

Finding a Missing Puzzle Piece



Misoon Baik

**2013
Spring
Practicum**

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ACTION RESEARCH (2013)

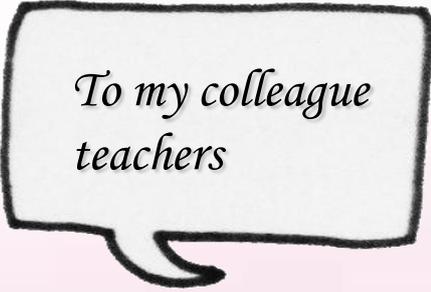
"Promoting students' interaction through cooperative learning"

MINI RESEARCH (2012)

"Namsa Twitter Club"

EPILOGUE

I Introduction



*To my colleague
teachers*

I believe the saying, “making mistakes is part of growing.” Even though I am an elementary school teacher with more than 10 years experience, I still need to find some missing puzzle pieces to make my classroom a true venue of learning for both my students and myself. In that sense, I am ready to make more mistakes and share my stories with my peer teachers. This time, I explored the vast sea of cooperative learning. Here, I revealed all my successes and failures for my colleague teachers to get a better picture of teaching and learning from the viewpoint of cooperative learning approach in this portfolio. I hope it is helpful to you and I also expect to get insightful advice from you.

June, 2013

Misoona Baik

II Who is the puzzle solver?



Misoon Baik

E-mail: yappiream@naver.com

Career Objectives

A proficient and passionate English teacher who can lead students to reach their own goals in learning English while making them confident and helping them build up positive self-image by drawing on their potential and discovering their strengths

Education

Sept. 2011 – Aug. 2013: Sookmyung Women's University, Seoul. MA in TESOL

Mar. 1996 – Feb. 2000: Seoul National University of Education, Seoul.
BA in Elementary Education

Work Experience

- Mar. 2010 - Present: Seoul Nam-Sa Elementary School
Homeroom teacher and English teacher
- Mar. 2005 - Feb. 2009: Seoul Bon-Dong Elementary School
Homeroom teacher and English teacher
(Coordinated and ran successful school Summer English Camp
in conjunction with a neighboring school)
- Mar. 2000 – Feb. 2004: Seoul Shin-Young Elementary School
Homeroom teacher and English teacher
(Published school English newspaper)

Certificates

- Sept. 9, 2010: TEE-A (Teaching English in English - Ace) Certificate,
Superintendent of Seoul Metropolitan Office of Education
- Feb. 22, 2007: 1st Class Certificate of Elementary Teacher,
Superintendent of Seoul Metropolitan Office of Education
- Oct. 19, 2006: International TESL Program Certificate, Surrey College Certificate,
in association with Surrey School District, Canada
(September 21, 2006 - October 19, 2006)
- Jan. 29, 2003: Teaching English as an International Language Certificate,
CLTA and Peel District School Board, Canada
(January 5, 2003 - January 29, 2003)
- Jun. 29, 2002: Sookmyung Women's University Certificate of TESOL
(February 1, 2002 - June 29, 2002)

Awards

- 2009 Commendation for running mentoring program
Superintendent of Seoul Dongjak District Office of Education
- 2007 Commendation for cooperating in the running of the school with English education
Superintendent of Seoul Metropolitan Office of Education

References

Available upon the request

Teaching Philosophy

I am excited with my job as a language teacher because I believe learning a new language is like opening a new door which leads us to deepened understanding of the world we live in and ourselves. Especially, as an English learner, I've felt the extended sense of freedom and joy coming from encountering different cultures and people through learning English, therefore my teaching philosophy is to share these feelings with my young students. Considering my teaching context, teaching English to elementary school students in EFL setting, I set three clear teaching goals. Here are my goals and my current practice to actualize the goals to live up to my teaching philosophy.

