ Delayed Partial English Immersion	▪ Language Majority (Korean)	▪ Bilingual (Korean, Japanese or Chinese, English) with initial emphasis on L1 (Korean)	▪ Pluralism ▪ Enrichment ▪ Valorisation of L1 ▪ Bi-cultural integration ▪ Maintenance	▪ Biliterate ▪ Bilingualism

<Table 1. 2 +1 Korean bilingual instructional model modified from McCarty's (2012) overview of Bilingual Education.>

maintenance of two languages will be considered, depending on the direction (choice) of the students in the secondary years. As mentioned by Vandergriff (2018), choice is important in language learning as it helps to build and form an L2 identity. Given that elementary school children are not fully capable of making decisions at an early age, this portion of their academic years will be decided for them. However, once they become older, students will be allowed to decide if they want to continue with the L3 of English in further study, or maintain the two languages of Korean and Japanese or Chinese previously acquired.

The current 2 +1 model of Korean bilingual education shall be presented as so. Drawing upon the Finch (2009) visual interpretation of the Luxembourg trilingual model, I outlined the learning experience from preschool to the end of high school. As seen in Figure 1, the general outline of the program comes from a staggered approach. For each language that is introduced through a partial form of immersion, it is marked by the gradual removal of the earlier presented language from general instruction. For instance, after Korean has been taught (mostly) exclusively for two years, the introduction of the L2 of Japanese/Chinese will start to gain in significance, or the percentage of time spent on learning. At the same time, the previous L1 of Korean will slowly become phased out, but not in entirety.

As we move up the grade level chain, we can see how the general progression of language implementation and amount devoted to particular grade levels appear. Starting in the pre-school level until the second year of elementary school, the L1 of Korean is focused most upon in order to maintain its status as a highly valorised language. It isn't until the second grade that additional languages are presented; Japanese/ Chinese, and English as a 'fun' class. It was decided that English should be started early, but not academically stressed in order to create an interest and view of the language as fun, and not as a challenge. This is in line with the suggestion made in Deveau and Bang's (2004) model that English should be introduced though activities, songs, games, and kinesthetic movements that children are highly receptive of. This will help the students view English as something that is fun and not threatening, while creating a sense of awareness of English phonology, semantic, and basic grammatical foundations. Nonetheless, the role of English in these early years remains on the periphery, as a second focus begins to develop of L2 Japanese/ Chinese immersion.

Around the middle and towards the end of elementary school, we see the diminishing influence of Korean and the rise of Japanese/ Chinese instruction, which is again a reflection of the transition of language in a Luxembourgish model. In order to maintain Korean culture and general valorisation, common nationwide classes that are

<table>
<tr><td rowspan="8">Grade Levels</td><td>Secondary School (Years 4-6)</td><td colspan="3">Maintenance Track:
▪ Japanese or Chinese/Korean 80% - English 20%
Trilingual Focus Track: (English replaces Japanese)
▪ English 80% - Japanese or Chinese/Korean 20%</td></tr>
<tr><td>Middle School (Years 1-3)</td><td colspan="2" rowspan="2">Most classes taught in Japanese or Chinese, but slowly moving away toward English
English is given as subject</td><td>Some content areas taught in English</td></tr>
<tr><td>Primary Grade 6</td><td rowspan="2">English is given as subject</td></tr>
<tr><td>Primary Grades 3-5</td><td colspan="2">Japanese/Chinese gradually replaces Korean as medium of Instruction</td></tr>
<tr><td>Primary Grade 2</td><td rowspan="3">Medium of instruction Korean</td><td rowspan="2">Introduction of Japanese/Chinese as a subject from grade 1</td><td rowspan="2">English is introduced through fun/play</td></tr>
<tr><td>Primary Grade 1</td></tr>
<tr><td>Preschool</td><td></td></tr>
</table>

<Table 2. Modified Luxembourg Approach for the 2 + 1 Korean Bilingual Education Model>

inherently Korean, such as Korean language and moral education will be continued in the L1. At the same time of this rising involvement of the L2, we also begin to see the increase of English class type used. Moving from a general 'fun' class time, English will be given as a subject for a small portion of the day.

In middle school, the bilingual education plan again reflects the processes of what has occurred in elementary school, but with different levels of language involvement, and a general progression towards English immersion. This means that more time (classes) is now going to be spent on English, but not as high as that of the L2.

At the point of arrival in the secondary education level, students are given a critical choice of further language departure. Essentially, this idea of choice has been adapted from Deveau and Bang's (2004) delayed partial immersion model in that two language tracks are given. In the first, a maintenance program is given for those students who no longer want to focus extensively on that of English. In this case then, the majority of their remaining secondary education studies will be a combination of Japanese or Chinese and English (80% of instructional time) versus that of just 20% of English instruction. In this way, the L3 is still being supported, but for those who do not feel like English will be the best fit for them, more focus can be spent on the their L1 and L2. Conversely, the opposite will occur for the high school student taking on the trilingual education program. More of their studies will come from English (80% of instructional time) versus that of 20% for Korean/Japanese or Chinese studies. Essentially, no matter which path is chosen, students will have an additive bilinguality in at least two of the languages used in the program.

7. Discussion

The proposal of the 2 +1 bilingual education plan for the Korean context has been put forth in attempt to highlight upon the cognitive, social, and metalinguistic benefits to the development of an additional language. Additionally, though, in the Korean context, the deployment of a bilingual program in school could help improve the challenging situation of current EFL approaches. For one, as previously discussed, Korea views English as highly important. It is a vessel for connecting a learner to the outside world. However, as we often see in EFL education in Korea, the perceived value of learning English is high, but the intensity of a program

is low. As such, frustration ensues when a child learning English is not excelling as fast as parents and society wants them to. These feelings can be turned inward on the self, resulting in low levels of intrinsic motivation and possible full rejection of bilingual study. Unlike typical EFL programs in which students are leveled according to proficiency, students in bilingual programs typically are not divided according to language ability. In such situations, Deveau and Bang (2004) note that the learning of a second or additional language can be ideal in that the competitiveness is reduced. Though the Deveau and Bang (2004) study touches upon the idea of wasteful spending in education, it unfortunately does not talk about the ways in which language and socio-economic status play. For instance, Deveau and Bang (2004) write that many Korean parents spend millions of won each year on private education of English. An unnecessary cost that could be better applied if current English programs in Korea were more effective. Clearly then the situation becomes disadvantageous to students from poorer backgrounds, as families can not pay the steep fees required to study English outside of public education. Then, as often is the case, only those who can afford private English education are able to better prepare their children for their future roles. Though more research needs to be done, the general argument here is that with a proper bilingual education program in place in the public school, all students would be able to reap the benefits of bilingualism.

Without a doubt, the implementation of such a program in the Korean context would represent a rather radical undertaking. As the 2 + 1 bilingual education plan mainly focuses on percentages of language use during periods of academic study, a more detailed version will need to be drafted to highlight upon course specifics. However, given that the plan was developed based on highly researched areas of bilingual education, the basic structure should be sound. In addition to piloting the proposed bilingual education program, consideration will need to be taken in terms of the teachers available. It begs the question of will teachers in this program be competent enough to fulfill the role of a bilingual educator? Perhaps this has no answer. Though a suggestion would be to re-organize the current educational model in Korea for foreign language (English) education. Each year, thousands of English speaking nationals from inner circle countries emigrate to Korea to teach English to Koreans in the public and private educational sectors. Given that many of these individuals are not trained professionals, restructuring the needs of Korean education needs to focus on the hiring of competent teachers. As such, the proposed model suggests that instead of hiring such teachers without qualifications, those who have teaching experience, degrees, certificates, etc., could be re-implemented into the format of a bilingual program. Given that it is difficult to find teachers who are fully competent in Korean plus an additional language (English or Japanese/Chinese for this study), I agree with Deveau and Bang (2004) that the native L2/3 teachers should be employed to focus on their specific domains only, until a better model arrives. Again, the trilingual nature of this program would be challenging, but not implausible. As we have seen from the research, learners are fully capable of adapting to a school life full of a variety of language inputs.

In this study of the implementation of a Korean bilingual program, an attempt has been made to propose a new model for language learning that capitalizes upon the past successes of previously implemented programs. The value of the pursuance of a bilingual mind has shown a great variety of increased social, cognitive, metacognitive, and other benefits. Based on the Deveau and Bang (2004) and the Luxembourg model, a combination approach was made by taking elements from both studies. Though this study is truly just a small sampling of what a proposed bilingual education model can

look like from a trilingual perspective, it represents a fundamental step in outlining a path for a more deeply integrated Korean society with various cultures, people, and places around the world. Given the previously proposed limitations or issues with the present study, further research would need to be done outlining Korean perceptions of a trifold language program. In other words, how well will a Korean public respond to a fundamentally different plan? In addition, in order to give more detail to the study, a further detailed draft needs to be given discussing class specifics and the exact amount of hours per language used at the specific points given in the study overview. All in all, if the challenges of the present program can be addressed and defined, then perhaps the development of a multilingual Korean society could develop that provides for an additive form of bilingualism.

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The effect of reading biographical books on enhancing EFL students' self-esteem, self-efficacy and academic achievement

Cheonsook Kim

1. Introduction

Today, our society is rapidly moving forward to a multicultural state, in the aftermath of the increase of international exchange and married immigrants, and as a result of an open immigration policy.

The Academy, which is run by the researcher, is located in Guro-dong, where relatively many Chinese people live together. The researcher found cultural differences and a significant gap between the rich and the poor in this area.

In particular, as revealed in many studies, students' English skills seemed to be related to their parents' standard of living. From the observation of the author, double-income families, where both of the parents are busy working for a living, leaving young students alone without care until late at night, leads to a lot of behavior problems along with poor grades and low self-esteem.

In view of the special conditions in Korean education, the researcher chose biographical stories as textbooks to help students develop further in English learning ability. Biographical stories can be good materials to help students make a great achievement through enhancing their problem-solving skills, self-esteem, and motivation. In this respect, teachers can actively interact with students to encourage them to do better. Ultimately, what this study aims at is to help students achieve their academic goals successfully through helping students change their habits and cultivating appropriate self-esteem.

The ultimate goal of this research is to improve EFL students' self-esteem, self-efficacy, motivation, and academic achievement rather than external changes in a short time, resulting in internal changes. Therefore, this study strives to find a long-term outlook.

Two questions are explored in this study to examine the effect of reading biographical books on enhancing EFL students' self-esteem, self-efficacy and academic achievement.

Research Questions

Q1. What effect does reading biographies have on EFL students' self-efficacy and self-esteem?

Q2. What effect do biographies have on EFL students' academic achievement?

2. Literature review

To examine the effect of self-esteem, self-efficacy, and motivation, which can help students make internal developments, this study explored relevant literature to validate intended results. In particular, the researcher chose the biographical books as texts because they are beneficial to helping students enhance their self-esteem, self-efficacy, and motivation.

2.1 Literatures Regarding Self-esteem

According to Adler and Stewart (2004), self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself". The self-esteem expert Morris Rosenberg (1965) defined self-esteem as quite simply one's attitude toward oneself. He described it as a "favorable or unfavorable attitude toward the self".

Branden (1969) identified three vital components of self-esteem: thoughts, feelings, and behavioral dispositions and

activities, showing that self-esteem is based on our beliefs and self-consciousness. Students who do not have a positive image about themselves due to discouragement from lack of parental support or the deficiency of administrative support, and unmanageable classrooms, show problems in their behaviors, beliefs, and performance. As Rosenberg (1965) mentioned, positive image is highly significant in self-esteem because it is related to prudent thoughts, moderate feeling, and high achievement.

In light of the self-esteem, defined by representative researchers in the realm of self-esteem, most subjects of this study showed passive attitudes in class activities and had a negative image about themselves. Students' perception and self-image about themselves can lead to low self-esteem, which can discourage students to study with passion.

Strategies to enhance self-esteem fit for various classroom situations are required. To enhance self-esteem, teachers can suppose a different condition or another self-image, which helps students make a better judgment. Therefore, this study presented students with biographical books, in which the main characters make judgements that are fit for their specific circumstances. Regarding this, according to a study (Kim, 2005), after implementing the reading therapy for children who are poor at reading, students' self-concept and their reading comprehension have improved.

2.2 Self-efficacy

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy represents confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance.

Akhtar (2008) mentioned that self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully. General self-efficacy refers to our overall belief in our ability to succeed, but there are many more specific forms of self-efficacy as well (e.g., academic, parenting, sports).

Although self-efficacy is related to our sense of self-worth or value as a human being, there is at least one important distinction. With regard to researcher's study, enhancing students' self-efficacy is very much related to academic achievement. Since it helps students enhance their own abilities, this study made students take a test to confirm the improvement in self-efficacy.

2.3 Motivation

This is the motivation to achieve, in which a person obtains satisfaction by striving for and attaining a level of excellence. It also refers to an individual's desire for significant accomplishment, mastering of skills control or high standards (McClelland, Atkinson, Clark & Lowell, 1953). It has been found that people with a high need for achievement seek out situations in which they can compete against some standard, be it grades, money or winning at a game and proving themselves to be successful. Such individuals, in picking their challenges, tend to avoid situations in which success will come too easily and situations in which success is unlikely to come. However, people low in motivation to achieve something tend to be motivated primarily by a desire to avoid failure or seek not very difficult tasks for which failure has no negative implications. Such people with a high fear of failure will stay away from tasks of intermediate difficulty because they may fail where others have been successful (Atkinson and Feather 1966). Achievement motivation is associated with a range of actions including "intense, prolonged and repeated efforts to accomplish something

difficult, to work with a singleness of purpose towards a high and distant goal, with the determination to win".

The need for achievement theory by McClelland (1961), referring to an individual's preference for success under conditions of competition and the need for achievements, has been researched both at the individual and societal level. However, the main objective behind this theory is to understand the features of higher need achievers, the outcome associated with high need achievement and a way of increasing the need for achievement. The theory demonstrates that people with a high need for achievement tend to set moderately difficult goals, make moderately risky decisions, want immediate feedback, become preoccupied with their task and assume personal responsibility (Moorhead and Griffin, 1995).

2.4 The Benefits of Reading Biographies

The reason students should read biographies, autobiographies, memoirs, and diaries is that they provide the most valuable lessons in life. People who write their autobiographies usually have an interesting story to tell about the trials and tribulations of their own lives. Every life has a beginning, middle, and an end, and how one has lived one's life should be of great interest to those who are still at the beginning.

It's instructive to know how others, both famous and not so famous, handled the crises in their lives, found their life mates, raised their families, and pursued interesting careers, whether as a politician, merchant, actor, teacher, or any other career you can think of. Since many readers will be choosing their own careers or lives, they will be enlightened by studying how others made their way on the stage of life. Every life serves a purpose, and discovering one's own purpose can be aided by delving into the lives of others whose purposes have made their lives better or worse.

For elementary school students, the stories of wonderful people have a considerable meaning as the object of modeling. Park (2007) says that biographical stories are helpful for elementary school students because elementary school students take the lives of wonderful people in their inner self-system and integrate them into their own value. Most of the main characters of biographical stories are those who go through many failures, frustrations, difficulties, and grow up in hardships. Studies of biographies show that these stories are very beneficial in helping children who are in similar conditions develop positive self-concepts through inner change.

3. Methodology

3.1 Research design

This study is designed to improve students' English education by improving their self-esteem, self-efficacy, and motivation, using biographical studies as materials. In the Western countries, studies on biographical stories have rarely been conducted compared to other researches, so they are a comparatively unexplored field, but these studies have been conducted in Korea to help students' self-esteem, self-efficacy and motivation. Considering Korea's special situation of emphasizing heroism and personal success stories, biographical stories of overcoming adversity and designing a new life with an indomitable will give hope to students who are poor or marginalized to fulfill their potential.

3.2 Participants & Procedures

For this study, the researcher observed the behaviors of a number of students to select subjects before the experiment from September 16, 2019 to September 25, 2019. During this period, the author chose four students who were not able to concentrate on the lessons and had poor attitudes. The subjects were elementary school students in the 4th, 5th, and 6th grades; a 4th grade female student, a 5th grade female student, and two 6th grade male students. All of the subjects live in Guro, and one of these

students (S1) showed excellence in speaking English, but he didn't like to read books, and made the same mistakes repeatedly. Another student (S2) showed poor academic performance and learning attitudes, and distractions. The other two students (S3, S4) did show good academic performance at school and an English institute despite their poor learning attitudes. They had good school grades compared to their poor attitudes and distractions, except for (S2). One student (S2) had a comparatively low performance at school and academy among the four subjects. In particular, he was lacking in reading comprehension. He was interested and talented in physical education, but his parents asked him to study hard instead of encouraging him to develop his talent. Table 3.2.1 shows genders and the grades of the subjects.

The research applied to the level of the students who were the subjects of this paper. The cognitive development of students should also be in harmony with the ability to utilize existing knowledge when acquiring new knowledge, and to eliminate the gap in the imbalance, students' voluntary efforts, interactions are needed, and knowledge acquired requires an internalization process. Therefore, the study focused on the influence of self-esteem and self-efficacy enhancement on the premise that spontaneity and self-esteem of students are helpful for academic achievement.

The lessons were recorded using a smartphone and a computer, and the researcher filled out teacher observations papers during and after class, and then students' reflection papers were completed by the participants.

For specific details on these observations, Table 3.2.2 shows the observation procedures and observation methods.

Participants	Girls: fourth and fifth graders at the elementary school Boys: sixth graders
English Proficiency Level	Beginner high

<Table 3.2.1 Participants>

Procedure	Date	Methodology
Observation	Sep. 16-25, 2019	Subjects Observing subjects
Interview	Oct. 12, 2019	Interview before conducting Experiment
Scale & English achievement test	Nov. 1, 2019	Conduct Self-esteem scale, and Motivation scale & English Test
Experiment	Nov. 2 - Dec. 7, 2019	Conducing experiment using Biographical books
Observation	Dec. 7, 2019	Observing subjects
Conducting Tests	Dec. 7, 2019	Scales Self-esteem, Self-efficacy, Motivation & English achievement test
Interview	Dec. 7, 2019	Interview after conducting Experiment

<Table 3.2.2 Procedures and methodology>

3.3 Selected Materials

Step	Previous class	Experimental Class
1	Checking new words Brainstorming	Checking new words Brainstorming
2	Students read the textbook alone Each student speaks the scripted dialogue aloud, and memorize for improving English communication skills. (The study books are internet-based.)	Reading the main text aloud with peers, and answer together Students discuss with each group members to complete open-ended role-play scripts, and then present what they wrote in front of other students
3	Reading Comprehension Check (Choosing the correct answers, Listening and Filling in the blanks)	Students read together, fill out the handouts, write book reports and scripts for doing role-play. Give presentations & do role-plays with the script which students wrote from the biographical book. Students draw the most impressive part from the story. (Students interact with peers during class)
4	Teacher checks up is for students' answers and helps students to correct wrong answers, which focuses on improving students' accuracy rather than fluency.	Reflecting on the drama-based activities after doing role-play
5	The teacher gives students homework and feedback.	Give homework: Reading biographical books for the next class

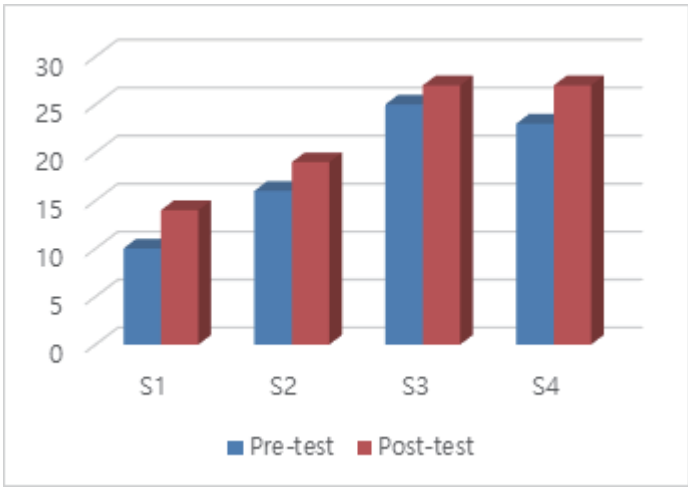
<Table 3.3.1 The Comparison of Lesson plans before and after the experiment in class>

As described in Table 3.3.1, the regular class was conducted based on Internet-based learning, while the experimental class was based on conducting various activities with teacher and peers. In the experimental class, students' activities such as discussion, role-play, presentation, and writing their reviews were added in comparison with the regular class that evaluates students with the comprehension test. In particular, the experimental class reinforced students' active participation and interaction by conducting various activities including many types of drama-based activities. Put simply, the regular class mostly puts a focus on checking the right answers and memorization in learning under the guidance of using computer-based programs. On the other hand, the experimental class encouraged students' self-leading activities and emotional involvement in learning by reducing the teacher's intervention and guide.

Six books were selected for the study. These are all very popular biographies. The reasons for choosing these books are that they show familiar images to students. As shown in Table 3.3.2, selected books include Brothers Grimm, Jane Goodall, Barack Obama, Helen Keller, Andersen, and Bill Gates. After reading these books, they discussed, wrote reports, and drew their own impressions about the books. During the discussion, the teacher encouraged students to exchange their views with open questions.