First, I want to help my students find their own motives to learn English for their lives. Even though they learn English as a subject in a mandatory education system, I hope they can relate this language learning to their own life as a meaningful experience and find its usefulness and pleasure coming from learning it. To achieve this goal, I think incorporating their current interests and personalized approach toward English learning into my lesson is the best way. In fact, it was my personal experience which triggered me to form this pedagogical attitude. I had a very fruitful experience of guiding a student to be an ardent reader in English by introducing her to children's famous historical fiction series, *magic tree house* (written by Mary Pope Osborne, famous historical events were intertwined with fictional adventure with two main children characters). One day, in the class, she had told me that she was interested in history and I kept this in my mind and later I recommended this series of books to her. She became a big fan of this fiction series and also became a very fluent English reader soon after. She is still very thankful to me because of my advice which had lead her to enjoyable English reading.

Secondly, I will always try to provide students with more opportunities for engaging in meaningful interaction using English. Basically, learning a language should be meant for real world use. But learning English through genuine communication events is not easily available for my young students who live in Korea. To overcome this limitation, I always seek more interactions in my classroom using communicative approaches and various task-based activities. According to Nunan (1989, p.10), *the communicative task is a classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form.* I have a lot of experience in designing and implementing these kinds of activities in my classrooms and adopting some well-known group work activities such as jigsaw and team project learning. I think the English teacher should benefit her students by taking advantage of the limited classroom setting as much as possible through various interactive tasks.

Finally, I want to keep improving my teaching through my practice and training to become a better English teacher. Teaching experience itself already taught many things to me, but I think I can be more thoughtful and skillful teacher through constant reflections of my lessons and action research based on those reflections. To keep myself in accordance with my professional goals, I always eagerly participate in teacher training courses which are provided by the educational district board and take various kinds of teacher training programs.

To be an effective and inspiring language teacher, I set the above three goals such as motivating my students to find their own reasons to learn English enough to be autonomous and proactive learners, teaching English as a real means for communication, and passion to improve my teaching constantly. Also, as I listed above, I am really trying to accomplish my professional goals through real action and new tryouts all the time. I always keep these three goals in my mind and try to embody my philosophy into concrete teaching in my everyday lessons.

Certificates

서울교대 제 12018 호

교원자격증

성명 백미순
주민등록번호

자격 초등학교 2급정교사
초·중등교육법 소정의 자격 기준에 의하여 위의 자격이 있음을 인정하고 이 증서를 수여함

2000년 2월 22일

교육부장관

행정권한의 위임 및 위탁에 관한 규정
제26조 제2항 제3호에 의한 권한의 위임을 받아

서울교육대학교총장

1. 검정종별 : 무시험검정
2. 법정해당자격기준
초·중등교육법 제21조 별표(2) 자격기준 제1호
3. 수여조건 : 해당없음



영어교사 TEE 인증서

인증구분 TEE - A
인증번호 제 A-0316 호
성명 백미순

위 교사는 영어사용능력과 영어로
진행하는 영어수업 능력이 우수함을
인정하여 이 증서를 수여함.

2010년 9월 9일

서울특별시교육감 **곽노현**

제 2463 호

SOOKMYUNG WOMEN'S UNIVERSITY
Graduate School of TESOL

Baek Mi-Soon
백미순

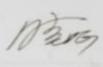
국제영어교사자격증
위 사람은 국제영어교사 교육과정의 기준에
의거한 숙명여자대학교와 미국 메릴랜드대학교
(UMBC)의 공동협력 과정인 SMU - TESOL
프로그램을 성공적으로 수료하였으므로
TESOL 영어교사 자격증을 수여합니다.

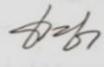
Certificate of TESOL
This is to certify that the above-mentioned
person has successfully completed the TESOL
Program offered by SMU in cooperation with the
University of Maryland, Baltimore County, U.S.A.
and is duly awarded the Certificate of Teaching
English to Speakers of Other Languages.

교육기간: 2002. 2. 1 ~ 6. 29
전공교육과정: TESOL
2002년 6월 29일

Duration of the Training : February 1, 2002 - June 29, 2002
Specialization : TESOL
June 29, 2002

숙명여자대학교 Sookmyung Women's University

TESOL대학원 원장 **목은균** 
Dr. Eungyun Mok
Dean, Graduate School of TESOL

총장 **이경숙** 
Dr. Kyungsook Lee
President, Sookmyung Women's University

III Teaching Practices

TEACHING PRACTICES

1. Overview of lessons
2. Needs analysis and result
3. Diagnostic assessment and result
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1. Overview of lessons

Lesson syllabus

| | Language focus | Main intervention (applying cooperative learning structures) |
|---|---|--|
| 1 | Listening / speaking -Telephone conversation (May I speak to -?) -Asking spelling | <ul style="list-style-type: none">▶ Role-play (group): practice & performance▶ Sharing positive comments about role-play (group, whole class) : Think-Pair-Share |
| 2 | Listening / speaking -Asking and answering a reason (Why? Because-) | <ul style="list-style-type: none">▶ Main dialogue listening (whole class): Talking Chip▶ Form-focused vocabulary learning (whole class): "-ache" form |
| 3 | Listening / speaking -Asking and answering a reason (Why? Because-) | <ul style="list-style-type: none">▶ Main dialogue listening/ shadowing with gestures (whole class)▶ Symptoms wheel game (group): I have a fever, I have a headache, and etc. + writing practice |
| 4 | Speaking/ Reading -Asking and answering a reason (Why? Because-) -Expressing obligation (You have to -) | <ul style="list-style-type: none">▶ Speaking practice (whole class)▶ Survey (pair/ whole class): Did you go to the hospital? (walking around) Think-Pair-Share▶ Reading practice (pair): Pairs check |
| 5 | Reading/ Writing -Asking and answering a reason (Why? Because-) -Expressing obligation (You have to -) | <ul style="list-style-type: none">▶ Writing practice (group): Jigsaw II |
| 6 | Speaking/ Listening -Asking and answering a reason (Why? Because-) | <ul style="list-style-type: none">▶ Listening (whole class): The Little Prince▶ Change the story (group): Round Robin |

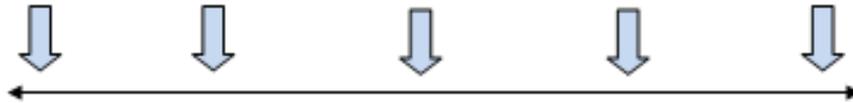
| | | |
|----|--|---|
| 7 | Listening/ Writing Review for Lesson 1-3 | <ul style="list-style-type: none"> ▶ Review (whole class) ▶ Wrap-up (group) & Quiz (individual): Student Team Achievement Division (STDA) |
| 8 | Listening/ Speaking - Describing facts (There is/ There are) - Asking for agreement | <ul style="list-style-type: none"> ▶ Main dialogue listening (whole class) ▶ Speaking practice (whole class) ▶ Listen and put stickers on the right spot (group with the student coaches' direction): Round Robin |
| 9 | Speaking / Writing - Describing facts (There is/ There are) - Asking for agreement | <ul style="list-style-type: none"> ▶ Everland map puzzle (group): Round Robin ▶ Writing sentences using, "there is/there are" (group): Round Table ▶ Decorating room activity (pair): Round Robin |
| 10 | Speaking / Reading - Describing facts (There is/ There are) - Asking for agreement | <ul style="list-style-type: none"> ▶ Words brainstorm using cartoon (group): Round Robin ▶ Making questions (group): Q-dice |
| 11 | Listening/ Speaking - Describing facts (There is/ There are) - Asking for agreement | <ul style="list-style-type: none"> ▶ Goodbye rituals and regrouping (group) ▶ Listening to the story and comprehension check (group): Talking Chip |
| 12 | Listening/ Speaking - Describing facts (There is/ There are) - Asking for agreement | <ul style="list-style-type: none"> ▶ Listening to a story (whole class) ▶ Making gestures (group/ whole class) |
| 13 | Listening/ Speaking - Describing facts (There is/ There are) - Asking for agreement | <ul style="list-style-type: none"> ▶ Cultural differences about home remedy for cold (whole class) ▶ Cultural differences about tooth tradition for children (group/ whole class): Jigsaw |
| 14 | Listening/ Speaking - Ordering food (May I take your order? I'd like a -) | <ul style="list-style-type: none"> ▶ Coin flicker board game (pair) ▶ Role-play (group): using key expressions and props |
| 15 | Speaking/ Reading - Ordering food (May I take your order? I'd like a -) | <ul style="list-style-type: none"> ▶ Passing the bag game (whole class/ group): ordering some food which they pick from the bag ▶ Putting sentences in the right order (pair) ▶ Retelling the story (pair): story-telling with a few change such as tense and indirect forms Think-Pair-Share |