No	Title of the Book	Description of Activities
1	Brothers Grimm	Fill in the blanks, Match definition, Rearrange jumbled words, Group discussion, Writing book report, Drawing, Drama activities (Open-ended role play and Tops & Tails)
2	Jane Goodall	Fill in the blanks, Match definition, Rearrange jumbled words, Group discussion, Writing book report & students' future plan, Drawing, Writing script, Role- play
3	Obama	Fill in the blanks, Match definition, Rearrange jumbled words, Group discussion, writing a book report, Drawing, Drama activity (Process drama)
4	Helen Keller	Fill in the blanks, Match definition, Rearrange jumbled words, Group discussion, writing a book report, Drawing Writing a book report, Drawing Drama activity (Process drama)
5	Andersen	Fill in the blanks, Match definition, Rearrange jumbled words, Group discussion, writing a book report, Drawing Drama activity (Reader's theater, Process drama)
6	Bill Gates	Fill in the blanks, Match definition, Rearrange jumbled words, Group discussion, writing a book report, Drawing Drama activity (Reader's theater, Process drama) Drawing up the record of chronicle about wonderful people

<Table 3.3.2 Selected Biographical Stories>



<Figure 4.1.1 The Comparison of Mean Score of Students' Self- esteem Before and After the Test >

The author conducted six lessons as above and the following are the comparison of lesson plans before and after the experiment in class.

4. Results

4.1 Research questions and the answers

The research questions for this study are as follows:

Q.1 What effect does reading biographies have on EFL students' self-efficacy and self-esteem?

Q.2 What effect do biographies have on EFL students' academic achievement?

Regarding the questions, this study made an experiment on self-esteem, self-efficacy, motivation and had English achievement tests to answer the questions.

Figure 4.1 shows the scores on the Pre-survey and Post-survey of Self-esteem on a basis of self-esteem scale adopted by Rosenberg (1965). Student 1 is one of two 6th grade students, showing high academic achievement. Despite his good ability on academic achievement, student 1 demonstrated low self-esteem as shown in Figure 4.1.1 However, his self-esteem score increased by about 4 from 10 to 14 after the test. Student 2 is the other 6th grade student. He was comparatively passive and was not engaged in all activities in an active way. His score was the lowest among four subjects. As shown in Figure 4.1.1, his score increase tended to be low with the difference of 3 points, which was lower than student 1 in the increase of the score. Meanwhile, both Student 3 and Student 4 showed high scores even before the test. In particular, student 3 who is a Chinese-Korean showed the highest score on the pre-test of self-esteem and her score increased from 25 to 27 after experiment. Student 4 also had a high score before and post-test. In addition, her score also increased and was high. In conclusion, it is seen that the effect was the greatest for student 4. However, one thing that is noticeable is that the effect of the test was the lowest for Student 1 even though he had a similar increase.

Figure 4.1.2 compares the mean score of students' self-efficacy before and after the test. The scale used in this study was adopted by Paul R. Pintrich, and Elisabeth V. De Groot's (1990) scale. The numbers in questions about self-efficacy were 9 questions, consisting of four sections.

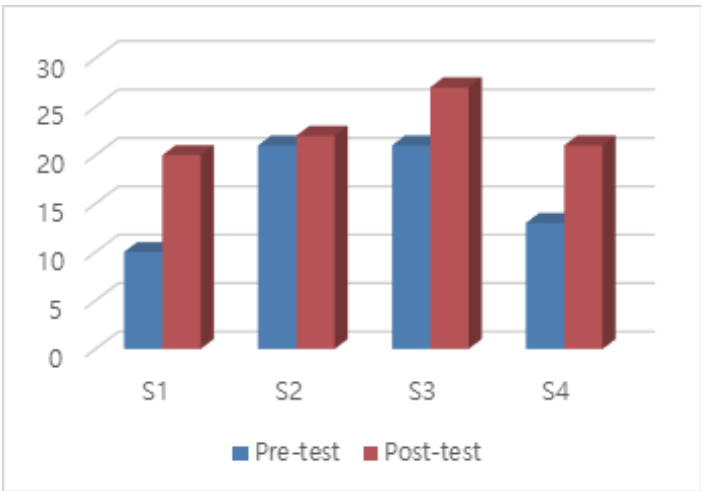
In the Figure 4.1.2, despite high academic achievement, student 1 showed low self-efficacy, which was similar to self-esteem as shown in Figure 4.1.2. However, his self-efficacy score increased very much. Student1 and Student 2 were in the 6th grade. Meanwhile, both Student 3 and Student 4 showed high scores in self-efficacy. In

<Figure 4.1.2 The Comparison of Mean Score of Students' Self-efficacy Before and After the Test>

particular, student 3 showed a high score on the pre-test in self-efficacy and her score increased from 23 to 25. Her score in self-efficacy after the study was the highest score among 4 subjects, even though the width of increase was not significant, and the increase was the lowest. In conclusion, it is seen that the effect was the greatest for student 2 because he showed a high increase after the experiment. Meanwhile, the effect of the test for Student 1 is considered insignificant because his score in self-efficacy was still low, even though the increase in score was large.

Figure 4.1.3 compares the mean score of students' intrinsic value (motivation) before and after the test. Like the other tests, Student 3 showed the most desirable results. Her motivation score was the highest of students. Student 1 and Student 4 showed a significant increase in the score of intrinsic value. The scores of Student 1 and Student 4 in motivation were distinctive. Student 1's score gap in intrinsic value before and after the test was the greatest compared to other students. Meanwhile S2 student showed the lowest increase in intrinsic value. However, his score before the test should be considered.

Figure 4.1.4 compares the mean score of students' English achievement test before and after the experiment. Like the other tests, Student 3 showed the most desirable results. Her English achievement test score was the highest among the 4 students. Student 4's score was also desirable. Student 2 shows the lowest score, but shows a slight increase. However, Student 1's score didn't show a big difference.



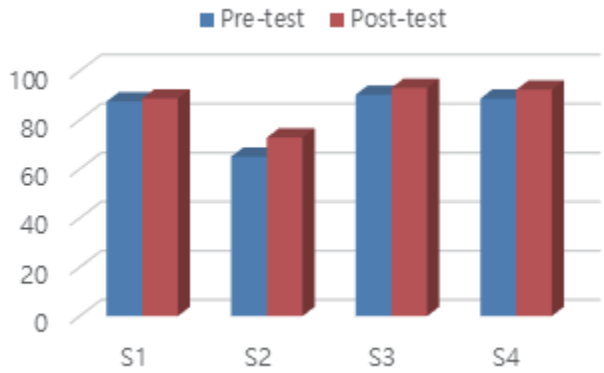
<Figure 4.1.3 Intrinsic Value that influences on Students' Motivation Before and After the Test>

Self-esteem, self-efficacy, and Motivation scale tests showed that the scores of all students improved overall. Examining cases, respectively, the author found that the changes in Student 3 and Student 4 are noticeable. These students already had high scores before the test. However, the results of two male students in the sixth grade showed a difference with 2 female students: S1 and S2 in the study results.

The authors watched the students for a long time, and the heavy expectations of the parents was the main reason for the low self-esteem and self-efficacy of students. In addition, the English test results in figure 4.1.4 above show that students' self-esteem, self-efficacy, and motivation before and after the test are somewhat helpful in improving students' academic achievement.

4.2 Interviews & Discussions

To identify the students' change in learning



<Figure 4.1.4 English Test Results before and after test (three times before the experiment and three times after the experiment)>

English, the teacher interviewed students with three short questions: Question 1 is related to the degree of difficulty in learning (cognitive development), question 2 is about students' interest in activities they were doing (Motivation for the sake of a better self)

The results from the interviews are as follows;

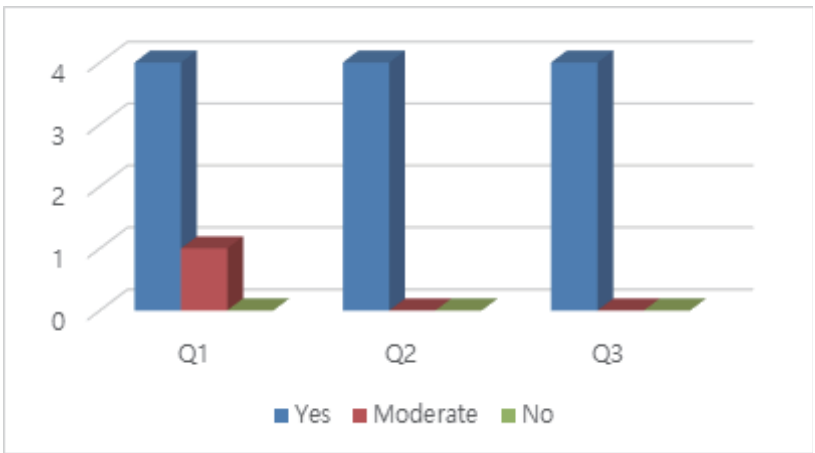
No	Questions
1	Do you like to study English?
2	Do you participate actively during English class?
3	Do you like to study English more than before and after these lessons?

<Table 4.2.1 Questions for Interview>

5. Conclusion & Limitations

The research findings mentioned above suggest that students' self-esteem, self-efficacy and motivation influenced students' academic achievement by learning good books and activities which are fun. In particular, one student who showed the greatest development was born and brought up in a culturally different environment: Chinese culture.

A large number of studies reveal that students' self-esteem influences students' academic achievements, by changing their thoughts and behaviors. In particular, when students feel good about themselves, they are more likely to be better achievers in the classroom. Therefore, appropriate teaching skills that help students have a positive self-image are required.



<Figure 4.2.1 Students Answers for Interview>

Along the same line, in terms of self-efficacy and motivation, biographical books are effective when students are faced with hardships and adversity by suggesting appropriate coping measures to them. Targeted students in this study were not confident about themselves and lost an interest in their study in class because they did not have goals or role models to follow suit, which can contribute to their change in thinking and behaviors before the experiment.

This study has a lot of limitations in the selection and the number of the subjects, the length of study, and plausible change in students' interest. However, it shows that reading biographical books enhance EFL students' self-esteem, self-efficacy, leading to academic achievement. In addition, compared to the conventional education in English, students were more interested in studying and they were engaged in activities specially for doing role-play, thinking enthusiastically about their role models' life stories. The author could have many meaningful results through this experiment, and they were really amazing. With this point of view, the author made decisions to prepare more materials and more interesting activities than before for students in the classroom.

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Drama in Pragmatics

The effectiveness of using drama-based activities on improving 4th grade public-school students' writing skills and their learning attitude in EFL

Jinyoung Park

1. Introduction

In an EFL situation, many students consider speaking and writing difficult. Especially in organizing their ideas for speaking, they face difficulties in recalling their previous learning such as vocabulary, grammar, and understanding of new content. This causes students to lack motivation and confidence in their learning process and they become unassured whether their learning will be successful or not. Hence, in order to cope with these problems, many teachers try to use activities that are more creative and fun. Speaking is an important part of the learning and teaching process of English in EFL situation. However, due to the teachers' lack of English proficiency and the unsuitable environment of traditional classrooms for oral activities, teaching speaking and writing skills are always challenging for many teachers. Students have limited opportunities to practice out of class, so many students feel shy or nervous to speak English, as they are afraid of making mistakes and have difficult time processing their ideas in English. These are the reasons why teachers should put effort into being innovative and use diverse activities in the classrooms.

Understanding language teacher as a facilitator, it is important to know various strategies and practices to 'maximize learning opportunities' and promote learner autonomy (Kumaravadivelu, 1994). In addition, Ur (1996: 120) suggests four characteristics of successful speaking class as followings. First, a large amount of class time should be used for activities that involves learners speaking. Second, classroom activity should not be dominated by talkative participants. All learners should get a chance to speak and contributions should be evenly distributed. Third, learners are eager to speak when the topic is interesting. Learners will speak when they have something to talk about or to contribute in achieving a task objective. Lastly, learners express themselves in utterances that are relevant, easily comprehensible, and in an acceptable level of language accuracy.

Traditionally, Koreans wanted to get a high score on tests so that they could get into a good university and big company. Teaching speaking has been undervalued because English teachers used to drill repetition and dialogue memorization as their teaching method. Nowadays, the English education system and the purpose of learning English among English learners has changed. They consider communicative language skills which can be used in authentic life as more valuable. Hence, English teachers try to use different types of teaching methods to enhance students' communicative language skills. I currently teach English to young learners and I have always questioned how I can teach communicative language skills in ways that are easy and effective. I used to teach speaking skills by repetition of drills and textbook dialogues. However, I recently learned about role play and drama-based activities using interesting techniques such as mime, tops and tails, and orchestrate. As I learned more about these techniques, I hope to provide my young learners opportunities to enjoy their learning process and have fun in the class.

The purpose of this research is to find out how drama-based activities influence fourth grade public-school students' writing skill and how they stimulate the students' learning

attitude during the lessons compared to two previously experienced drama-based activities (mime and tops and tails). Hence, it generates two main questions to clarify its purpose.

RQ1. How do the drama-based activities (unpacking and soundtrack) influence fourth grade public elementary school students' speaking and writing skills compared to previous drama-based activities (mime and tops and tails)?

RQ2. How do the drama-based activities (unpacking and soundtrack) affect the fourth grade public elementary school students' learning attitude during the lesson compared to previous drama-based activities (mime and tops and tails)?

2. Literature review

2.1 Benefit of drama

Drama is an effective method in foreign language classroom. Mattevi (2005) mentioned that the use of drama in the language classroom allows the teacher to present the target language in an active, communicative and contextualized way. It also helps improve the four skills of language learning (speaking, listening, writing and reading). As Holden (1981) states, drama is as any activity which asks the student to portray self or another person in an imaginary situation. In addition, Ntelioglou (2006) expressed that drama can be defined as 'Teaming by doing' and educational drama and Second Language Instruction educational drama refers to using creative drama techniques to teach other subjects. These drama techniques include to pantomime, storytelling, story dramatization, role-playing, improvisation, theatre games, process drama, and play production (Shand, 2008). Torrance (1969) defined creativity as sensing problems, searching for possible solutions, drawing hypotheses, testing, evaluating, and communicating results to others. Torrance (1969) also stated the creative process as including original ideas, different points of view, breaking out of the mold, recombining ideas, and seeing new relationships among components as different ways where creativity can be assessed. Above all, the effects of drama extend to the affective skills of the students. According to **Ö**zdemir and **Ç**akmak (2008), a number of studies on the effects of drama on individuals' cognitive and affective characteristics have been carried out recently, showing that drama had a positive impact on students' development of communication skills, socialization levels, developments of emotional intelligence, social skills, empathic skills and empathic tendencies regardless of the grade levels of the students.

Dramatic activities, according to Maley and Duff (1979), "are activities which give the students an opportunity to use language expressing various emotions, to solve problems, to make decisions, to socialize." There are many reasons for using drama activities and technique in language classroom. First, it is fun and motivates students to learn. It provides various opportunities for different uses of language because it engages feelings which can provide experiences of language for the participants. According to Maley, Duff (2001) and Philips (2003), drama activities can promote interesting ways to motivate language learners and teachers. With drama we play, move, act and learn at the same time (Philips, 2003). There are many points supporting the use of drama and these are listed as follows: 1) It integrates language skills in natural way. Careful listening is a key of feature. Spontaneous verbal expression is integral to most of the activities; and many of them require speaking and writing both as part input and output. 2) It integrates verbal and non-verbal aspects of communication, so it brings both mind and body together, and balance between physical and intellectual aspects of learning. 3) It draws cognitive and affective domains, thus restoring the importance of feeling as well as thinking. 4) By fully contextualizing the language, it brings the classroom interaction to life through an intensive focus on meaning.

5) The emphasis on the language learners learning and multi-sensory inputs help the learners to capitalize on their strength and to extend their range. In doing so, it offers opportunities that caters each learners' differences. 6) It fosters self-awareness, self-esteem and confidence, and through this motivation is developed. 7) Motivation is likewise fostered and reinforced through the variety and sense of expectancy generated by the activities. 8) It encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. 9) It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of groups, which learn together. 10) It is an enjoyable experience.

2.2 Constructivist theory

In terms of young learners' language development, cognitive and social interaction theory (Vygotsky, 1978) supports young learners' linguistic specificity and productivity. Especially, social interaction theory has been used to interpret children's increased understanding and use of specific language features such as noun phrases, conjunctive clauses, adverbs, and mental and linguistic verbs in dramatic-symbolic play contexts with peers (Kempe, 2003; Pellegrini, 1985; Peter, 2003). Underlying constructivist theory, Piaget stated his view as "constructivist" (Gruber & Voneche, 1977). According to Piaget (1952), learners must cognitively and actively construct their own meaning and process the information, focusing on the active meaning that comes from a student based on the learning environment. In addition, he mentioned that conceptual thinking develops through activity, spontaneous play, manipulation of objects and social collaboration (as cited in Wagner, 1998, p. 8). Also, Vygotsky (1978) developed his theory by considering learning in a socio-cultural construction and meaning negotiation through language in scaffold interaction. He considered language as a new cognitive tool for making sense of the world, playing a significant role in learning and development. Moreover, language requires a social constructivist approach to learning as learners will construct meaning based on interaction and dialogue within a community. Bruner (1986) also stressed that learning in drama-based settings is a communal meaningful activity with a sharing of the culture.

3. Research Methodology

This section describes how the study was designed and describes the procedure of experimental lesson design. The purpose of this research is based on drama-based activities to find out how they influence 4th grade public school students' speaking and writing skills and how the activities stimulate the students' attitude during the lesson compared to two previously experienced drama-based activities (mime and tops and tails). Hence it generated two main questions to clarify its purpose.

RQ1. How do the drama-based activities (unpacking and soundtrack) influence fourth grade public elementary school students' speaking and writing skills compared to previous drama-based activities (mime and tops and tails)?

RQ2. How do the drama-based activities (unpacking and soundtrack) affect the fourth grade public elementary school students' learning attitude during the lesson compared to previous drama-based activities (mime and tops and tails)?

Method used: Two drama-based activities (unpacking and soundtrack) were used for the experiments. To collect data from two lessons, I used video recording and interviewed the participants at the end of the class about how they enjoyed two different types of activities and compared it to the two previously experienced drama-based activities (mime and tops and tails) which they liked the most. Instructor also observed and assisted during the class.

When:

1st class: 2019. Nov 25th

2nd class: 2019. Dec. 2nd

Where: classroom at Homeschooling

Participants: four 4th-grade students from a public school.

	Previous Letter writing in tops and tails drama-based activity.			Current New story writing in unpacking drama-based activity.		
Name	**Used sentence**	**Used word**	**Errors**	**Used sentence**	**Used word**	**Errors**
L.T.W	**11**	**48**	**2**	**11**	**82**	**7**
P.S.H	**10**	**44**	**7**	**18**	**97**	**10**
P.S.Y	**10**	**42**	**3**	**9**	**79**	**7**
P.H.S	**6**	**39**	**3**	**14**	**104**	**12**

<Table 3.1 previous writing and current writing>

3.1 Procedure of experimental Lesson

As seen in the table 3.2 and table 3.3, two experiment lessons were conducted, and the lessons were structured into three steps of 1) Pre-drama phase 2) During drama phase 3) Post-drama phase. For the 1st experiment lesson procedure, in the Pre-drama phase, the teacher (I) activated students' knowledge of adjectives which can describe personality and asked them to describe the ant and the grasshopper in the story by using the personality adjectives to analyze the characters. This time the teacher presented examples of personality adjectives for reference, so that the students could easily choose appropriate words from it. In this process, they were allowed to use their cell phone to search words from the internet. While processing this task, students were able to activate their prior knowledge of the story and think about the personality of the ant and the grasshopper. After that, the teacher presented the task what the students are going to do and explained in detail. After analyzing personality of the ant and the grasshopper from the original story, the students changed main characters' personality. They also had time to think about how they are going to change the story based on the changed character. In the drama phase, the teacher gave them 30 minutes to prepare their writing task. Thus, the students wrote the changed story based on the changed character of the ant and the grasshopper for 30 minutes and after they finished writing, the students presented their story to their peers. While the presenter was talking about their story other peers wrote the summary of the presenter's story. In post-drama phase, the teacher explained the purpose of the activity and the students did self-analysis about their writing work and had interview about how they felt, i.e. was it easy to write? Do you want to do this kind of activity again? etc. Through the interview and direct observation of the whole process, the teacher was able to see how the students participated and how their writing work changed based on table 3.1.

For the 2nd experiment lesson procedure, first, in the Pre-drama phase, the teacher

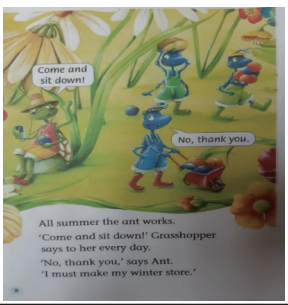
presented the task and explained in detail. In pre-drama phase, the teacher asked the students to choose two pictures from the book to write a script of the ant and the grasshopper story. The reasons why two pictures were each selected from the book was because it will make the students' feel more comfortable when they read a story and help them to focus on the character and emotion while they are reading. In addition, the writing task on the basis of their chosen pictures which will be fun because they can change the form of the written text based on their interpretation. After the students think about what the ant and the grasshopper will say, they share their ideas and write script together as a class. After they wrote the script, the teacher gave 15 minutes to search for background music and practice reading with the music. In this stage, the teacher encouraged the students to participate actively and feel free to enjoy the process. Second, in the drama phase, the students performed what they prepared. They read a script with music and while one group was performing the other group watched carefully and took notes on good points about the performance. After finishing the performance, the teacher and peers gave feedback. In the Post-drama phase, the teacher explained why they did this kind of activity and the student did self-analysis about their writing work and had interview about how they felt, i.e. was it easy to write? Do you want to do this kind of activity again? Through the interview and direct observation of the whole process and table 3.1, the teacher was able to see how the students participated and how their writing changed.

Learner information	**Description**
Age	11 years old
Language level	Upper Intermediate
Type of activity	Unpacking (individual work)
Content and language	Content : personality adjectives Language: An ant is <u>diligent.</u> A grasshopper is <u>lazy.</u> Character adjectives Diligent clever hard working selfish lazy kind smart Poor foolish stupid forward looking brave greedy funny Sweet confident generous responsible stubborn fun- loving optimistic Easygoing aggressive playful
Language objectives	1) Students will be able to describe character of an ant and the grasshopper by using adjectives. 2) Students will be able to analyze character of an ant and the grasshopper and change their characters from the original story and on the basis of it, they will be able to create new story. 3) At the end of the lesson, the students will be able to use adjectives which describe characters both verbally and in writing.

Text materials	pencils, erasers, worksheet Teacher needs to provide examples of character adjectives for reference and if the students want to add different characters then they can do more.	
Lesson procedure	Lesson will be proceed three steps 1) Pre-drama phase 2) During drama phase 3) Post-drama phase	
Lesson Procedure	**Description**	**Activities**
Pre-drama phase	In this stage, teacher activates students' knowledge of personality adjectives which can describe the ant and the grasshopper. And presents the task what they are going to do and explains in details. 1) Before the activity starts, a teacher activates students' knowledge of personality adjectives which can describe the ant and the grasshopper. 2) Presents the task that students are going to do and explain in detail. 3) Example of personal adjectives will be given to them and the students need to choose appropriate adjectives. 4) 15 minutes preparation time will be given to them. 5) Teacher encourages students to participate actively and feel free to enjoy it.	1) Analyze the character of the ant and the grasshopper. 2)Choose the personality adjectives 3) Choose their favorite scene which they want to change. 4) Think of how they are going to change the character from the original story.
During drama phase	In this stage, students will write the story individually on the basis of changed character and their creativeness. 1) Students changed the character of the ant and the grasshopper from original story. 2) On the basis of their changed character and chosen scene the students will write the changed story. (30 minute preparation time will be given to them) 3) Present the changed story what they wrote to other peers. 4) If the students need help then T assists them. Also, if students want to search words from the internet they can use their cell phone. 5) While presenter reads his or her story then other students will write the summary of the presenter's story.	1) Changed personality from the original story. 2) Write changed story on the basis of changed personality. 3) Presentation of their writing task. 4) Write a summary of presenter's story.

Post-drama phase	In this stage, teacher explains why they did this kind of drama activity. And the students will do self-analysis about writing task and asked to answer these questions orally; 1) How do you feel about this activity? 2) Was it easy to write? 3) Do you want to do this activity again?	-Self-analysis and interview

<Table 3.2 1st Experiment lesson plan design>

Learner information	**Description**
Age	11 years old
Language level	Upper Intermediate
Types of activity	Soundtrack (whole class work and individual work)
Language objectives	1) Students will be able to choose appropriate background music for their character in the text. (individual work) 2) Students will be able to write script on the basis of their chosen pictures. (whole class work) 3) All of the students will be able to participate actively. 4) At the end of the lesson, the students will be able to read the text by using their chosen background music and show emotion while they are reading.
Text materials	Two pictures from the lazy grasshopper and the ant storybook. The reasons why I ask them to choose two pictures from the book to write a script of ant and the grasshopper each because it will make the students' feel more comfortable when they read a story and help them focus on the character so they can use emotion while they are reading. They will also know their turn when they have to read and turn on the music at the right time. In addition, writing task on the basis of their chosen pictures which will be fun because they can change the form of the written text based on their own interpretation. 

Lesson procedure	Lesson will be proceed three steps 1) Pre-drama phase 2) During drama phase 3) Post-drama phase	
Lesson procedure	**Description**	**Activities**
Pre-drama phase	In this stage, teacher presents the task what the students are going to do and explains in detail. 1) Before the activity starts, a teacher explains process of the activity which they are going to do 2) Ask the students to choose two pictures to write a script. 3) Ask the students to think about what the ant and the grasshopper will say based on two selected pictures. 4) Share their ideas and write the script. 5) Based on the script students will search for the back-ground music. 6) 15 minutes preparation time will be given to them. 7) Teacher encourages students to participate actively and feel free to enjoy it.	1) Select two pictures 2) Think about what the ant and the grasshopper will say based on the selected pictures. 3) Share their ideas and write down the script together based on their ideas. 4) Select appropriate background music and practice to read with chosen music.
During drama phase	In this stage, students will perform what they prepared. And the teacher explains to the rest of groups what they have to do while one group is performing. 1) First two students will read a script with music. 2) While one group is performing, rest of students should watch carefully and don't be noisy. 3) Teacher gives feedback about their performance.	-Performance -watch carefully and do not disturb while others are performing.
Post-drama phase	In this stage, teacher explains why they did this kind of drama activity. And the students will do self-analysis about their performance and asked to answer these questions orally; 1) How they felt? 2) What was good? 3) Among other drama-based activities which they already experienced which one is your favorite? And why?	-Self-analysis and interview

<Table 3.3 2nd Experiment lesson plan design>

Question 1. Among four different types of drama-based activities (mime, tops and tails, soundtrack, unpacking) which one do you like the most? Why?	Three students out of four said they liked the soundtrack activity the most. They said the following; 1) I could focus more on reading because I had to turn on the music at the right time. 2) Just reading a storybook was so boring but it was fun to read with music. And I was able to show my emotion while I was reading. 3) Searching for music was really fun. 4) Seeing how other friends are doing was really fun. However, one student said he liked the unpacking activity the most. Because he can change the character and on the basis of this he can also create new story. Creating new things is always fun.
Question 2. Do you want to do these kinds of activities again?	-Sure -I like to use music every reading class. -I love these creative activities rather than studying with books. -Let's do it again.

<Table 3.4 Result of students' interview>

4. Results

In this section, I am going to describe the results of the two experiments. The results compare previous and current experiments using four drama-based activities (mime, tops and tails, unpacking and soundtrack), specifically highlighting the influence on student's writing skill and their learning attitude in the class.

4.1 Research questions

RQ1. How do the drama-based activities (unpacking and soundtrack) influence fourth grade public elementary school students' writing skill compared to previous drama-based activities (mime and tops and tails)?

On the basis of table 3.1, the results comparing their writing work from previous and current writing which shows their writing skill is significantly improved. Using writing tasks for both previous and current activities have different characteristics so their used words and length of passages could be different. However, they used less than 50 words in previous writing activity in tops and tails but in current writing activity in unpacking they used more than 2 times that amount. In terms of P.H.S, she used 39 words with 6 sentences in previous writing however she used 104 words with 14 sentences. In terms of linguistic aspect, I couldn't see a significant difference in accuracy because in they still made many mistakes. However, all my students' writing fluency has enhanced which I could see through table 3.1. For them making errors weren't big deal rather writing freely and creatively with confidence was important. In addition, as can be seen in articles 2, 3 and 4 in which results showed that drama-based activities positively influence on participants' writing skill improvement. According to Snyman and De Kock, (1991), the language that arises is fluent, purposeful and generative and by helping to build the drama context, the learners develop their social and

linguistic competence as well. Especially, in article 3, the researcher used different types of drama-based activities such as reading aloud, playwriting and role-playing and they influenced on learners' linguistics development because they improved their reading comprehension and writing skill. Also, in terms of affective aspect the learners are motivated in the lesson. Hence, the researcher considered of the drama-based activities offer a natural context for integration of the four skills, as students write the scene, read aloud the words, listen to others' reading and discuss in reading class. Drama maintains interactions between learners with the target language, creating a world of social roles and relations in which the learner is an active participant (Snyman and De Kock, 1991).

RQ2. How the drama-based and activities affect 4th grade public elementary school students' learning attitude during the lesson?

Based on students' interview and my direct observation, students' learning attitude changed a lot compared to previous drama-based activities (mime and tops and tails). When I conducted previous drama-based activities (mime and tops and tails) at the end of the class they liked but in the first time, they felt something strange feeling because they'd never experienced those kinds of activities and asked me why they have to do these kinds of activities, especially about the mime activity. However, this time when I conducted experiments this time using two different types of drama-based activities which are unpacking and soundtrack they quickly understood what they have to do and asked me so many questions to improve their outcomes. Even though I used three different activities with the same storybook "Ant and the grasshopper" , which they had already read several times before, no one said they were tired of using this book. Instead, they more actively participated in the lesson and made a greater effort to accomplish the task. They fully understood the story and already knew many vocabularies so they had confidence to write, tried to make better outcomes and enjoyed the two activities very much which I could see through my direct observation, the result of the interview (see table 3.3) and their writing results. In the 1st experiment, they asked me many questions such as how to write their ideas in English and wanted to search the internet for vocabulary. They started to write their ideas freely because there was no exact answer, so it increased their motivation. While they were writing they interacted with peers in order to share their creative ideas. In addition, I could see how they used their creativeness on the basis of their individual interpretations and underlying Derrida's deconstruction theory the students reauthorized characters, settings, and created new story. In 2nd experiment, all of the students actively participated in the lesson and as a result of the interview (see table 3.3) three students answered that they most liked soundtrack. They were excited to use the cellphone to search the appropriate music for their character in the scene and interacted with peers. They were very passionate to show what they found good music and practiced reading with the music. They enjoyed the whole process of the lesson which I could check through my direct observation and video records.

Above all, as seen in the results of article 1, showing that even though the creative drama-based activity didn't significantly influence students' linguistic development especially writing skill but most of the participants were eager to participate in drama activities, which showed as a result of the interview and the researchers observations of the changes compared to before the experiment. They answered that the drama activities were beautiful (18 students); fun (8 students); entertaining (5 students); nice (3 students); loved and very good (2 students for each response), exciting, enjoyable, educational and like a game (1 student for each response). In my experiment, I was also able to see that using drama activities affected students' learning attitude, such as their participation and interaction with peers improved

compared to previous drama-based activities. It was proved through my two experiments using drama activities (unpacking and soundtrack). Changing the story on the basis of personality analysis in the story and finding appropriate background music based on their interpretation of the character forced the students to think creatively because while processing these tasks their creative thinking was needed. The result of the activities showed their learning achievement has been improved. These drama-based activities were appropriate, as they made my students motivated, enjoy, and engage actively in the lesson. Finally, it leads their high learning achievement as well. According to Wagner (1998) "Drama is powerful because of its unique balance of thought and feeling makes learning exciting, challenging, relevant to real life concerns, and enjoyable." Therefore, Drama has the potential to provide English learners to have an opportunity to practice their English with feel free. In addition, Stern (1980) stated that drama helped ESL students to gain self-confidence and have less nerves when they perform. Rather, learners enjoy the drama activities and were motivated to participate more.

5. Conclusion and Discussion

5.1 Conclusion

The main findings of this experiment with 4th grade elementary students by conducting drama-based activities techniques have positive effect on improving their writing skill and their learning attitude. In my two experiments in July and in November, I could see the used drama-based activities (mime, tops and tails, unpacking and soundtrack) positively influenced linguistic, affective and cognitive aspects. Through my observations, the result of pre-test and post-tests, video records and their writing outcomes, I could see that there was improvements on linguistic aspects the learners' writing, speaking skills, and their fluency. In terms of their affective aspects, the learners learning attitude has been changed a lot compared to before the experiment had been conducted. They positively participated in class, their social interaction has increased, and they showed confidence when they performed in speaking and writing. Lastly, in terms of cognitive aspects, all students used their cognitive thinking skills in the whole process. They used their creativeness in writing and verbally and expressed their creativeness with their body and with the help of music. Students enjoyed given drama-based activities because those activities were enjoyable and through different types of drama-based activities the learners gained confidence to write in English and performed tasks freely by using their cellphone to search the background music for reading. The activities allowed them to concentrate and be motivated, actively participate and interact with peers, and gain high learning achievement at the end of the lesson.

5.2 Discussion

Even though the used drama-based activities in my two conducted experiments positively influenced three different aspects, there were several limitations because I only tried to seek the students' improvements of writing and speaking skills and their learning attitude. Further, I only used each activity once. So, I didn't have the chance to see whether the drama-based activities continually maintain the learners' improvement. Hence, further research should be conducted to measure other linguistic aspects such as vocabulary, listening, and reading skills with different materials other than books, such as using art or songs, etc. for a longer period of time to make the results of these drama-based activities be more reliable.

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Kathleen Deane

Section 3: Action phase

The action phase of this exploratory action research (EAR) follows four steps (Smith and Rebolledo, 2018). In the first step, I design a plan which attempts to address the main issues found in the exploratory phase. In the second step, I implement this action plan in my teaching situation. After implementing the action plan, I engage in the third step which is observing the effects of the action plan in my teaching situation. In this step I gather data in order to document these effects. In the fourth step, I reflect on what I observed and ask what these findings mean for both my implemented action plan, and the issue discussed at the start of Cycle 1, which is, 'students do not speak English in English class'. Following this, implications for further research will also be discussed. Cycle 2 will thus follow the implementation of an action plan in the same teaching context as Cycle 1.

3.1 Plan of Action

Based on the issue identified in the first cycle of this EAR study, the second cycle will implement an action plan designed to address this issue. The first finding is that a large portion of the participants in Cycle 1 do speak English when doing English speaking activities, but that they do not enjoy the speaking activities we do in class. Furthermore, students noted that they enjoy doing speaking activities when they can interact with their friends. It should be noted that these speaking activities are largely based on the activities and language suggested in the prescribed textbook, and that they are largely teacher-controlled activities. This action plan will attempt to address the main underlying issue which is that students do not enjoy the speaking activities we do and by doing so strive to improve students' enjoyment of speaking English in class by making changes to the activities they typically do. Whilst other findings suggest there are other issues that could be addressed in the action phase, due to time constraints and relevance to the principal issue posed at the beginning of this EAR study – students do not speak English in English class – the above mentioned findings will form the basis for the main issues addressed in the plan of action. Table 1 below shows plan of action.

Underlying issue(s)	Suggestion sources	Plan
1) Students do not enjoy the speaking activities we do in English class.	- Students' suggested activities - Task-based language teaching (TBLT) approach (Willis, 1996)	- Change the activities based on students' suggestions and implement the activities using TBLT techniques. 1. Do situation role plays 2. Sing English pop songs 3. Play English board games 4. Written and spoken task

<Table 1: Action plan design>

Table 1 above shows that the main underlying issue identified in the exploratory phase of this EAR study is that students do not enjoy the activities we do in class. In order to address this issue, the main source will be activity suggestions made by students. In order to allow students to interact more with their friends during activities, the teaching approach as well as the activity design will be changed. This change will be guided by the TBLT framework. Thus, the new speaking activities to form part of the action plan in Cycle 2 have been chosen based on students' suggestions, and their design has been guided by the TBLT framework.

According to Willis (1996), the teacher's role in a TBLT lesson is to decide on the communicative goal of the activity, develop the task, and then to facilitate the learners; "the teacher is involved in setting the tasks up, ensuring that learners understand and get on with them, and drawing the tasks to a close" (p. 41). In the task stage, learners need to be given the freedom to "choose whatever language forms they wish to convey what they mean, in order to fulfill, as well as they can, the task goals" (p. 24). The goal of the activity is thus to communicate and exchange meanings, not specific language forms (Willis, 1996). The four activities seen in Table 1 will be used in Cycle 2 of this study. The first activity is the situation role play. In this activity, students were given a situation based on a video in the textbook they had not yet watched. They created the role play in groups, performed it for the teacher, and then compared their role play to the one on the video and each group answered as to the differences between their role play and the video. The second activity included the introduction of English board games which students were allowed to play upon finishing their class work. The third activity is a written and spoken task, the goal of which is for students to write, discuss what they have written, and then read it to the other students in the class. In this activity, each group needed to create a historical quiz. The stages were that they first had to work in pairs and create a simple description of one historical person, without saying the name of the person in the description. They could write the description down. They then shared the description with the other pair in their group and discussed whether they were good hint-type descriptions. Two students in the group then read the descriptions to the class and each group had to guess who the historical people were. The fifth activity implemented is the singing of English pop songs before and after the main part of the lesson. As can be seen above, the first and third activities are tasks which have been designed using the TBLT framework and techniques. The second and third activity are solely students' suggestions and can be viewed as 'free time' extracurricular activities.

3.2 Action

In order to understand the effects of the changes implemented in the action plan, three research questions (RQ) will be answered in the action phase of this study.

RQ 1: What are students' perceptions of the new activities, and what are their reasons?

RQ 2: What are students' speaking behaviors during the new activities?

RQ 3: Compared to Cycle 1, what are students' perceptions of speaking English now?

In answering the RQs, I aim to address the main finding from Cycle 1, which is that whilst the majority of students do speak English during the activities, they do not enjoy the speaking activities. RQ one thus seeks to understand students' perceptions of the new activities implemented in Cycle 2, the action phase of this study. RQ two seeks to understand students' English speaking behavior during these activities. RQ 3 seeks to compare and understand students' perceptions of speaking from Cycle 1 to Cycle 2.

Research timeline of action phase	
Date (year 2019)	**Data source**
November 18th	- 86 Students completed Speaking Behavior Checklist 1 - Instructor Observation Scheme 1 reporting on 4 classes
November 22nd	- 86 Students completed Speaking Behavior Checklist 2 - Instructor Observation Scheme 2
November 25th	- 86 Students completed Student Survey 3 which consisted of 6 closed-type questions and 6 open-type questions.

<Table 2: Research timeline of action phase>

As shown in Table 2, the action phase was conducted over a two-week period. In this period, the new activities were implemented in the classroom, and data as to students' perceptions of the activities, as well as data as to students' behavior was gathered from the students themselves and myself and colleague.

In order to answer RQ 1, data as to students' perceptions was collected. Students completed Survey 3 (Appendix A) after the action plan had been implemented. Student Survey 3 is a combination of Student Survey 1 and 2 used in Cycle 1. This survey was designed to collect both quantitative and qualitative data related to students' perceptions of the new activities. It was also adapted in that statements relating to the old speaking activities were removed, and statements relating to the new activities were added for example, 'I enjoy creating the situation role play with friends' was added. The statement, 'I enjoy speaking English in class' was kept. Following stating the extent to which they agree with the statements, students were asked to give their reasoning for their response. In terms of analysis, quantitative and qualitative data collected from Survey 3 were analyzed following the same quantitative and qualitative methods (Smith and Rebolledo, 2018) as seen in Cycle 1, Section 2.2.

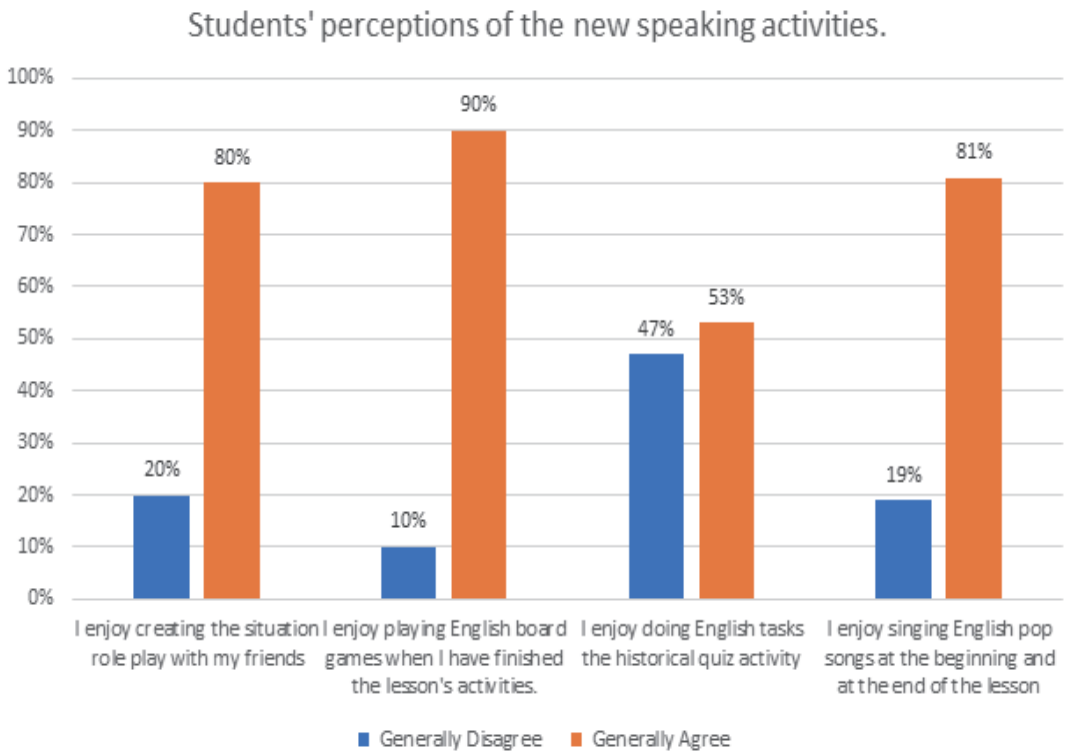
In order to answer RQ 2, data of students' behavior was gathered from the students and the instructors. Following completion of the new activities, students were asked to complete the self-reported Speaking Behavior Checklists 1 and 2 (Appendix B) which were adapted from Cycle 1. Statements relating to the old speaking activities were removed, and statements such as 'I created the situation role play' were added. As in Cycle 1, students completed this checklist which consists of 7 statements relating to their participation in the speaking activity, and an option of 3 behavior-type responses. For example, students respond to the statement, 'I created the situation role play' by indicating their behavior during the activity. If students used English to create the role play, they checked 'O', if they did not do the activity at all, they checked 'X', if they did the activity but did it speaking only Korean, they checked 'XX'. For each statement, the behavior-type responses were tallied and the percentage calculated. The results gathered from both instruments have been plotted together on the same graph below. As to others' perceptions of students' behavior, the Instructor Observation Schemes 1 and 2 (Appendix C) were used. They are different from the observation scheme used in Cycle 1 of this study. The observation schemes used in Cycle 2 require the teachers to observe the students whilst they are doing the activity, and mark the percentage of students who were engaged in using English to meet the goals of the activity. Thus, students were allowed to use their L1 during the process of completing the task. The focus of this observation scheme was to gather data relating to students' use of English to meet the task goals, for example, to create a situation role play. This instrument thus collected quantitative data in the form of a percentage. My colleague and I

observed 4 classes. The percentages for each activity in each class gathered by myself and my colleague were added and an average calculated. The results of Observation Schemes 1 and 2 are shown on the same figure below.