2. Needs Analysis

영어 학습에 관한 설문지 (6학년 반 번 이름:)

다음의 질문들은 백미순 선생님께서 1년간 여러분의 영어 학습을 더욱 잘 돕기 위해 필요한 정보입니다. 솔직하게 답변해주시면 더욱 효과적이고 재미있는 영어 학습을 하는데 도움이 될 것입니다.

1. 영어는 나의 친구인가 적인가? (해당되는 화살표에 0표 하기)



친구 (friend)

적 (enemy)

2. 나의 영어 실력에 대한 자신감은? (5학년 영어교과서 수준 기준으로 해서, 해당되는 스마일리 얼굴에 0표하기)



완전 자신있어요



조금 자신있어요



보통



별로 자신없어요



많이 자신없어요

3. 다음 중 내가 가장 자신 있는 영역과 그렇지 않은 영역 한가지씩 고르면...

듣기

말하기

읽기

쓰기

자신 있는 영역 (), 자신 없는 영역 ()

4. 내가 영어를 배우면 할 수 있거나 하고 싶은 일은?

(원하는 대학이나 직장을 가는데 도움이 된다는 것은 제외)

Ex) 백미순 선생님의 경우

① 두려움 없이 다른 나라로 여행가는 것

② 영어로 된 책, Harryporter나 요리책 등 관심 있는 책을 영어 원서 그대로 읽는 것

나의 경우는...

①

②

5. 다음에서 내가 영어를 배우는데 가장 도움이 된다 혹은 될 거라고 생각하는 교실 활동 3개만 동그라미 하세요.

| | |
|----------------------------------|--|
| 매 단원 끝에 나오는 례 플레이 연극 | |
| 팀별 말하기나 쓰기 활동 | |
| 영어로 된 영화나 동영상 감상 | |
| 선생님의 단어나 문법 설명(한국말로) | |
| 교과서 CD 듣고 따라서 하는 연습 | |
| 팝송 부르기 | |
| 팀별 스터디 (같은 팀 친구들과 함께 공부하고 체크해주기) | |
| 단어 퍼즐 학습지 | |
| 단어 시험 | |
| 몸으로 표현하는 퀴즈 활동 | |
| 영어 카드를 이용하는 활동 | |
| 사진이나 그림을 이용하는 활동 | |
| 기타 방법 () | |

6. 나는 혼자 할 때 (), 친구와 둘이 할 때 (), 팀으로 할 때(), 전체 학습으로 할 때 () 공부가 가장 잘 된다.(괄호 안에 하나만 O표)

7. 영어 공부를 할 때 더 공부를 잘 하기 위해서 내가 쓰는 방법을 한가지 소개한다면...

Ex) 백미순 선생님은 새로운 단어를 볼 때 일단 형광펜 사용하여 표시해 놓고 나중에 사전 찾아보고 복습

나의 방법은...

①

8. 학교 영어 시간 외에 영어를 접하는 시간은?

Ex) 영어 학원 일주일에 2시간, 집에서 자기 전 영어 애니메이션 30분 시청 등등

9. 영어 시간에 교과서 외에 배워보고 싶은 팝송이 있다면?

10. 요즘의 나의 관심사는?