In order to answer RQ 3, data as to students' perceptions of speaking English in English class collected in Cycle 1 were compared to the same data collected in Cycle 2. This data was derived from students' responses to the statement, 'I enjoy speaking English in English class' which appeared on both Student Survey 1 in Cycle 1, and Student Survey 3 in Cycle 2. The responses collected in Cycle 2 were converted into a percentage and both data sets have been presented alongside one another in the graph below.

3.3 Observation

RQ 1 asks, 'What are students' perceptions of the new speaking activities, and what are their reasons?' This question was answered through Student Survey 3 which gathered both quantitative and qualitative data relating to students' perceptions of the new activities. Graph 1 below shows the results as to students' perceptions of the new speaking-focused activities.



<Graph 1: Students' perceptions of the new speaking activities>

As Graph 1 above shows, over half of the students enjoy the new speaking activities. The first activity is the situation role play. As the first result shows, 80% of students responded that they enjoy creating the situation role play. Students gave reasons for this response (Appendix D) which include, 'It's a fun way to learn', 'It's more fun than previous activities', '[We] can make ourselves', and 'I can improve my English'. Conversely, 20% of students did not enjoy this new activity. Their reasons (Appendix D) include, 'It's not fun', '[It's] hard to memorize and make a script,', and 'My group does not participate well'.

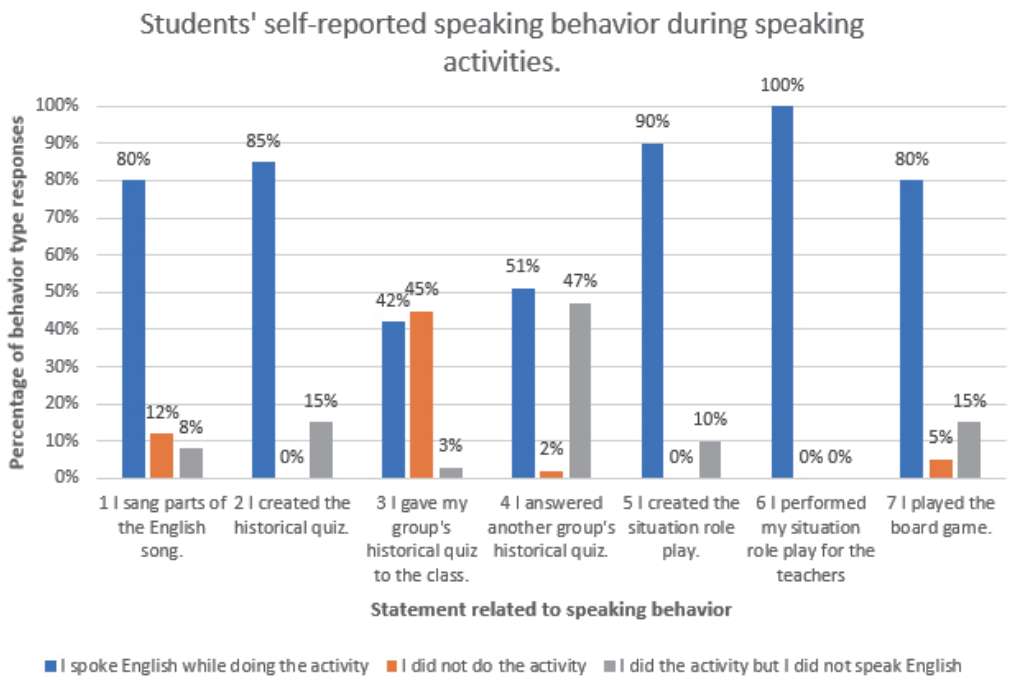
The second activity students gave their perception on was playing English board

games. The results here show that 90% of students enjoy playing these board games. The reasons students' gave for this response (Appendix E) include, 'I love playing board games with my friends', and 'I can relax'. The third activity was the historical quiz task. As the results show, 53% of students enjoyed this activity. Some of their reasons (Appendix F) for enjoying it include, 'It's fun', 'We can use a variety of English', 'It's hard but fun' and, 'Doing things by ourselves is good'. With regards to the other 47% of students, their reasons (Appendix F) for not enjoying the activity include, 'Writing [the quiz sentences] is hard', 'It's difficult' and, 'It's boring'. As to the fifth activity, which is singing English pop songs, 81% of students enjoyed this activity. Their reasons (Appendix G) include 'I like singing', 'I like pop songs', '[It's] more fun than other activities' and, 'I can learn more English'. As to the other 19% of students, their reasons (Appendix G) for not enjoying this activity include, 'I don't like pop songs', and 'It's too difficult to sing'. The data discussed here describes students' perceptions of the new activities as well as their reasons for these perceptions.

The findings discussed above show that with regards to RQ 1, 'What are students' perceptions of the new speaking activities, and what are their reasons?' the majority of students do enjoy the new speaking activities implemented in Cycle 2 of this study. Students' reasons show that they enjoy the activities more because they perceive the activities to be more fun and because they are able to work autonomously, in groups. In order to better understand students' speaking behavior in the new activities, a second research question was posed.

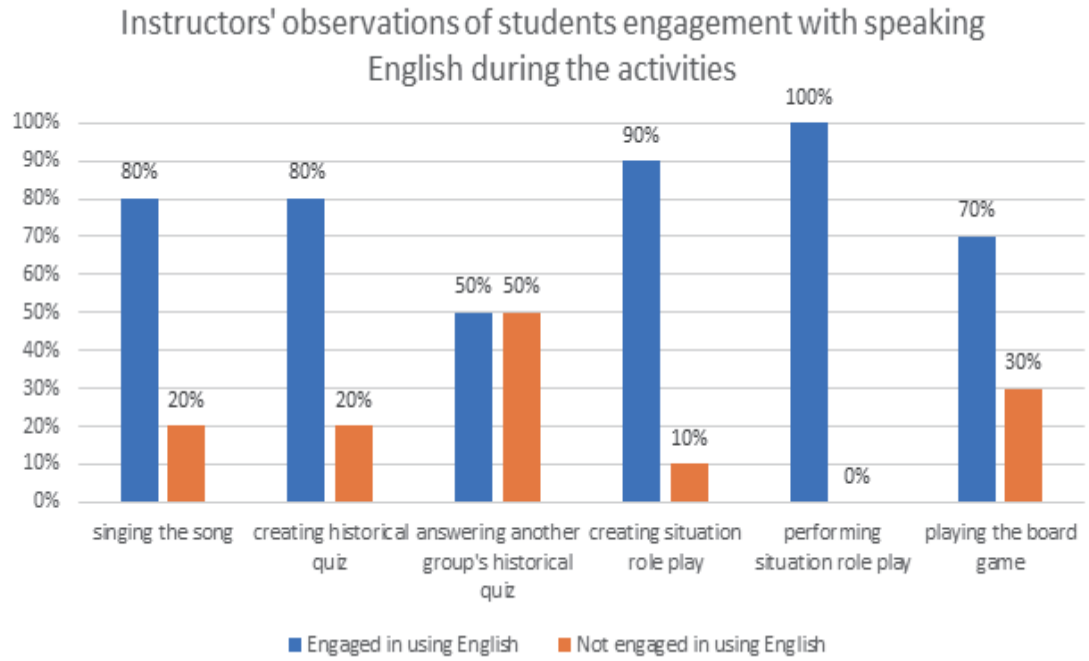
RQ 2 asks, 'What are students' speaking behaviors during the new activities?' The data sources used to answer this question were Speaking Behavior Checklists 1 and 2, which gathered self-reported quantitative data of students' speaking behavior during the activity, and the Instructor Observation Schemes 1 and 2, which gathered the instructors' perceptions of students' engagement with using English during the activity. Graph 2 below shows the results of students' self-reported speaking behavior during the activity.

Graph 2 above shows the results as to



<Graph 2: Students' self-reported behavior during speaking activities>

students' self-reported speaking behavior during the speaking activities. The results show that across activities one, two, five, six, and seven, over 80% of students spoke English during the activity. These results may be partly related to the instruction which was that students could say they spoke English, even if they also spoke Korean. The results seen in activity three, which are that 42% of students spoke English during the activity and 45% of students did not do the activity, may be explained by the fact that only half of the four student group could participate. Activity four shows that 51% of students of students completed the activity by speaking English, whilst 41% of students did the activity but did not speak English. These results may be explained by a component of the activity which was that students were required to write the answer and then volunteer to say it, which may have resulted in less speaking overall. As to the observations made by myself and my colleague, Graph 3 below shows the averaged results of students' engagement with using English to complete the activity.

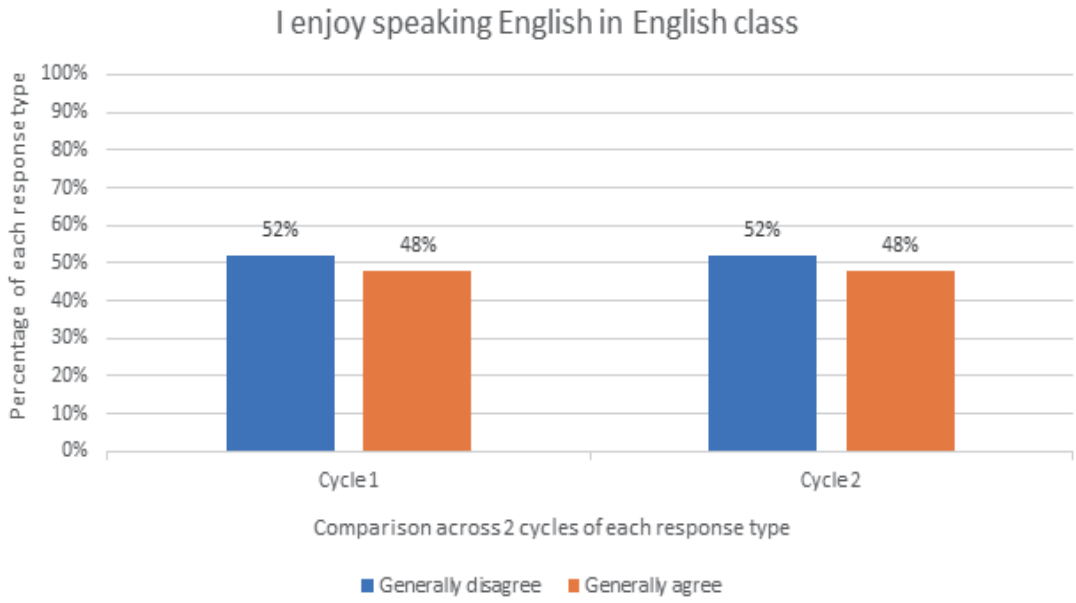


<Graph 3: Instructors' observations of students' engagement with using English during activities>

Graph 3 above shows the results as to the instructors' observations of students speaking behavior. The results show that across most of the activities, over 70% of students appeared to be engaged with speaking English during the activity. That the teachers observed less students speaking English during the answering component of the historical quiz activity again may be related to the fact that only some students volunteered and were called on to answer the question.

The findings discussed above show that with regards to RQ 2, 'What are students' speaking behaviors during the new activities?' the majority of students are speaking English during most of the activities in Cycle 2. Students' self-reported behavior indicates that that they believe they are speaking English during the activities. Furthermore, the findings from instructors' observations show that students do appear engaged in speaking English to complete the activities. Thus, the findings show that students are speaking English during the activities in Cycle 2.

RQ 3 asks, 'Compared to Cycle 1, what are students' perceptions of speaking English now?' The sources used to answer this question include the quantitative data collected from students' responses to the statement, 'I enjoy speaking English in English class' from both Cycle 1 and Cycle 2. Reasons for students' responses gathered in Cycle 2 will also be included. Graph 4 below illustrates a cross-cycle comparison of students' responses to the statement, 'I enjoy speaking English in English class'.



<Graph 4: Cross-cycle comparison of students' perceptions of speaking English in class>

Graph 4 above shows that the number of students who agree and disagree with the statement did not change from Cycle 1 to Cycle 2. Of the students' who disagree with the statement in Cycle 2, 28% of them gave reasons (Appendix H) such as, 'I can't speak English well' and '[Speaking English is] too difficult'. These reasons indicate students' lack of confidence with speaking English in class. The remaining students stated that, 'It's not fun' and 'It's boring' which shows their lack of interest.

The findings discussed above show that with regards to RQ 3, 'Compared to Cycle 1, what are students' perceptions of speaking English now?' students' perception of speaking English in class did not change from Cycle 1 to Cycle 2. Furthermore, their reasons indicate a lack of confidence with speaking English.

3.4 Reflection

The problem area identified in the exploratory phase of this EAR study was that students do not enjoy the speaking activities we do in English class. The action phase thus saw the implementation of a plan of action designed to address this problem. In order to observe the effects of this plan, three RQs were posed in Cycle 2.

RQ 1: What are students' perceptions of the new activities, and what are their reasons?

RQ 2: What are students' speaking behaviors during the new activities?

RQ 3: Compared to Cycle 1, what are students' perceptions of speaking English now?

In answering these RQs, the findings as to students' perceptions of the new activities discussed above show that a large majority

of students do enjoy the new activities implemented in Cycle 2. One reason for this finding may be because the new activities were suggested by the students themselves, which made them more interesting. Another reason may be related to the change in teaching approach and activity design which adopted TBLT (Willis, 1996) techniques. These combined changes thus allowed for students to interact more with their friends, draw on their own language knowledge, and be more creative with their language output whilst completing activities they themselves suggested. As to students' speaking behavior, students' self-reported speaking behavior does positively correlate with observations made by myself and my colleague which suggests that a large majority of students are speaking English whilst completing the activity. Although this English is mostly related to the goal of the task, students are using English and they are enjoying doing so. In terms of those students who did not enjoy the new activities, this may have been because the task-type was unfamiliar to them, and they therefore found it difficult to complete. With regards to students' overall perceptions of speaking English in English class, that the findings did not change from Cycle 1 to Cycle 2 may be explained by the findings which show that a third of the students' in this study lack confidence in their English speaking skill.

This EAR study was started based on the observation that my sixth grade students do not like speaking English in English class. The findings gathered during the EAR phase show that in actuality a large portion of students do speak English in order to complete the activities, however they do not enjoy the activities. Thus, the action implemented in Cycle 2 sought to address this issue by changing the activities and the teaching approach. The findings from the action implemented in Cycle 2 show that the majority of students do enjoy the new activities which indicates that the new activities had a somewhat positive effect on students. However, that students' perception of speaking English in English class was the same in Cycle 1 as in Cycle 2 indicates that further research could be conducted in a third cycle. The third cycle may explore the effect of these new activities over time by exploring the individual task components and students' perceptions of them in terms of the tasks' effects on students' speaking confidence. Since confidence in speaking is an issue for language learners in my study, I may additionally look at the literature for insight as to how a lack of confidence may further be addressed in a foreign language learning classroom. Cycle 3 may thus see the implementation of revised action plans by both addressing the issues that arise from exploration of the individual task components, and implementing strategies within the tasks which may help students develop the speaking confidence.

This EAR project gave me the tools to engage with my teaching situation and begin to understand it from multiple perspectives; my students', my colleague's, and my own. Gaining an understanding of the situation first meant that I was reviewing literature with a purpose; I needed to find solutions specific to my own situation. The exploratory phase showed my that understanding of underlying issues in my classroom is a necessary first step if I am going to implement any kind of informed and appropriate changes. The EAR process as a whole showed me that opening a dialogue with students can be difficult, but that it does allow for the creation of a new space in which meaningful, cooperative change can occur. This study sought to address issues relating to teaching speaking, and students' English speaking in a public school language classroom in Korea. Whilst I was able to understand which activities students enjoy and thus which activities they are likely to participate in, I also attempted to document students' speaking behavior. With regards to the second line of research, I feel that I need to conduct further research into what teaching speaking involves, both

in terms of the teacher and student roles and our perceptions and behaviors. Furthermore, I need to further research how the effect of such research and subsequent implemented actions can be documented.

Section 4: Conclusion

The main issue identified at the start of this paper was that my sixth grade students did not speak English in English class. In order to address this issue, I engaged in an EAR study. In Cycle 1 of this study, the exploratory phase identified that the majority of sixth grade students did speak English during the speaking activities, however they did not enjoy the activities. This was the issue in focus as the study moved into Cycle 2, the action phase. In order to address the issue identified in the exploratory phase, I developed an action plan which was informed by both students' suggestions of speaking activities they wanted to do, and TBLT techniques (Willis, 1996). Data gathered during the action phase suggests that students do enjoy the new speaking activities, and that they spoke English in order to complete the activity. Whilst students' enjoyment of the new activities could be attributed to the design of the activities, it could also be due to a novelty factor. In order to assess the effectiveness of the action plan, observations as to the effects of the tasks and their individual components should be conducted over an extended period. Another issue which arose from the findings in Cycle 2 was that of students' English speaking confidence which could be addressed in conjunction with the task analysis.

Appendix A: Student Survey 3

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Why do you think this? Please write the reason.
1. I enjoy creating the situation role play with my friends.					이유:
2. I enjoy doing the 'Make a story' role play in the textbook.					이유:
3. I enjoy playing English board games when I have finished the activities.					이유:
4. I enjoy doing English tasks such as the historical quiz activity.					이유:
5. I enjoy singing English pop songs at the beginning and at the end of the lesson.					이유:
6. I enjoy speaking English in class.					이유:

Appendix B: Teacher observation schemes 1 and 2.

Teacher observation scheme 1	
Activity	Percentage of students engaged in using English during the activity.
Singing the song	80%
Creating the historical quiz.	80%
Giving the quiz to the class	40%
Answering another group's historical quiz	50%

Teacher observation scheme 2	
Activity	Percentage of students engaged in using English during the activity.
Creating situation role play	90%
Performing situation role play	100%
Playing the board game	70%

Appendix C: Speaking activity behavior checklist

Do you remember the English speaking activities we did in class today?
Please read the activity, then, please check O if you did the activity and spoke English, and XX if you did the activity but only spoke Korean. If you did not do the activity at all, check X.

	Activity part	O	XX	X
1	I sang parts of the English song.			
2	I created the historical quiz.			
3	I gave my group's quiz to the class.			
4	I answered another group's quiz.			
5	I created the situation role play.			
6	I performed my situation role play for the teachers.			
7	I played the board game.			

Appendix D: Students' reasons for enjoying or not enjoying situation role plays.

Category	Response frequency	Response examples
[+ interesting]	56%	-It's fun, I like role plays. -It's challenging and more fun than previous activity -Fun way to learn
[+ autonomy]	14%	-Can make ourselves -I can make what I want -Can work with friends
[+ improve skill]	3%	-Helps me to study more -Improve my English

Non-answer	6%	-I don't know

Category	Response frequency	Response examples
[- not interesting]	13%	-I don't like role plays -It's not fun -Didn't present to other groups so not fun
[- difficult]	6%	-Hard to make script -Hard to memorize
[- autonomy]	2%	-My group does not participate well

Appendix E: Students' reasons for enjoying or not enjoying playing English board games

Category	Response frequency	Response examples
[+ interesting]	78%	-I love board games -I love playing board games with my friends
[+ free time]	12%	-I can relax -It feels like a reward for doing well in class activities -I can relieve stress

Category	Response frequency	Response examples
[- not interesting]	10%	-I don't like games. -I don't like playing games with friends.

Appendix F: Students' reasons for enjoying or not enjoying tasks such as making a historical quiz

Category	Response frequency	Response examples
[+ interesting]	28%	-It's fun -We can use a variety of English -It's more fun than other activities
[+ challenging]	8%	-It's hard but fun
[+ autonomy]	7%	-Doing things by ourselves is good -I can do work with my friends
[+ improve skill]	5%	-I can improve my English
Non-answer	4%	No response

Category	Response frequency	Response examples
[- not interesting]	15%	-It's not fun -It's boring
[- difficult]	29%	-Writing the quiz sentences is hard -It's too difficult to make a quiz

Appendix G: Students' reasons for enjoying or not enjoying singing the English pop songs

Category	Response frequency	Response examples
[+ interesting]	70%	-I like singing -I like pop songs -More fun than other activities
[+ improve skill]	7%	-I can learn more English
Non-answer	5%	No reason

Category	Response frequency	Response examples
[- not interesting]	15%	-I don't like singing -I don't like pop songs.
[- difficult]	2%	-It's too difficult to sing.
Non-answer	1%	No reason

Appendix H: Students' reasons for enjoying or not enjoying speaking English in class

Category	Response frequency	Response examples
[+ Interesting]	17%	- Speaking English is fun. - Learning a new language is interesting. - Speaking with Kate Teacher is interesting. - Teacher's make it fun. - There are many activities.
[+Important]	28%	- It's English class - I must learn English - Helps improve my English skill
Non-answer	2%	- I don't know.

Category	Response frequency	Response examples
[- Not interesting]	17%	- I don't enjoy it. - It's not fun.
[- No English speaking confidence]	28%	- I can't speak English well - It's too difficult, I can't. - Speaking Korean is more comfortable.
Non-answer	6 7%	- I don't know.

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Computer-Mediated Communication in Language Education

The effectiveness of Instagram on learning L2 writing

Keunah Song

Introduction

In this paper, I explore literature related to the effectiveness of Instagram for EFL learners' English writing. For most Korean adolescents, learning English writing is important for academic purposes but not interesting. These perceptions were shown exactly in my own tutoring class from the two middle school students. Even though the students know the necessity of English writing, they do not enjoy it. For this reason, I searched for ways to promote students' English writing motivation and I was inspired by Godwin-Jones's (2018) statement in his paper investigating L2 writing in online environments: "the recognition of writing as a social act has led to a significant rise in interest in collaborative writing" (p. 1). I decided to research learning English writing through computer-mediated communication (CMC) environment.

Before I look for ways of teaching through technology and find a technology that I can focus on, students were asked to choose a favorite CMC tool that we can use for the class. Without hesitation, they selected "Instagram". Instagram is a widely used social media platform. Through this online application, many people in modern society share, exchange and create information and interests they have. It is especially popular among young people such as adolescents for interaction and sharing trendy content and items. However, the problem was that I did not have knowledge about this social media as a teaching tool for English writing. Is it really effective for learning L2 writing? To find out its effects, I first posed a research question:

Is Instagram effective for learning English writing?

This paper is organized into four sections. First, a review of three papers on Instagram and L2 writing will be discussed. Next, a discussion of the findings will be presented, along with the conclusion.

Literature Review

Arianto, Noviyenti, and Edy (2019) investigated the effect of peer feedback through Instagram on students' writing recount text in English. Here, recount text refers to statements describing past events. 70 tenth grade students in Indonesia participated in the activity the researcher set up for a month (from April 2nd through May 9th, 2019), three times a week. Those students were divided into two groups: 36 students in the experiment group, 34 students in the control group.

In the control class, the students learned about generic structure to write about the orientation, event, and re-orientation. Then they wrote recount texts in chronological order and were instructed about past tense including how to use past actions and adjectives. In the experimental class, the students were additionally asked to post and comment on peer feedback for the members in the same group on Instagram. Each person in the control group had to do peer feedback focusing on what they learned in the instructional lesson such as generic structure, syntactic forms and patterns. When the researcher assesses students' performance, he focused on changes of students' writing ability by using peer feedback through Instagram.

The result of the research shows that there is a significant effect of peer feedback through Instagram towards students' writing ability particularly in experimental class.

Based on the writing result, which was assessed according to the writing assessment criteria, the experimental group achieved higher scores than the control group.

From the result, I found that Instagram can be effectively helpful for peer feedback activities with the purpose of writing ability improvement. However, this study used Instagram as a space for feedback comments only and I could not find the use of unique function and features of Instagram. In other words, this paper did not show the effectiveness of "Instagram" on learning English writing.

Whiddon (2016) also used Instagram for a L2 (French) writing class in an American university as a teacher-researcher. In the study, Whiddon (2016) investigated the effect of images on Instagram as a tool to support learning L2 writing. 83 learners in French class in the university participated in the study for one semester.

In the beginning of the semester, the researcher asked students to make an Instagram account for the class and guided them to complete weekly assignments using Instagram. Students' weekly assignments was to post images related to the topic they get from the researcher every week and commenting on their own images in French. The comment should be written with a minimum of two complete sentences. Learners were also asked to visit classmates' Instagram and comment on their images. The weekly topics were questions about students' daily life and they varied each week. This Instagram posting activity was conducted for 10 weeks in the semester.

The result shows the role of image in writing performance. According to the findings, students who felt they posted something interesting were more likely to write the reason why they chose the image or why they like the topic of the week. Regarding the result, Whiddon (2016) stated that "there is a positive relationship between student-selected images, reported language production, and overall assignment completion" (p. 25). It tells that the writing activity through posting images on Instagram has effectiveness on L2 writing performance.

Thus, I learned the impact of student-selected images in Instagram on L2 writing—the importance of autonomy. Students preferred interesting topics and were likely to comment on peers' images which were similar to their own image. It means that Instagram offers students an opportunity to choose images that they want; that gives them motivation to write. Yet the teacher in this study set the topic, limiting students' freedom to find interesting images and writing possibilities.

The third paper, Suswati and Saleh (2019), investigated how social media such as Facebook, Instagram, and WhatsApp influence EFL students' writing skills. The difference of this study from the previous studies is that it focused on the effects of social media on the process of writing: the ability to develop the ideas in writing depends on the learning material. 80 undergraduate students in Indonesia participated in the study.

The researchers conducted two cycles of study. The first cycle was a process-based activity for English writing with a conventional textbook: pre-writing tasks, tasks during writing, and post-writing tasks. Participants had to build or review sub-skills for the writing activity in the pre-writing tasks stage. During writing, they had to participate in encouraging students'—self-editing or peer-review. Post-writing tasks were reflection, sharing, and publishing the final product of writing. In this cycle, the researchers found that students had some problems to complete the tasks because of the material - the textbook. Through the surveys, they found out that students were more likely to read the content in social media such as Instagram because the features in it were more colorful and up-to-date. Based on the results of the survey, the authors conducted

a second cycle: developing new English writing materials through social media. This new material contains authentic tests and example texts which were drawn from social media. The students took the writing tests with this new material. Finally, Suswati and Saleh (2019) compared students' writing test results between before and after they use the new material.

From the results, the researchers found that "using social media such as WhatsApp, Instagram and Facebook as learning materials and assessment in learning reading and writing improve students' skill in both reading and writing" (p. 34).

This literature is unorganized and the research procedures are unclear. However, it gave me a different perspective because it tried to use social media focusing on process-based writing activity. From this literature, I learned that Instagram itself can be used as a learning material containing writing resources instead of instructional tools under the teacher-centered writing activity.

Discussion and Future

From my own class experience, I realized that Korean adolescents have a lack of English writing motivation even though they know of its importance. Thus, I decided to try to promote their writing motivation by using social media, Instagram, but I wanted to know if it has effects on English writing before I make a specific teaching plan with it. For the purpose, I posed my research question as follows: Is Instagram effective for learning English writing? For this question, I can answer that Instagram is effective on EFL learners' English writing.

Arianto et al. (2019) used the comments function in Instagram for investigating the effects of peer feedback on English writing and the results showed that the peer feedback through Instagram has effectiveness on students' writing improvement. However, this literature did not show Instagram's own features clearly. But in the Whiddon (2016) study, characteristics of Instagram such as posting and sharing images were utilized. Students showed active interest in image selection and their writing through the comment on the image improved their writing motivation and skill. This literature exactly showed the effectiveness of Instagram on L2 writing and the importance of autonomy for the students' writing motivation. Suswati and Saleh (2019) explored social media as a material for English writing. Compared to the students' writing process with conventional text material, their writing ability improved after using new material developed with social media. In here, social media such as Instagram showed the effect as writing resources.

Through the literature review I realized not only that Instagram is effective for learning writing but also that it can be used for English writing activities. I also have found that its role varies according to the teacher's teaching purposes and perspective on it. Although the teaching process in Suswati and Saleh's (2019) article was hard to understand because of unorganized writing, I could distinguish the study from the previous ones because the researchers tried to use advantages of social media. About social media, they stated that "Social media can be the facilitator of lifelong learning that can be used as a tool bridging formal and informal learning contexts. Using social media, students get more connected and engaged in studying any topic, especially writing" (Suswati and Saleh, 2019, p. 29). From this perspective, these researchers used social media to develop the learning material having up-to-date, authentic, and colorful content that stimulates students' interest. Whiddon (2016) also taught me the importance of autonomy. She let students select images for posting on Instagram by themselves but did not offer the chance to select topics on their own. These findings lead me to a question: what if she gave students opportunities to find writing topics and resources?

In the future, I am going to set up a

teaching plan which promotes students' English writing motivation and competence at the same time. For language learning, Instagram is a very powerful tool for three reasons: it offers various attractive and authentic materials; connects with other people who have the same interests; and shows plenty of text examples using target language. How can I maintain these features of Instagram and utilize it practically for teaching writing? To answer the question I still need more literature related to use of social media for writing. Especially, I have to read about language awareness and bridging activities (Throne and Reinhardt, 2008) because these frameworks can support maintaining Instagram's features and simultaneously connect it with formal English writing practices. After I get ideas and make the teaching and research plan, I am going to conduct the activities in my own tutoring class to explore the effects of Instagram on my EFL students' English writing motivation and process. I want to see if there are any changes in students' perception, identity, and writing skills in the future study.

Conclusion

In this paper I explored the literature on using social media for teaching L2 writing to find out if Instagram is effective for learning English writing. Findings showed that Instagram is effective on L2 writing and I learned that it can be used differently depending on the teacher's teaching purposes and perception of social media. If the teacher wants to take advantage of Instagram fully, the teaching plan integrating informal social media contents into the formal writing instruction should be posed after the consideration of Instagram's nature and appropriate learning approaches.

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English for Specific Purposes
Course Design: English for Swing Dancers

Ellie Blodgett

1. Introduction

Swing dance, also called vernacular jazz dance, refers to a family of dance styles that originated in America during the 1920s and are now enjoyed by people all over the world. As an international community, the common language between dancers is often English. This means that instructors who teach internationally are generally expected to have basic proficiency in English, and international events in non-English speaking countries give announcements in both the home language and English, and provide English translations of their advertisements and other materials in order to attract foreign dancers. Seoul, South Korea is a popular destination for traveling dancers and thought to have one of the best dance scenes in the world. However, despite the prevalence of English language education, many dancers in Seoul lack the proficiency required to comfortably understand a dance lesson with foreign instructors or interact with other dancers in English, not to mention the speaking skills needed to teach lessons abroad. As a fluent English speaker and active participant in the Korean swing dance scene, I saw an opportunity to help learners improve their English through our shared hobby. Thus, the English for Swing Dancers course was developed.

1.1 Student Profile

This course is aimed at adults who are already part of the Korean swing dance community. Although the ages, work experience, economic status, etc. might differ, the fact that they are all swing dancers provides a shared experience and background for students to relate to one another. It also means that learners are already familiar with many of the swing dance-specific vocabulary, as Koreans use most of the original English terms. Many of the students already teach, or have taught, swing dance locally. They are also not complete strangers, having met each other before through social dancing and/or lessons.

As for English language ability, students have all had formal English education in school; however, they still struggle to use the language, especially when it comes to speaking, due to the lack of opportunities for real practice. This has caused a cycle where students avoid using English because they are not confident in their abilities, which prevents them from improving, which makes it difficult to gain more confidence. Fortunately, since this course is voluntary and run on student interest, all participants have a strong personal motivation to improve their English.

1.2 Teaching Context and Course Objectives

The English for Swing Dancers course is focused on the listening and speaking skills needed to succeed in the target situation of swing dance lessons. There are two main course objectives:

1. to be able to participate in lessons/ workshops with English-speaking dance instructors

2. to be more confident interacting with English-speaking dancers

The course is completely voluntary and not tied to any institution or official exam. Reflecting the casual style of swing dance lessons, the language lessons are designed to run more like a study group rather than a formal class. This is because most of the students did not enjoy their English classes in school and feel anxious about studying, especially the ones who have been out of school for some years. The overall timeline for the course is one class a week for eight weeks because most dance classes run for

about two months. Having the language course line up with the dance club's program helps frame it as another dance-related activity, and allows students to more easily work it into their schedules. While the group usually meets in study rooms, with the traditional classroom atmosphere of desks and a whiteboard, lessons also occasionally take place in other environments, depending on the planned activities. The class schedule is flexible and based on the availability of the students, which is usually after regular working hours during the week. Since this course was developed purely based on the students' needs and the only people involved are those actually attending the classes, there is a lot more freedom and flexibility in terms of how the class is run.

2. Needs Analysis

The needs analysis was designed as an online-based survey so that students could complete it on their own time before the official start of the course. The following Figure 2.1 shows the online-based survey completed by the participations.

<table>
<tr><td colspan="2">1. How long have you studied English? 자신의 영어학습 경험을 적어주십시오.</td></tr>
<tr><td>School (학교교육): years (기간/년)</td><td>영어학원: months (기간/개월)</td></tr>
<tr><td>Abroad (해외체류경험): months (기간/개월)
Where (장소):</td><td>Other (기타):</td></tr>
<tr><td colspan="2">2. When/how do you use English? 영어를 어떤 용도로 사용합니까?</td></tr>
<tr><td colspan="2">☐ work (업무) ☐ friends (사교) ☐ study (학업) ☐ travel (여행) ☐ English media (TV, movies, news…) (영어 드라마, 영화, 뉴스…)</td></tr>
<tr><td colspan="2">3. How often do you use English? 평소에는 영어를 얼마나 사용합니까?</td></tr>
<tr><td colspan="2">☐ every day (매일) ☐ frequently (자주) ☐ sometimes (가끔) ☐ rarely (거의 안 씀) ☐ never (안 씀)</td></tr>
<tr><td colspan="2">4. How would you rate your English skills?
(1 = communication is impossible; 4 =communication is rarely a problem)
자신의 영어실력에 대하여 어떻게 평가 하십니까? (1 =의사소통 불가능; 4 =의사소통 문제 거의 없음)</td></tr>
<tr><td>Reading/읽기 1 2 3 4</td><td>Listening/듣기 1 2 3 4</td></tr>
<tr><td>Writing/쓰기 1 2 3 4</td><td>Speaking/말하기 1 2 3 4</td></tr>
<tr><td colspan="2">5. What do you think is the best way to learn a language? 외국어를 가장 잘 배울 수 있는 방법이 무엇이라고 생각합니까?</td></tr>
<tr><td colspan="2">6. Why do you want to learn English? What are your goals for this course?
왜 영어를 배우고 싶습니까? 이 수업에대한 목표가 무엇인가요?</td></tr>
<tr><td colspan="2">7. Do you ever attend workshops/events with foreign swing dance instructors?
외국인 스윙댄스 강사들과 함께 워크숍이나 행사에 참석하십니까?</td></tr>
</table>

☐ yes ☐ no ☐ I would like to (네) (아니요) (언젠가 참석하고 싶음)
8. Do you ever attend swing dance events abroad? 해외에서 열리는 스윙댄스 행사에 참석하십니까?
☐ yes ☐ no ☐ I would like to (네) (아니요) (언젠가 참석하고 싶음)
9. What is your favorite song to dance to? 가장 좋아하는 안무곡이 무엇인가요?
10. Additional Comments/하고싶은말:

<Figure 2.1 Online-based survey for course participants>

As can be seen in Figure 2.1 above, all questions were written in English but a Korean translation was included to prevent misunderstandings. Where relevant, students were allowed to write their answers in either language in order to keep the focus on the content of their responses instead of their writing skills. The survey included questions on students' educational background with regards to English, as well as their current use of the language. Students were also asked to rate their own proficiency level in reading, writing, listening, and speaking. In order to get a better idea of students' attitudes towards studying and their motivation for joining the course, they were also asked to give short answers on their opinion on the best methods for language learning and their English goals. Finally, as the target situation of this course is focused on swing dance, students were asked about their interaction with the global dance scene and, just for fun, their favorite song for dancing.

2.1 Results of Needs Analysis

Although all of the learners in the course have had at least a few years of English instruction, they lack confidence in their abilities. Most students indicated they have the highest confidence in their reading skills, while speaking was given the lowest scores by everyone. Most learners do not use English very often, if at all, and seem to only use it when necessary. That is to say, most students in this group do not have friends with whom they speak English, nor do they engage with English media (movies, news, etc.) without translations. Overall, they stated that languages are learned best through dedicated studying and memorizing, despite the majority not enjoying the rote memorization methods common in Korean EFL classes. A few students expressed the desire to learn without stress, and everyone expressed an interest in learning through hands-on activities. The greatest diversity in answers came from the dance-related questions. With regards to participation in the global dance scene, some students have learned from foreign instructors in Korea (where it is likely that someone was around to interpret) but have never been to events abroad, other students have gone to events abroad but never attended a class with a foreign instructor, and the remaining students responded that they have never had a class with a foreign instructor nor have they been dancing abroad.

3. Syllabus

Students' previous experiences with English classes have given them a good foundation of grammatical knowledge and basic vocabulary, so now they need to learn how to apply that knowledge to real-world situations. The following Figure 3.1 describes the syllabus to be followed in the course.

Week	Topic	Details
1	Describing Actions	Using present progressive form Dance-specific vocabulary
2	Explaining Actions	Using simple present & present progressive Using future aspects
3	Asking Questions	Turning statements into questions Common questions in dance classes
4	How to be Polite	Using modals & questions to be polite
5	Clarifying Information	Interrupting & asking questions again Helpful phrases for confused dance students
6	Giving Instructions	Using the imperative mood
7	Giving Suggestions	Not using the imperative mood Friendly phrases for teachers & students
8	How to do Small Talk	Cultural aspects of politeness How to talk to other dancers (i.e. strangers)

<Figure 3.1 Course syllabus>

As shown in Figure 3.1 above, the grammar patterns covered in this course are ones students have studied before, but due to a lack of context or insufficient practice, they did not learn how to use the language. In order to best facilitate turning this knowledge of language forms into knowledge of use, the course utilizes a functional syllabus. Focusing each lesson on a specific use, or function, of language (i.e. describing actions) allows students to learn and review the language in a real-world context. While the functional syllabus, as recognized by Hutchinson and Waters (2006), lacks a systematic framework, it can work well as a complement to the structural syllabuses students have previously studied. The course meets once a week and covers a total of four main functions, with each one split into two lessons, making the program eight weeks long. The lessons are ordered in a way that allows them to build upon each other and show students how the language is used naturally in the context of the target situation. Lessons are also strongly influenced by the task-based approach; each lesson involves activities designed to get students actively using the language in order to complete a task. This type of practice is directly related to the target situation, as dance lessons require interaction with other participants. This also means the communication aspect of the tasks is authentic, an important factor to consider when choosing tasks for the classroom (Sanchez, 2004). Giving students an authentic goal to complete sets them up to use language for communication, rather than simply trying to make them use the target language simply for the sake of using the target language. Since students are familiar with active, hands-on lessons in the context of learning to dance, this course takes advantage of that by expecting students to take a similar hands-on approach to studying English.

4. Materials

The materials for the English for Swing Dancers course are a bit different from

a standard language class. There is no coursebook and writing-based worksheets are kept to a minimum. Since the course is more concerned with listening and speaking skills, lessons utilize swing dance instruction videos from the internet and partner or group speaking activities and discussions. I have created or adapted the printed materials, including vocabulary lists and video transcripts, to best serve the needs of the students. Finally, the most important materials are the teacher and student-created texts, which are used to ground the lessons in students' own experiences.

4.1 Materials for Lesson 1: Describing Actions

The following are the printed materials for the first lesson: describing actions using the present progressive aspect.

Activity - What is she doing?

During the review of the present progressive, students will act out the following verbs and create sentences using the present progressive to describe the action.

walk	jump	bounce / pulse	kick
turn	stand	take a step	smile
push	lift	bend your knees	spot
throw	relax	do a swing out	look
listen	lean back	hold your partner's hand	squeeze
sit	catch	raise your arm	stretch

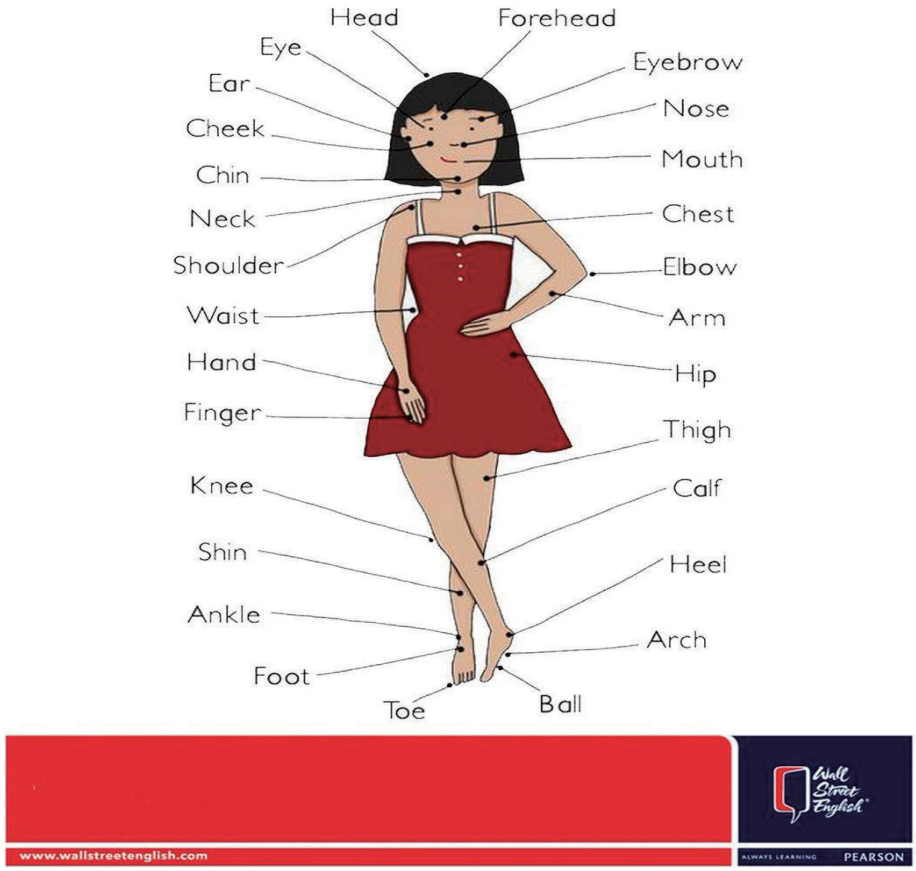
Vocabulary & Phrase List

This is the lesson's vocabulary list, with some common phrases and extra space for students to write translations or notes for each word.

walk		jump	
bounce / pulse		kick	
turn ...around ...to your partner		smile	
take a step		push	
lift		throw ...an aerial/ air-step	
bend ...your knees ...your wrist		spot	
relax		look	
do a swing out		listen	

stretch		squeeze	
Watch		Full	
hold ...your partner's hand ...a position		sit ...back ...down	
lean ...back ...forward		catch	
raise ...your arm		counter balance	
face ...your partner ...the mirror		momentum keep the... use your...	
tension		frame make your... keep your...	
engage ...your core ...your back		support	
ask ...someone to dance		rotate ...your body ...partners	
base		swivel do swivels	
flyer		rest ...your hand on...	