2. Needs Analysis Result

1. Date of needs analysis : March 13, 2013 (15 min during usual lesson)

2. Context

Grade: 6th grade in elementary school

Class size: 24 students (12 boys and 12 girls)

3. Form of needs analysis: written survey

4. What I did:

I gave them the needs analysis survey and walked them through whole questions with detailed explanations of each question items with examples.

The questions are 10 items related to their general ideas and learning preference about English. I encouraged them to be as honest as possible to get me better ideas for fun and more effective English lessons.

5. Findings

| Item no. | Target information | Students' responses in major |
|----------|-----------------------|---|
| 1 | Overall familiarity | Neutral |
| 2 | Confidence | Neutral |
| 3 | Strong and weak skill | Listening / Writing |
| 4 | Personal goals | Travel abroad and free conversation |
| 5 | Preferred activities | Video clips/ pop songs/ Quiz with gestures |
| 6 | Learning style | Team learning in a small group |
| 7 | Learning strategy | Most of them has none |
| 8 | Input outside school | Taking extra lessons in private institution |
| 9 | Pop song | Michael Jackson, Justine Bieber, Maroon5 |
| 10 | Current interests | Guitar, friends, K-pop stars |

6. What I learned

My students' responses for their general familiarity and confidence with English were rather neutral. Besides their extrinsic motivations to study English for higher education and better career, they want to feel free to go abroad and meet people without language difficulties. A lot of students prefer group works and few of them have English learning strategies. They liked active class tasks with visual and audio input but, considerable number of students needs textbook CD-Rom repetition practice and Korean explanation for vocabulary and grammar. Except for 4 students, most of them get extra classes outside school. Those exceptional students tended to express their English confidence and familiarity negatively.

7. How is this result useful?

It gave me a lot of information for how should I plan for my lessons and put my focuses. Their preferred activities, their preference for team learning and the songs they want to learn are very concrete information that I can use.

3. Diagnostic Assessment & Result

1. Date of test : March 20, 2013
2. Testees:
Grade: 6th grade in Nam-sa elementary school , Seoul
Class size: 24 students (12 boys and 12 girls)
3. Purpose: to diagnose students' current speaking ability for general classroom interaction with a teacher and peers and to find out students' strengths and weaknesses in speaking.
4. Overview of the test process:
24 students get whole class warm-up session for paying attention to the importance of "everyday classroom language" and discussion of "what do you want to say to the student in the picture?" using a classroom picture which contains various situations in it for 10 minutes. Then, all students have 3 minute preparation time with 20 written speaking items related to general classroom interaction. According to their attendance number, each student comes to the teacher and has 1 min individual speaking time with the test paper while other students work on assigned writing tasks individually. The teacher records the speaking and counts the successful responses and finds out students' strengths and weaknesses by analyzing the recordings afterwards.
5. Rubrics

| area | score | Criteria |
|----------------------------|-------|---|
| Tasks completed | 3 | Delivery of the speaker's intention (16-20) |
| | 2 | Delivery of the speaker's intention (12-15) |
| | 1 | Delivery of the speaker's intention (0-11) |
| Completeness of utterances | 3 | Speaking in complete sentence or phrase |
| | 2 | Speaking in a comprehensible phrase or words |
| | 1 | Speaking in misarranged words |
| Pronunciation | 3 | Clear voice, pronunciation, and intonation |
| | 2 | Comprehensible voice, pronunciation, and intonation with a few mistakes |
| | 1 | Incomprehensible voice, pronunciation, and intonation |

6. Test items:
Basically, these speaking samples are not collected in the real situation, it has some limitations. However, under the belief that if a student know how to say when a specific speech act needs in the real classroom situation as an initiative speaker, they would say it, these 20 items for basic classroom

interaction are chosen and presented to them in Korean.