<Body Part Diagram (Vocab. List)>



<Retrieved from: https://pbs.twimg.com/media/CLqQBloWUAAMa-0.jpg>

Activity - Describe the Dancers

In pairs, students will look at the following photos and come up with as many sentences as they can to describe the actions taking place.

<Retrieved from: https://elisabethak.files.wordpress.com/2015/07/mg_9367-lowres.jpg?w=1400>

<Retrieved from: https://www.herrang.com/sites/herrang.com/files/styles/content_full_width/public/herrang_gb_wk5_wm-196_1.jpg?itok=XaZMQMaK>

<Retrieved from: https://i.ytimg.com/vi/4l5IPdX_1zo/maxresdefault.jpg>

<Retrieved from: http://www.swingindenver.com/wp-content/gallery/dance-media/MG_7636.jpg>

4.2 Material Analysis

Due to the specific focus of this course, I have adapted or designed all the materials myself. Using a modified checklist for materials evaluation based on one from Hutchinson and Waters (2006), I determined what requirements I had for the course and worked to make materials that fulfill those needs. The following Figure 4.2.1 describes the subject and objective analysis processes I used in order develop appropriate materials for this course.

Subjective Analysis	Objective Analysis
Audience	
1A) Who are the learners? (Age, interests, level of knowledge, etc.)	2B) Who is the material intended for?
Content	
2A) What language points should be covered? (Grammar patterns, vocabulary, other aspects)	2B) What language points do the materials cover?
3A) What kinds of texts should be included?	3B) What kind of text types are used in the materials?
4A) What kind of support do students need? (Vocabulary lists, grammar explanations, etc.)	4B) What kind of support do the materials offer?
Methodology	
5A) What kinds of tasks/exercises are needed?	5B) What kind of tasks/exercises are in the materials?
6A) What teaching techniques are used?	6B) What teaching techniques can be used with the materials?

<Figure 4.2.1 Materials analysis process>

The materials are a good match in terms of the content and level of assumed knowledge of the target situation, and the activities incorporate a lot of pair and group-work, primarily using a task-based approach. Two important criteria for speaking and listening skills are that the activities are designed to encourage real use of the language and the videos for listening practice include different people to get students comfortable hearing a diverse range of voices. One piece that is lacking is some kind of grammar guide for student reference. Although I decided it is ultimately not worth the time it would take to create one, since students are coming into the course with some English learning experience and already have access to written grammar explanations, a reference book of some kind would probably be helpful. However, this is something that could be created together with the students during the course, which would help ensure it covers everything students have learned and would offer them an opportunity to think more about the linguistic content of the lessons. Overall, the materials are flexible and well-suited to a course that centers students' experiences and expects them to take responsibility for their own learning.

5. Evaluation

Throughout the course, students will be given informal assessments. Since this course is independent of a formal language school, there is no mandate to use letter grades or numerical scores. Instead, students

will be evaluated at the beginning and end of the course following a rubric, based on their speaking skills (adapted from Marek & Wu, 2011). Students will also be given a qualitative assessment that includes their strengths and weaknesses. These two evaluations will allow students to see how they improved over the course of the program, and provide some additional direction for what they can continue to work on. The following Figure 5.1 describes the two assessment procedures to be used in this course.

Criteria	Points
Fluency 5. The speaker speaks confidently and naturally with no distracting hesitations. Ideas flow smoothly. 3. The speaker hesitates several times, but generally seems to know the desired words, even if it is necessary to think about them a bit. 1. The speaker has many hesitations and great difficulty remembering or selecting words.	5
Pronunciation 5. Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation. 3. Pronunciation is satisfactory; however, words sometimes have incorrect inflections or are otherwise sometimes hard to understand. 1. Pronunciation is very hard or impossible to understand.	5
Grammar 5. The speaker speaks with no more incorrect grammar than a native speaker would. 3. The speaker occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech; however, the speaker has the ability to self correct. 1. The speaker frequently uses inappropriate verb tenses and/or incorrectly constructs sentences.	5
Vocabulary 5. Vocabulary is sufficient to be understood in the dance class/social setting and words are used with their correct meaning. 3. Vocabulary is moderate, although speaker sometimes needs help identifying the correct words. 1. Vocabulary is very limited and/or incorrect words are often used.	5
Content 5. The speaker provides a significant level of detail about the subject, given the time available. 3. The speaker attempts to provide relevant ideas about the subject. 1. Statements are superficial or not relevant to the subject.	5
Total	25

<Figure 5.1 Assessment procedures>

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Practicum

Developing students' writing competence through enhancing their vocabulary knowledge: An action research study

Kawha Kim & Hyesook Kwon

1. Introduction

It is widely accepted that writing is the most challenging part to master in second language learning because it is a labored work where learners create sentences, phrases, and texts by combining precise lexicons and syntactic knowledge (Tangpermpoon, 2008). For university students who require a higher writing competence, writing plays a key factor in not only achieving their ultimate goal successfully in the university, but to gain prominent language ability in the various contemporary society. By the technology revolution, students can communicate with others easily by written language instead of meeting in person. Therefore, students have a great deal of opportunity to describe their knowledge or ideas through writing. Regarding knowledge expansion, students who have good writing skills can build up their cognitive framework based on their linguistic capacity because writing implementation can contribute to the development of their learning process. The major goal of this course, an action in English, is that the students can improve their writing ability on the basis of vocabulary usage in their writing. Additionally, students should recognize the essay format which is required for the academic writing specific to the assignments in this course.

According to Emig (1977), writing represents a unique mode of learning; as a process it is a powerful learning strategy, and as a product possesses plenty of attributes. In addition, it also plays a role in the thinking process because it can ~~alternate~~ reduce working memory demands on executive attention which has a limited capacity (Kellogg, 2008). During the writing process, writers must be able to retrieve their knowledge, recognize the contents of the text they to relay as well as well as how to describe it. One of the adequate approaches in SLA is Task-based language teaching (TBLT) which is focused on learners' outcomes; their being able use the language to complete "tasks" which are consolidated with theoretical and empirical foundations for effective pedagogy (Norris, 2009). Thus, task-based practice helps learners make use of their explicit and implicit knowledge by providing a framework in which learners need to use language to fulfill language needs. Therefore, English in Action Writing class should provide learners with the opportunity to accomplish real-world tasks which enable intense interaction in a writing class to cultivate their writing ability and improve its quality. In terms of accomplishing tasks, this can contribute to a more meaningful and effective class in which students accumulate their language proficiency.

2. The classroom context

The classroom context plays significant role in managing a successful class in which students are able to participate in the lesson actively, and willingly carry out the task by applying their comprehensible input. When it comes to classroom context of the class running time and participants, it runs twice a week and each class takes 75 minutes on Tuesday and Thursday. The class design contributes to fostering students to participate in their writing tasks with diverse themes and valid language functions during the class. In addition, 5 practicum students who are in MA TESOL major also participate in the class as a class leader and a group leader (Big Siblings) which means that each practicum

student takes a turn to make a lesson plan each week. The role of a group leader is to facilitate and encourage their group members, called "Little Sisters (LS)", to implement tasks and to do all assignments such reading and writing homework during the semester. The "Big siblings (BS)" should also give some comments on the LS writing homework after class. The 20 participants in the Action Writing class are basically assigned in 5 group with each group consisting of 4-5 members based on their different learning experiences and language proficiency levels.

In order to have an efficient and successful class, it is important to determine essential factors that have an impact on a successful class. By conducting a needs survey at the beginning of the semester, we figured out the classroom context like learners' wants, needs and goals as they related to their expectations through this course. In terms of needs survey, it is one of the important parts of the course as it gathers sufficient resources for BS to create lesson plans and achieve the class goals set for the semester. Moreover, the objective of the survey is to collect information about the requesting group or community members as to what they see as the most significant needs of that group or community (Fink, 2003). Furthermore, based on the needs analysis from the survey, the class can run meaningfully as the student-centered learning fosters both students' language performance as well as language development (Moore, 2009).

According to the result of the survey, it showed that 8 students out of 20 participants have taken part in the exchange program at Sookmyung Women's University and are from different countries such as China and Nepal. In terms of students' major, there 9 students who are English or TESOL majors, 4 Korean literature or language majors, and 7 who are doing other majors such as science, arts, and so on. The question below is to determine students' proficiency level in writing and collect the data from needs analysis based on their self-reports.

Q. 17) How would you rate your current English writing proficiency?

Q. 17) Writing Proficiency	novice	5
	intermediate	14
	advanced	0

As the data shows, almost 74% of students claim to have an intermediate level writing competence. Furthermore, they answered their English writing usage as being for describing or giving information when primarily doing assignments and accessing social media like SNS, email, and so on. Particularly, as far as the least confident part was concerned, it seemed that the students were in low confidence in terms of their test skills, vocabulary, and English grammar skills.

The topic of the class is very important because learners are more likely to participate actively in topics that are interesting to them. Thus, considering the topics students are interested in, we can see the outcome as follows; studying abroad, travel, hobbies/ culture, language learning/jobs, social issues / movies, and so on. Additionally, their preference for the tasks in the class was watching movies, writing a story, writing essays or emails, vocabulary activities, which informs the class leaders who are tasked to design the lesson plans each week.

3. Rationale

It is a well-known fact that vocabulary is essential for developing writing performance in second language acquisition (SLA). In the past decade the important factors in L2 vocabulary learning is the context of the learners, the words, and the teachers (Folse, 2004; Nation, 2001; Schmitt, 2000). Vocabulary is implicated in each of these knowledge-spaces and conveys content knowledge because many topics have specialized vocabulary (Wilson & Olinghouse, 2013; Harmon, Hedrick, & Wood, 2005, p. 47). Moreover, Raimes (1983) maintains that students can identify language

structures, idioms, and lexical items through writing. She also insists on the significance of writing in that there are a lot of benefits which allow students to experience a joyful journey with language and to express whatever they want to say. Along with this, in order to the improve writing skills, students' vocabulary knowledge plays a key role in facilitating their composition in which students exploit adequate words and expressions based on their linguistic knowledge as they complete the tasks in class.

As the results from students' reflections show, students were experiencing vocabulary struggles when writing an essay, so we need not only to find an adequate way to fulfill their wants but also to figure out the solution to the problem that it seems for students to have a lack of vocabulary knowledge for vocabulary constructs such as diversity, elaboration, content words, academic words, and maturity in their writing quality (Olinghouse & Wilson, 2013).

Meanwhile, the outcome reveals that even if 74 % of students have an intermediate proficiency level in writing, their expectation is to improve their writing skills while they take the class, which reveals students' wants that they expect the writing development from the questions of needs survey below. Furthermore, to be a better writer who can overcome their difficulty in writing, the significant factor in this process is to complete vocabulary exercises. In terms of vocabulary practice, students stated they want to practice with story writing and writing essays in a writing class. Students expect such exercises to develop their writing skills by integrating their vocabulary knowledge with the tasks they complete during the semester.

3.1. Research Question

How can we enhance students' vocabulary knowledge to improve the quality of their composition in a writing class?

Regarding a students' difficulty in writing, they have trouble with the lack of vocabulary knowledge when completing writing tasks. One of the students gave a comment about the expectation of the class from the needs survey which was to learn more formal words and expressions to use in her writing. Also, most of the students asserted that they need to enhance vocabulary knowledge for the development of writing skills related to academic writing, as this type of writing is a requirement at the advanced proficiency level.

"I hope to improve my writing skills & learn more formal words and expressions for my writing." (Students' concerns & comments – Needs survey)

In addition, the purpose of Action Research is to examine the role of students' vocabulary knowledge in their writing development based on the efficient vocabulary tasks which require them to apply their comprehensible input from the reading homework.

4. Intervention

Intervention is crucial for students to not only acquire new words and expressions related to the topic each week, but also scaffolds the linguistic framework through effective intervention. When it comes to intervention in the Action Research (AR) program, it is focused on presenting new words and expressions and exploiting them in their writing in and out of the class. With regards to integrating vocabulary knowledge and writing performance, intervention is designed to consolidate students' reading homework and all tasks in the class. Intervention also contributes to the retention of word knowledge in memory, and its future retrieval.

4.1 Intervention plans

We planned to provide the LS with many opportunities to expand their vocabulary knowledge in various activities. In order to scaffold their vocabulary development, we implemented 4 intervention strategies.

4.1.1 Reading assignment

We designed reading assignments in order to reinforce the LS' vocabulary development.

The LS were given the reading assignment every week and were required to submit it every Thursday. In the reading assignment, we provided 15 to 20 vocabulary words and 10 to 20 expressions accompanied by interactive exercise questions and meaningful contexts. The target words presented in the context were highlighted in red and the LS were asked to create their own word list which required them to put the target words into three categories; words that I am not familiar with, the words that I know the definition of, and the words I can use in my writing. We also included lexical items which were often linked to the class activities where the students needed them for their writing. According to the study by Duque Micán, A., & Cuesta Medina, L. (2015), involving vocabulary learning and oral practice, the researchers used strategies that enabled them to demonstrate initial improvements in vocabulary and thus increased language proficiency. In their research, it is emphasized that learners' reflection is likely to empower them to take ownership of their own language process by including them into their own learning process.

4.1.2 Warm-up activities

We used warm-up activities for vocabulary at the beginning of the lesson. With the list they brought from the reading HW, the LS had a short discussion about the meaning and the usage of the words in a pair and checked on each other's understanding and shared their knowledge. We also added more fun and interesting vocabulary focused activities based on the different linguistic functions. The longer lexical items referred as to 'expressions' were also emphasized in both the reading homework and the class activities. Laufer and Nation (1995) found that vocabulary size, use of words of different frequency bands, and composition ratings are highly intercorrelated in EFL university students. Depending on text genre, a different explanatory weight of vocabulary on text quality ratings was found by Olinghouse and Wilson (2013). Therefore, by enriching students' vocabulary through meaningful activities, we expect the LS to enrich their vocabulary and be guided towards becoming better writers.

4.1.3 Self-assessments

Self-assessments for both the LS and the BS were conducted. Self-assessment is a process through which students learn about themselves (Dikel, 2005). Put another way, a good language learner controls her own speech and that of others, too. That is, they are paying attention to how well her words are being perceived and if her performance meets the standards she has already learned. At the end of Thursday lessons, the LS were given self-assessment sheets to assess their vocabulary use in their writing. The BS also completed the self- assessment form to check their own performance as a facilitator and also to provide data pertaining to their interventions. According to Barber (1990) teacher self-assessment is not a single concept, but rather a powerful mechanism for personal development. Its most useful value is derived from the increased instructional improvement that could result from greater insight into professional strengths and weaknesses on the part of individual practitioners. The self-assessment technique can play an influential role in checking the effectiveness of individual learning, enhancing their intrinsic motivation, and making them prepared for a life-long learning experience. Learners need to assess their progress and accomplishments in order to be able to plan for their future learning objectives. Self-assessment has proved to raise the students' self-awareness and motivation (Birjandi & Hadidi Tamjid, 2010).

4.1.4 The BS' feedback

The BS tried to provide meaningful feedback on the LS' vocabulary use for their writing and encourage them to refer to the words and expressions in the reading homework when they were participating in the writing tasks in class. The BS also tried to write comments on their vocabulary using their weekly writing homework assignment based on the rubric for

the writing assignment. In terms of providing feedback, there have been many researches which advocate its effectiveness on learning a language. According to Lo & Hyland (2007), learners with a sense of agency and control over their learning utilize feedback given and thus create the opportunity to enhance the effectiveness of feedback in writing classes. Considering students' feelings when receiving their feedback (FE), the results show positive affective dispositions. They generally felt cared for, improved and satisfied. (Seker & Dincer, 2014)

4.2. Data Collection

In this action research, mixed methods were used to collect qualitative and quantitative data from the participants in English in Action Writing class. The students (called LS) and the teachers (called BS) provided data for this study and it was closely analyzed at the end of the intervention period. The data was collected using 4 methods; self-assessment of the LS, self-assessment of the BS, classroom observation, and the final survey for LS.

4.2.1 Self- assessment to the LS

At the end of every Thursday lesson, the LS filled out the self-assessment form to assess their own achievement on vocabulary. It includes 5 questions with 4-5 choices, which ask them how they tried to learn and use the vocabulary for their writing.

4.2.2 Self-assessment to the BS

The BS filled out the form of self- assessment on Thursday to evaluate their own job fulfillment as a facilitator. The five questions included in the form were used in order to assess the following; how they were prepared for the lesson before the class, how they tried to provide effective feedback and scaffolding during the lesson, and how they provided meaningful feedback on the LS's writing assignment after the class.

4.2.3 Classroom observations

For the classroom observation, the BS' weekly reflections on the practicum reflection board and classroom video tapes were used. The BS left their reflections on the lesson based on both positive and problematic areas of the lesson and it provided wider range of information not only about the students' behavior and achievement but also the BS' own performance as a facilitator.

4.2.4 Final survey at the end of the intervention period

At the end intervention period, we conducted a final survey to collect information about how the LS perceive their own progress on vocabulary and get their feedback concerning the vocabulary development for writing. It included 7 questions with 5 scales from rarely to a lot along with one qualitative questionnaire which asks students to leave free comments if necessary. Among them, 5 questions were selected and analyzed.

5. Result

Data was collected and analyzed using the methods mentioned above. Using the data that we collected from classroom observation, self-assessment of both the LS and the BS, and final survey, we analyzed the information which we gathered and divided the results into four different sections. In the first section, the data related to the reading assignment strategies was analyzed. The second section is about the vocabulary activities implemented during the class and the related data was analyzed. The third section is about the data we collected related to vocabulary use in the LS' writing. Lastly, the outcome related to the BS' facilitation was examined.

5.1 Analysis of Intervention Strategies

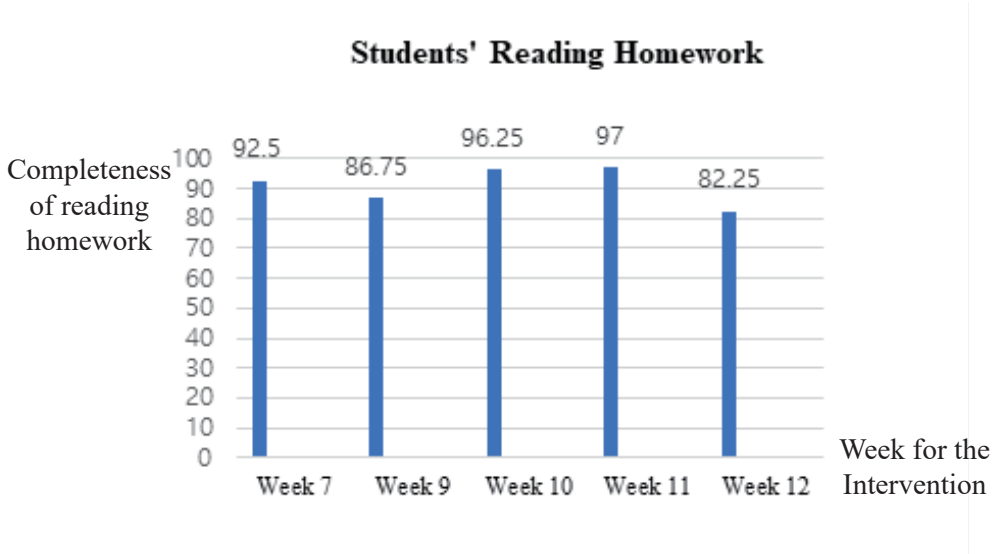
5.1.1 Reading Assignment

The reading assignment was designed to be closely related to each week's lesson so that it could work as an important learning material for the LS. The BS tried to encourage the LS to complete the reading homework before the lesson so that they could be aware of what the lesson was going to be about. The LS were expected to prepare themselves for the lesson by exploring some background knowledge on the related topic and learn some vocabulary related to the content area by completing their reading homework. The reading homework

also provided more form-focused knowledge and explicit explanation about the function and linguistic features, which students would need when they're given a task in class.

As for the vocabulary intervention strategy, BS included 15~20 new words and 10~20 expressions in the reading homework related to the essay functions and tried to teach it more meaningfully and interactively. The vocabulary was presented in the reading homework not only as a list but also as content words in the text so that the LS can understand how they're actually used within the context. As mentioned above, LS were required to put the words into 3 categories; unknown words, words aware of, words capable of using. Through this process, we expected the LS to become aware of their own vocabulary competence and feel challenged to step forward to the next level.

The following graph shows how much the LS completed their reading homework. The graph shows that in general, the LS completed most of their reading homework before the class as they were required, as it shows the average of 90% of the completeness of their reading homework from the range of the 97% at the highest and 82.25% at the lowest.



<Figure 5.1.1.1 Did you read and complete your reading homework (vocabulary part) before the class?>

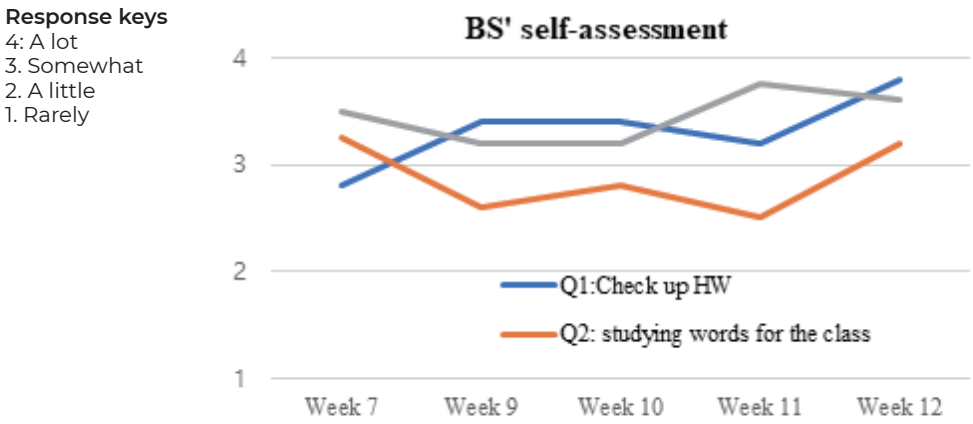
The reading homework was supposed to play an important role not only in the development of their vocabulary competence but also as a useful resource for the writing task. When the LS were given the writing task, the vocabulary and key expressions presented in the reading homework often worked as a useful resource and reference which the LS could freely look up and find the ways to make use of them. It is reflected in the BS' comments as below:

> This week was needless to say exciting with Halloween that all students enjoyed the class based on the well-organized activities such as carving pumpkins, playing games, wearing costumes. Particularly, the reading homework which was included a lot of vocabulary could help students implement well the function of the class (Week 9 reflection by HS).

The self- assessment for the BS was a method for the intervention since it reminded the BS of their role as a facilitator and helped them clearly understand how to scaffold the LS for their vocabulary development. The BS were asked to send a reminder to the LS to complete the reading homework as it is mentioned in the BS' reflections.

> Surprisingly, this time, students in my group did their reading homework after I sent the pushing messages to them before the class, I think which in turn might lead them to participate more in the tasks. This is because all tasks were linked to the reading homework (Week 11 reflection, HS).

As for the class preparation before the class, the BS were required to check the LS' reading homework and study the words and expressions before the class. The BS were also asked to encourage the LS to refer to the word list in the reading homework for more effective vocabulary use in their writing. Three questions were given in each week's self-assessment for the BS: Q1) I reminded and checked if my LS did their reading (Tuesday) and writing homework (Thursday); Q2) I studied vocabulary and expressions to prepare for the class, and; Q3) I encouraged students to use the target words and expressions from the reading homework in their writing tasks.



<Figure 5.1.1.2 The BS' self-assessment>

Figure 5.1.1.2 shows the mean scores of the BS responses for the 3 questions. Based on the result, it is assumed that the BS' attempts in encouraging the LS to complete the reading homework (Q1), and to use the new vocabulary for their writing task (Q3), are mostly positively incorporated as planned with the mean scores which are above 3. The lowest result we got from the BS was the BS' class preparation for vocabulary development by studying the words and expressions before the class, which is shown by the blue line graph (Q2). As to the comparably lower outcome in the aspect of the class preparation, what we learned from the BS' self-assessment is that it seems some of the BS were aware of the importance of preparing for the class by studying the vocabulary and expressions. Such comments we received can be seen below.

> I already know the vocabulary. I sent 1 text message about HW (From the Week 9 comments on the BS self-assessment).

> I'm familiar with the vocabulary. Not many students got stuck so I didn't have to intervene much (From the Week 10 comments on the BS self-assessment).

There should have been clarification between the teacher's knowing the words and studying the words for class preparation, and admittedly there could have been a room for improvement with regards to the class preparation with its mean score 2.87 which is below 3. The lowest scores are observed on Week 11 for both the BS' checking reading homework and studying for class when the BS' were severely preoccupied due to the

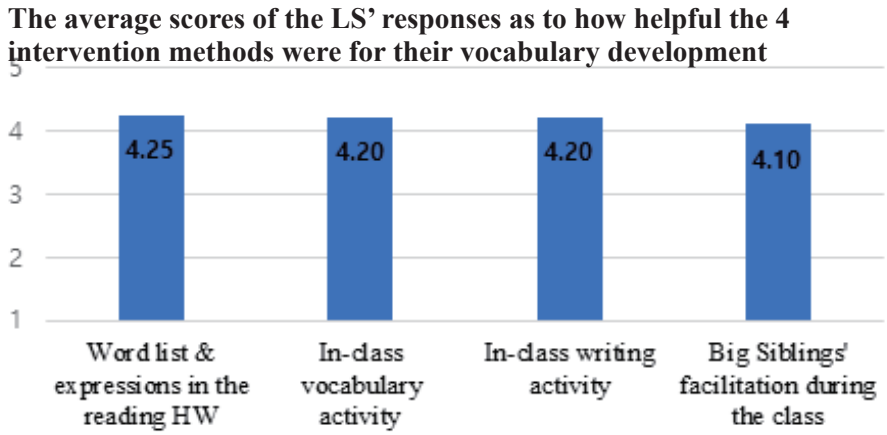
academic requirements of the MA course, specifically, the comprehensive exam.

While the BS' studying the vocabulary for the class preparation shows relatively lower result, the other two graphs (Q1 & Q3) are considered to reveal positive outcomes related to the BS' facilitation to make the best use of reading homework in order enhance the LS' vocabulary development. Related to the reading homework, positive outcome is attained in the final survey which was given to the LS at the end of the intervention period. In the final survey, the LS demonstrated their biggest satisfaction out of 4 vocabulary intervention strategies we used for our intervention.

Related to the reading homework, a positive outcome was attained in the final survey given to the LS at the end of the intervention period. In the final survey, the LS demonstrated their biggest satisfaction out of 4 vocabulary intervention strategies we used for our intervention.

Figure 5.1.1.3 shows the average score of the LS' responses related to the effectiveness of our 4 intervention strategies; the reading homework, in-class vocabulary activity, in-class writing activity, and the BS' facilitation during the in-class writing task. According to the graph, the average score of the reading homework is 4.25 out of 5 which is considered to be very positive, and it is possible to presume that reading homework was viewed as the most effective method compared to the other strategies even though the gap from the other strategies was not so wide.

Response keys
5. Quite a lot
4: A lot
3. Somewhat
2. A LS
1. Rarely



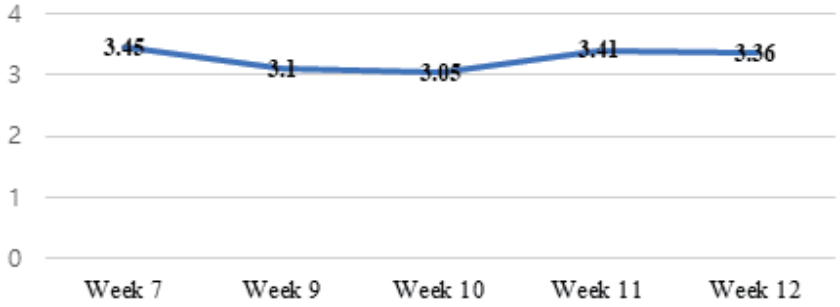
<Figure 5.1.1.3 Average scores of the LS' responses as to how helpful the 4 intervention methods were for their vocabulary development on the final survey>

Figure 5.1.1.4 shows the LS' perception as to the usefulness of the word list for their writing. All the responses were above 3 (3=Somewhat) out of 4 scales, which suggests that we have positive outcome as resultant from the word list.

5.1.2 Vocabulary activities in class

During the intervention, each lesson provided vocabulary activities for the warm up stage. The word list in the reading assignment was often used for the LS' discussion in which they shared their vocabulary knowledge with each other created new sentences using the words. The sample lesson plan in Figure 5.1.2.1 below shows the word list activity conducted in class as a warm-up on Week 7.

In light of implementing the word-list activity and having the LS discuss and share each other's knowledge, the BS' reflections indicate that we have positive outcome as it appears in their comments.



<Figure 5.1.1.4 How much did your word list help your writing tasks in class?>

Time	Activity	Description	Materials
6:00~6:05	**Activity 1** My word list	**[Pair work]** i) Students use their word list in the reading HW p.12. ii) Students share their list with the pairs. iii) For the words that I am not familiar with, pairs help each other to learn the definitions. iv) For the words that I know the definition, pairs try to make sentences together. **Goal: Vocabulary**	Reading HW

<Figure 5.1.2.1 Lesson plan of Week 7>

I could make a point that my activity 'My word list' was quite helpful and useful for students learning process in terms of 2 factors. One is to give the chance students to realize what words they really know or what words they might not understand the meaning in the sentences. It allowed students to study up again and give better understanding (Week 9 reflection by SJ).

Several other vocabulary activities, such as bingo games, speed games, or crossword puzzles were also adapted in an attempt to increase the LS' interest and scaffold their vocabulary development. The following lesson plan shows the sample of how the fun vocabulary activities were implemented in the lesson. The lesson plan of Week 10 aimed to teach the LS how to write an e-mail based on the topic, jobs. In this week, the LS played a speed game to guess the occupation by describing it using the words from the reading homework.

Time	Activity	Descriptions	Materials
6:10-6:25 (15 mins) **Group work**	**Activity 1** Speed quiz & Describing jobs	1) Students play speed quiz. 2) Students should describe the jobs using the vocabulary in the reading homework.	Job cards, activity sheets& Reading homework

<Figure 5.1.2.2 Lesson plan of Week 10>

Depending on the week's writing function, the importance of the vocabulary was more highlighted and the lesson assigned more time and activities related to teaching the relevant vocabulary and expressions within the linguistic context. For example, when

teaching descriptive essay in Week 9, more emphasis was put on providing various descriptive words in an attempt to scaffold the LS' vocabulary competence for writing, and two more vocabulary focused activities were conducted.

Time	Process	Activity	Materials
18:05~18:15 (10mins)	**Activity 2** (Descriptive writing) Pair/Trio work ↓ Group Work	1. T shows the short scary video 2. Ss use the descriptive words from the reading HW and describe how they feel about using the worksheet 3. Ss share their word lists and their feeling by describing the scenes in groups.	worksheet short video clip PPT
18:15~18:35 (20 mins)	**Activity 3** (Descriptive writing) Pair/Trio work	1. Ss choose the topic among 4 categories such as Halloween food, Halloween horrible movie characters, Haunted house and Halloween activities (apple bobbing, dressing up, trick or treat, decoration, party, carving pumpkin) 2. Make the team in sub-group (2~3 Ss) and work together to describe the picture. 3. T gives the transition words and spread on the desk and encourage to use as writing.	PPT Pictures worksheet

<Figure 5.1.2.3 Lesson plan of Week 9>

As can be seen in Figure 5.1.2.3, two extra activities were given in addition to the word list activity in Week 9 and were assigned 35 minutes of the class time on this day. The lesson tried to provide the LS with more opportunities to learn a bigger range of words and expressions pertaining to the language function. LS completed descriptive writing activities by playing fun vocabulary activities within the topic, Halloween. As a response to these various vocabulary activities, the BS' described the positive aspects of them in the weekly reflections as below.

> On Tuesday, the most fun part was to watch a couple of short scary video clips. Students seemed horrified and amused at the same time. The following activity was to list the words to describe how they felt about the movie. In the reading HW, Sujin included plenty of topic-related word lists, and they worked quite well as a helpful learning resource and reference (Week 9 reflections from KH).
>
> Students in my group did their all homework and they had a lot of fun with activity 1 and 2, which are speed quiz and describing the job in turn within the group. To make new vocabularies comprehensible with better understanding, students were supposed to utilize the words after finishing their reading homework (Week 10 reflections from SJ).

Along with the single word vocabulary, the need for longer word units, lexical chunks,

referred to here as 'expression', were also observed by the BS and cited as an issue as mentioned in the BS' reflection below.

> What I'm noticing is that they seem to be spending more time trying to figure out how to phrase their thoughts. What I mean is that they are spending a lot of time trying figure out the best way to write the idea that they have. They seem to need help in syntax and phrasing….. I'm not sure what other siblings noticed in their group's writing but I would start to consider larger chunks like phrases for future vocabulary work (Week 10 reflection from WT).

As we originally planned, useful phrases and expressions were also provided and were based on each week's essay function in the LS' reading homework, and the related activities were implemented in class during the intervention period. The sample lesson plans of Week 7 and Week 10 show how the expressions were explicitly focused on in the classroom activities.

Time	Process	Activity	Materials
6:18~6:30 (12 min)	**Activity 3** Creating the chain argument Using lexical chunks	**[Group work]** i) T gives papers with some opinion statements & paper cards with useful expressions to tell opinions. ii) Ss work in a whole group. The 1st S chooses one statement sentence from the handout and tells her opinion. iii) The 2nd S picks one lexical chunk on the paper strips and continues the argument. iv) The 3rd and 4th S do the same to continue the argument. v) The last Ss will tell the concluding statement to	- Paper strips with useful expressions -Handout with opinions

<Figure 5.1.2.4 Lesson plan of Week 7>

Figure 5.1.2.4 shows the lesson plan from Week 7 lesson which was based on the topic, social issues with its language function, persuasive writing. In this activity the LS were asked to choose appropriate expressions and use them in order to create a persuasive paragraph in an oral form working collaboratively with the group members.

As figure 5.1.2.5 shows, when the LS learned how to write a formal e-mail for different purposes in Week 10, the lesson included an activity where the LS were asked to change casual expressions into formal ones using the sample expressions from the reading homework. The effectiveness of the expressions was positively reflected in the BS comments as below.

Time	Process	Activity	Materials
6:25-6:35 (10 mins) **Pair work / Group work**	**Activity 2** Revising the casual expressions to the formal expressions	**Context:** Students should revise the given casual expressions to the formal expressions referring their reading homework in pairs and share the answers in a group.	Activity sheets& Reading homework

<Figure 5.1.2.5 Lesson plan of Week 10>

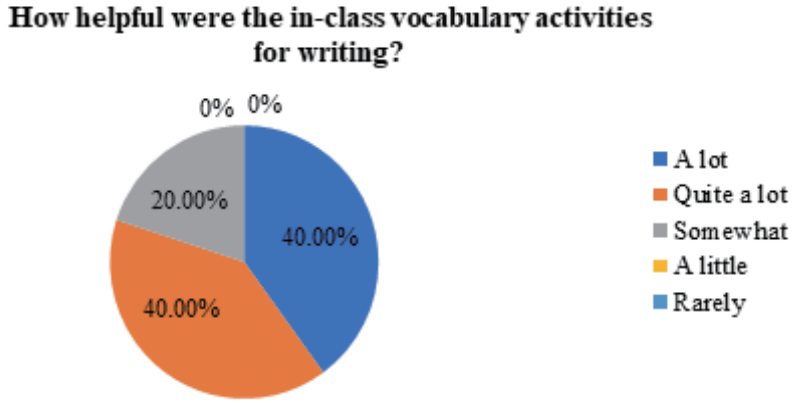
> Fortunately, the reading HW provided some good examples of formal expressions, and students could refer to them. ……When they had to write a letter on Tue, they were more familiar using those expressions in their writing. It was very meaningful to understand the nature of English language and also to help them communicate in a more effective and appropriate way (Week 10 reflection by KH).

The BS constantly tried to encourage the LS to refer to the reading homework and use the new words and expressions as much as they could. When the LS were given the main writing task, it was observed that they willingly looked up the word list or referred to the reading homework so that they could try to make use of the target vocabulary in their writing. According to the information we collected from both the BS' reflections and the LS' final survey, it is viewed that the result of the classroom activities for vocabulary and expressions appear to be largely effective.

> I guess a lot of my students tried to use some cultural words from reading homework because they did not know and were not familiar with the words which lead me to push my students to use the words. (Week 11 SJ's comment in the BS' assessment).
>
> I think a lot of students use the words & expressions from the reading HW so that they can enjoy and join in the activities (Week 11 MJ's comment in the BS' assessment).

The results of the final survey completed by the LS can be seen below. The results indicate that, in general, classroom vocabulary activities had a positive impact on the LS.

As can be seen above, when the LS were asked how helpful the in-class vocabulary activities were for writing, 40% of the LS answered 'a lot' and 40% of the LS said 'quite a lot' while 20% of the LS chose 'somewhat'. To rephrase it, 80% of the LS presented the positive response in relation to the effectiveness of the in-class vocabulary activities while 20% of the LS showed a rather mild agreement to it.



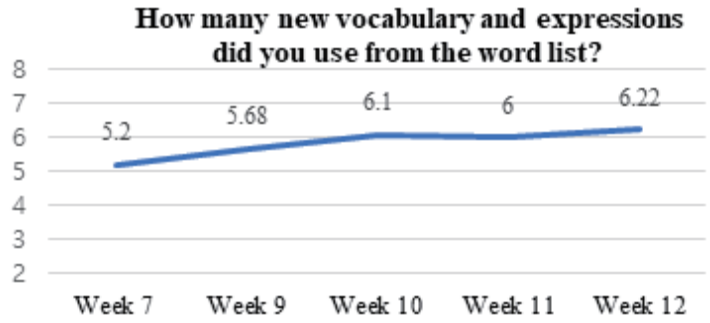
<Figure 5.1.2.6 The LS' responses as to how helpful the in-class vocabulary activities were for writing on the final survey>

5.1.3 Vocabulary for the writing task

Given 15~20 vocabulary and 10~20 lexical expressions each lesson, the LS have been encouraged to use those words in their writing. The following graph is based on the LS' self-assessments and it indicates the number of words they used for their writing. From the data in figure 5.1.3.1, we can find that the overall result appears to have an increasing trend throughout the intervention period while the LS approximately used 5 to 6 words or expressions from the word list for

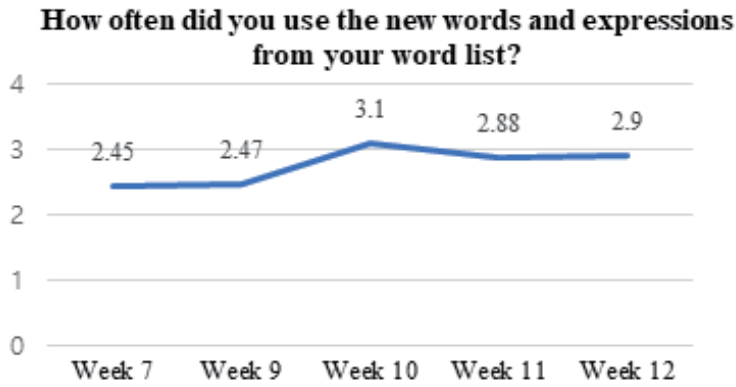
their writing.

Figure 5.1.3.1 indicates the number of the target vocabulary and expressions the LS used for their writing. The graph reveals the increasing trend from 5.2 in Week 7 to 6.22 in week 12. In Week 7 when the LS were still on the paragraph writing level, they used approximately 5.2 vocabularies and expressions for their writing. From Week 9 when the LS started to write full length essays, the number of the vocabulary and expressions they used continuously increased, which possibly implies that the vocabulary and expressions were more helpful as the level of the task became more challenging and complicated. In addition, we also asked the LS how often they used the vocabulary from the word list for their writing task.



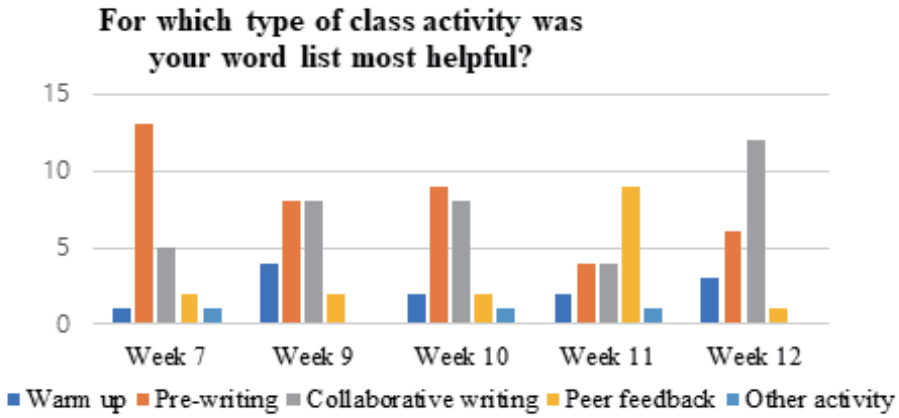
<Figure 5.1.3.1 How many new vocabulary and expressions did you use from your word list in class?>

In Figure 5.1.3.2, the result appears to coincide with the outcome shown in figure 5.1.3.1. The overall description of the graph indicates that we have a steadily increasing number from Week 7 to Week 12. In Week 7, the LS' response is between 2~3, located almost in the middle of the two scales (2=sometimes) and 3(3=often) which leads to Week 10 where we have the highest number, 3.1. In week 11, we see 2.87 and Week 12's result of 2.9 still stays above the results from Week 7 and Week 9. As mentioned above, the reason for this may be related to the fact that the LS referred to the word list more often as the task level and its complexity got more advanced from week 9 when they started to write the full length of essay instead of paragraphs.



<Figure 5.1.3.2 The average scores of the LS' responses as to how often did you use the new words & expressions from your word list>

Intervening vocabulary strategies were perceived to be the most helpful activities for



<Figure 5.1.3.3 For which type of class activity was your word list most helpful?>

collaborative writing which is shown in the LS's weekly self-assessment, as a response to the question, 'For which type of class activity was the word list the most helpful?' along with the 5 choices; warm-up, pre-writing, collaborative writing, peer feedback, other activity.

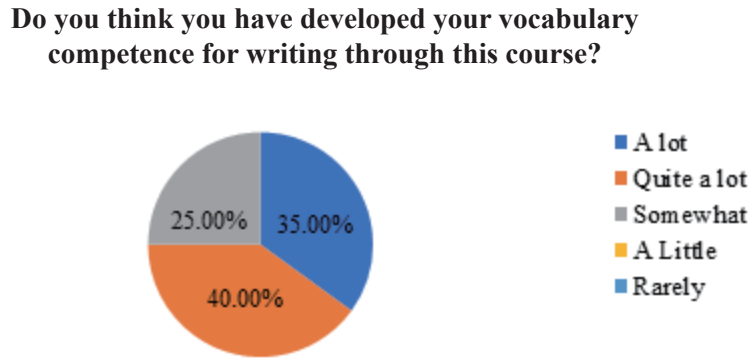
Figure 5.1.3.3 reveals the activities which students felt most helpful in the aspect of the vocabulary development during the lesson. The most outstanding result is observed in two graphs, collaborative writing, the purple graph, and pre-writing seen in the pink graph. The general trend of the purple graph, which indicates the average score of the collaborative writing, shows an increasing trend except for Week 11 in which we didn't have do many writing tasks, since the week's lesson was more focused on cultural activities where students were more engaged in the interactive speaking activity instead of writing. Another interesting trend observed in Figure 5.1.3.3 is that the pink graph which indicates the average score of the pre-writing reveals a decreasing trend as the week goes by. From the result, it is possible to assume that the LS used more new words and expressions for collecting ideas in earlier weeks and then the tendency was shifted to the writing as the amount of writing and its level of complexity became more advanced, thus the LS were required to use more vocabulary strategies to cope with it. The BS reflections of the post intervention period also support some positive aspects of increasing writing proficiency by developing vocabulary competence.

> Those words were used for their describing their feeling after listening to the music. Students ranked the music based on their music review which allowed them to use diverse words from reading assignments, which was extremely good sign. In particular, when they joined the 'Mad-libs' activity, students consciously used the words that they learned and attempted to complete the writing working together (Week 14 reflections by Sujin).

Concerning the LS' vocabulary development for writing, the data was collected from the final survey based on the LS' self-evaluation by asking a question, 'Do you think you have developed your vocabulary competence for writing through this course?' The result we got shows that a large number of LS were satisfied with the outcome even though we also had some noticeable number of LS who only expressed mild agreement with it.

As we see in figure 5.1.3.5, even though the 75% of the LS expressed satisfaction with our intervention related to the vocabulary development for writing, the result also reveals that there is a room for improvement and we might need to investigate further

the reasons for the LS perceived lack of development and use these reflections in the next intervention cycle.

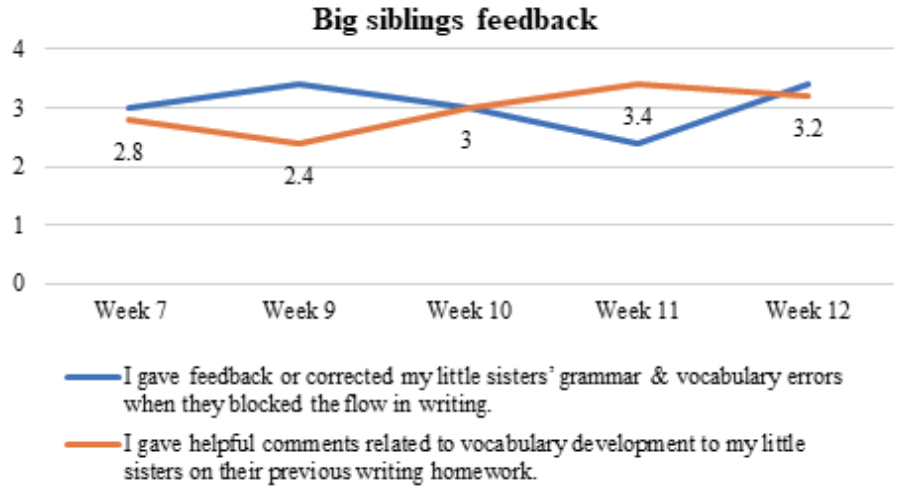


<Figure 5.1.3.5 Do you think you have developed your vocabulary competence for writing through this course?>

5.1.4. The BS' Facilitation

The BS' meaningful feedback on the LS' vocabulary was emphasized during the intervention. One of the important responsibilities of the BS was to provide meaningful feedback on the LS' vocabulary use in their writing for both the in-class writing task and writing assignment. In this regard, data was collected from the BS' self-assessment.

Figure 5.1.4.1 indicates how the BS evaluate their own performance as a feedback giver. The general trend of the graph doesn't show drastic changes during the intervention period even though there is a noticeable drop in the red line graph on Week 11 which is related to providing the feedback in-class. The reason for the fall is assumed to be related to the fact that we didn't do much writing in Week 11 as explained above. A slight increase can also be seen in the BS' giving feedback on the LS' writing homework. This is shown in the green line graph. In terms of the average score, we have 3.04 (3=Somewhat) for providing feedback on the LS' in-class writing, slightly above the 'Somewhat', and 2.96 for giving feedback on the LS' after-class writing assignment, slightly below 'Somewhat'. According to the data, it is possible to infer that the BS evaluate their own performance as a feedback giver to be in the satisfactory level. In terms of providing effective feedbacks, the BS wrote positive reflections as well.



<Figure 5.1.4.1 BS in-class and after class feedback>

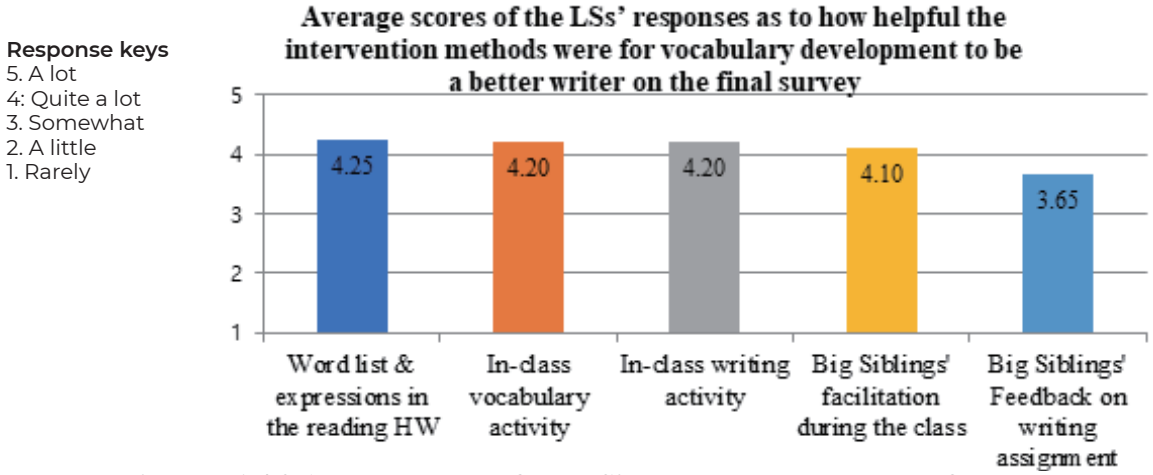
To be honest, being a group leader is more fun in my opinion as you get more direct interaction and you are in a better position to trouble shoot language problems due to more time spent observing struggling students (Week 6 reflections by WT).

I tried to explain how to formulate an essay explicitly to my group. It was surprising how little information they have about how to write an essay, though some students even brought up about feeling a bit frustrated and confused about the essay format. However, I guess that's where we, BS, should come in, helping with their problems and scaffold their learning (Week 9 reflections by KH).

However, the result from the final survey given to the LS reveals a slight contrast in terms of the BS' facilitation and feedback.

Figure 5.1.4.2 shows the average scores of the LS' on the final survey for the questionnaire to evaluate how helpful each method was for their vocabulary development to be a better writer. Based on the result, it is reasonable to say that our intervention strategies generally gained the successful outcome in that most items gained above 4 (4=Quite a lot) in average except for BS' feedback on writing assignment, 3.65 (3=Somewhat). Based on the data, it was also found that the result related to the BS' in-class facilitation and after-class feedback on writing assignment attained the lowest outcome among 5 vocabulary related intervening methods, the former 4.10 and the later, 3.65. Therefore, it is possible to assume that there is a gap between the BS' perception about their own performance and the level of the LS' satisfaction with the BS' facilitation.

The following charts show more specific data about the BS' in-class facilitation and after-class feedback on the LS writing assignment.

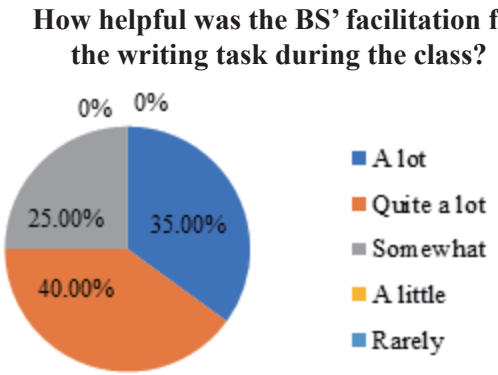


<Figure 5.1.4.2 Average scores of the LS' responses as to how helpful were the intervention methods for their vocabulary development to be a better writer>

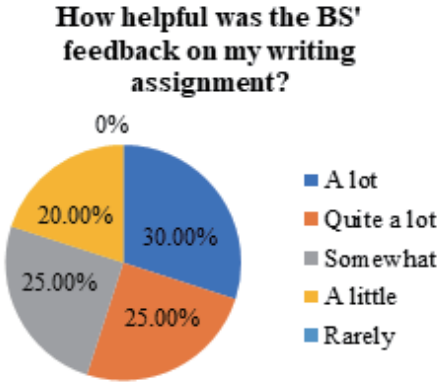
Figure 5.1.4.3 and 5.1.4.4 both show data collected from the final survey completed by the LS. In figure 5.1.4.3, we can find that 35% of the LS were satisfied with the BS' in-class facilitation, and 40% of the LS were quite satisfied with it. In total, 75 % of LS expressed their satisfaction with the BS' facilitation for their writing during the class. However we can still see there are 25% of the LS who only had mild/neutral opinion about it. Figure 5.1.4.4 shows the LS responses concerning the BS' feedback on the after-class writing assignment, which is the lowest outcome we have from the survey in that only 55% of the LS answered they were satisfied with the BS's feedback on their writing

assignment.

In terms of the effectiveness of our intervention strategies, the weakest outcome was found in the area related to the BS facilitation and we assume two reasons for that. The first reason can be inferred from the data we collected from the BS' self-assessment concerning the class preparation in Figure 5.1.1.2. Even though the result shows the positive outcome in relation to encouraging the LS during the class, the BS seemed to have been less focused on the class preparation related to the vocabulary intervention strategies, thus they could have been less effective in facilitating the LS during the class. The second reason for the low result related to giving meaningful feedback on the LS writing assignment is assumed to be resultant from the data which indicates that neither the BS nor the LS paid as much attention to this aspect since it was hardly ever mentioned in the BS' reflections or discussed with the LS.



<Figure 5.1.4.3 BS' facilitation for the writing task during the class>



<Figure 5.1.4.4 BS' feedback on the LS writing assignment>

6. Discussion

The result of the Action Research program had positive effects on students' writing development based on their holistic vocabulary knowledge which was contributed by the wordlist inserted into the reading homework. The intervention of reading homework involving the word list is conducive to acquiring new words and expressions students could use in their writing. According to Coxhead (1998), vocabulary necessarily associated with an academic word list for written assignments is significant to deal with a particular subject and produce coherently-structured written assignments. Thus, on the line of viewpoint, the highlighted words are inevitable in order to cope with students' high demanding academic writing successfully. In addition, the effect reflected on BS' observation is shown that the word list is conducive to implementing their writing and extending their background knowledge.

In particular, the contribution of the word list related to writing tasks had the highest effect on collaborative writing which increased with each passing week. It may be said that the word list helped to fill in their gaps from background knowledge and peer feedback when they implement collaborative writing in groups. Vygotsky (1978) advocates that the mind develops through one's interaction with the world around him/her (p.93). For collaborative writing, diverse activities were provided by a class leader's lesson plan such as writing essays, making posters, and writing cover letters. Through collaborative writing activities, students had a valuable opportunity to retrieve their vocabulary and were also able to fill their linguistic gaps through the help of peers. This is reflected in the data from week 11 whereby peer feedback is highest compared to other weeks.

When it comes to feedback, it is a crucial element in language learning to promote minimal or deep learning (Bijami, Kashef, & Nejad, 2013). According to Hattie and Timperley (2007), feedback is "information provided by an agent reading some aspects of one's task performance". (p. 81). Bijami (2013) also asserted that one of the factors which seem to be of great importance in dealing with feedback is that it helps students to reconstruct their knowledge or skill to what is desired (p. 92). Regarding one of the effective interventions in AR, as a facilitator in class, BS' feedback has an impact on successful intervention predictors to improve students' writing skills. This is because as a group leader in an assigned group, the role of a facilitator is prominent not only to encourage to apply new words but also to give feedback with incorrect words or errors in their writing. Meanwhile, the graph in Figure 5.1.4.1 above shows that the overall range is 'a little to somewhat' form BS' self-assessment which is not touching the ceiling fully. Therefore, it is more likely to assume that the contribution of the facilitator's role is slight to develop students' writing skills. As far as the significance of the facilitator's role is concerned, the slight data is gained from the final survey (Figure 5.1.4.4) to give feedback for students' writing assignments.

In fact, considering the negative result of that, we can figure out the fact that facilitators' preparation before the class influences to give feedback for students' vocabulary enhancement both positively and negatively. The more BS prepare the vocabulary domain (Figure 5.1.1.2 on Week 7 & 12), the more they encourage the students' to use the target words in class. In addition, the study by Hyland & Hyland (2006) reveals that the most essential role of response is to help students to improve into independent writers who are able to critique and to promote autonomous writing skills (p.15).Thus, efficacy and pragmatics of BS' feedback as a group leader also play a prominent role in order to promote students to revise their writing with feedback which as a group leader makes the most use of their linguistic knowledge based on their preparation before the class effectively and immediately on the right time for students to need their help.

7. Conclusion

The study supports the claim that valid and feasible interventions can contribute to the enhancement of developing learners' writing competence by retrieving and integrating their vocabulary knowledge based on comprehensible input whilst completing writing tasks in class. Lewis (1997) suggests that L2 learners who are not good at making a composition may feel frustrated because the writing task can be laborious without an explicit tool which provides proper topics, useful activities, and the efficient format such as essay writing. Thus, they need guidance to construct their writing based on these tools. Further, L2 learners' writing competence can also be developed by various components such as an appropriate activity, a class leader's feedback, the word list prepared for the task in class, and self-assessment. Hence, from presenting four valid interventions and applications, we, in turn, gain the findings that the word list was the most helpful in terms of improving students' writing skills by providing feasible practice relevant to the target vocabulary and expressions. Furthermore, facilitators' feedback is an effective factor in terms of students' use of vocabulary in their writing performance.

To sum up, not only do learners cultivate linguistic knowledge, but they also develop their language proficiency level in writing, which can lead them to become a better writer who willingly puts in considerable effort into improving the quality of their writing. Particularly, we can discover a meaningful finding through the AR project that according to a group leaders' reflection, the LS' writing performance could be shown by one of the different pleasures beyond learning a language itself in their universe. Thus, L2 learners' vocabulary knowledge as a power-

ful source has a potential capacity to elevate the quality of their composition and take their writing to the next level.

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Thesis Abstracts

ABSTRACT

The Differences and Preferences of Learning Phrasal Verbs in Pair and Group Collaborative Tasks

Jinyoung Kim

This thesis endeavors to investigate the effectiveness of learning English phrasal verbs by finding differences and preferences between two different group types including a pair and a small group. This study examined and compared the same performance through Vocabulary Knowledge Scale (VKS) and open- and close-ended survey. 6 Korean EFL adult learners participated and completed creating a sentence, editing, and drawing a sketch tasks once in a pair and once in a group of three. Findings indicate that the learners learned English phrasal verbs more when they were in a pair than a small group. Students also preferred working in a pair than in a small group because they felt they concentrated better when working in a pair and were more distracted by generating too many ideas when in a small group. The difference between a pair and a small group was that learners could have more resources when they were in a small group which was helpful for completing a task, but they had more chances to talk and felt it was easier to achieve a goal when they were in a pair because it took less time to generate agreement to complete the task.

Key words: Phrasal verbs, Collaborative output task, Pair and small group

ABSTRACT

Korean Students' Use of Hedges in Informal Conversation: Quantities, Qualities, and Proficiency Differences

Won Jung Cho

Recently, more attention toward pragmatic competence has been directed. L2 learners' development of pragmatic competence in the target language has been brought up, emphasizing the need of pragmatics to be dealt with in class. Among many items in this field, "hedges" was covered in this study. Hedges, or hedging devices are a feature of relational language which plays a fundamental role in interaction and are used in everyday speech, such as sort of, it could be…but…in my opinion etc. Absence of these features may make words sound impolite or inappropriate at times. However, the importance of hedges is often neglected in second language learning conditions. Based on the hypothesis that L2 learners of English are ignorant of hedges, this study tried to understand the current status of Korean L2 learners' hedge usage. Studies in regards to Korean L2 learners are hard to find and studies dealing with spoken language are much more limited. Thus, this study tried focus on spoken language of Korean English learners. 19 participants were engaged in this study and interactional game play was set to seek for hedge usage of Korean L2 learners in informal conversation. Also, this study tried to see if the usage showed differences in regards to their proficiency. The findings showed that Korean L2 learners use hedges in a narrowed way, both in its frequency and also in its range. The difference between the high proficiency and low proficiency students came out to be insignificant. The tendencies between the groups were overall similar, with some characteristic differences.

Key words: Hedges, L2 learners' hedge usage, spoken hedges, informal conversation, proficiency difference

ABSTRACT

A Study of L2 Users' Politeness in Speech Acts

Yeana Kim

The increased attention on pragmatics over the past four decades has also raised the interest on the use of politeness. While previous studies have placed much focus on comparisons between native speakers and non-native speakers of the target language in dealing with politeness, this study aims to shed light on the extent of experience on production of politeness. The main research questions are three-folds: to find 1) existent patterns of error in the use of speech acts, 2) the influence of contextual variables (power, distance, and imposition), and 3) evident differences in the participant groups observed. Having conducted a convergent mixed method research using the Discourse Completion Test (DCT) in observing 31 university students in Seoul, findings show that emerging patterns of errors (or the lack of politeness use) are evident across different groups, which have been stratified according to their experience with the target language. Among the three contextual variables observed, imposition indicates the clearest results: participants displayed a greater difficulty when dealing with situations of high imposition situations, as compared to low imposition situations. In fact, contrary to the claims made by Brown and Levinson (1987) regarding the influence of social variables, the role of interlocutor seems to play a greater effect on how the participants deal with speech acts. As more pragmatics studies on the influence of contextual variables are being conducted, politeness studies through speech acts demonstrate to have a great prospect.

Key words: Pragmatics, Politeness, Speech acts, DCT

ABSTRACT

Factors that Affect Reconstructing Lexical Meaning in Listening Comprehension

Yujeong Kim

This thesis examines factors that affect reconstructing lexical meaning in listening comprehension. Although there are several studies about reconstructing lexical meaning in reading comprehension, there is not much existing research examining affective factors in reconstructing vocabulary meaning in listening comprehension for EFL learners. The studies that have been done about lexical reconstructing in listening comprehension have shown differing results among different variables. Data was collected from 13 participants in Seoul, South Korea and analyzed by using both quantitative and qualitative analyses. The results showed that speech rate and auditory features such as pronunciation and accent are affective factors in understanding. In contrast, passage length itself is not an affective variable in lexical reconstructing and overall listening comprehension.

Key words: reconstructing, dictogloss, factors affecting L2 listening comprehension

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