Actual test paper:

| (선생님께) | (친구들에게) |
|---------------------------|-----------------------------|
| 1. 화장실에 다녀와도 될까요? | 1. 조용히 해줘. |
| 2. 보건실에 다녀와도 될까요? | 2. 내가 도와줄게. |
| 3. 늦어서 죄송합니다. | 3. 잘했어! 멋져! |
| 4. 질문이 있습니다. | 4. 기다려줘. |
| 5. 저를 도와주세요. | 5. 연필 좀 빌려줘. |
| 6. 잘 모르겠습니다. | 6. 이제 내 차례야. |
| 7. 오늘 좀 아파요. | 7. 이제 너의 차례야. |
| 8. 시간을 좀 더 주세요. | 8. 선생님을 쳐다봐. |
| 9. 공책을 가지고 오지 못했습니다. | 9. 다시 한 번 해봐. |
| 10. 다음 시간에 볼 것입니다. (헤어지며) | 10. 나에게 줘. (시험지 같은 것을 걸을 때) |

Expected responses:

| (To the teacher) | (To your friend) |
|---------------------------------------|-------------------------------------|
| 1. May I go to the restroom? | 1. Please, be quiet. |
| 2. May I go to the nurse's office? | 2. I will help you. |
| 3. I am sorry, I am late. | 3. Good! That's nice. |
| 4. I have a question. | 4. Wait a minute. |
| 5. Could you help me? | 5. Can I use your pencil? |
| 6. I don't understand it. | 6. It's my turn. |
| 7. I am sick today. | 7. It's your turn. |
| 8. Give me more time. / Please, wait. | 8. Look at the teacher. |
| 9. I don't have notebook. | 9. Try it again. |
| 10. See you next time. | 10. Give it to me. / Pass it to me. |

7. Results

Table 1 Scores according to the rubric

| Name (gender) | Task completed | Completeness of utterances | Pronunciation | Total |
|---------------------|----------------|----------------------------|---------------|-------|
| JH ₁ (M) | 1 | 3 | 3 | 7 |
| DY(M) | 2 | 3 | 3 | 8 |
| DJ(M) | 2 | 3 | 2 | 7 |
| SH(M) | 1 | 3 | 2 | 6 |
| HJ(M) | 1 | 3 | 2 | 6 |
| SC(M) | 3 | 3 | 3 | 9 |
| K(M) | 1 | 3 | 3 | 7 |

| | | | | |
|---------------------|---|---|---|---|
| JH ₂ (M) | 3 | 3 | 3 | 9 |
| MJ(M) | 3 | 3 | 3 | 9 |
| YH(M) | 1 | 1 | 1 | 3 |
| YK(M) | 3 | 3 | 2 | 8 |
| ES(M) | 1 | 2 | 3 | 6 |
| ES(F) | 2 | 3 | 2 | 6 |
| JW(F) | 1 | 3 | 2 | 6 |
| JH(F) | 1 | 2 | 2 | 5 |
| HS(F) | 3 | 3 | 3 | 9 |
| YN(F) | 2 | 2 | 2 | 6 |
| YR(F) | 3 | 3 | 2 | 8 |
| SJ(F) | 3 | 3 | 3 | 9 |
| YJ(F) | 3 | 9 | 3 | 9 |
| JE(F) | 1 | 1 | 1 | 3 |
| HW(F) | 3 | 3 | 3 | 9 |
| YJ(F) | 2 | 2 | 3 | 7 |
| HM(F) | 1 | 2 | 2 | 5 |

Table 2 Students' success of delivery of their intention to two different types of listeners

| Name (gender) | To the teacher (10 items) | To the classmate (10 items) | Total (20 items) |
|---------------------|------------------------------|--------------------------------|---------------------|
| JH ₁ (M) | 6 | 2 | 8 |
| DY(M) | 8 | 5 | 13 |
| DJ(M) | 5 | 7 | 12 |
| SH(M) | 7 | 4 | 11 |
| HJ(M) | 3 | 2 | 5 |
| SC(M) | 9 | 9 | 18 |
| K(M) | 8 | 3 | 11 |
| JH ₂ (M) | 9 | 8 | 17 |
| MJ(M) | 10 | 10 | 20 |
| YH(M) | 3 | 1 | 4 |
| YK(M) | 10 | 10 | 20 |
| ES(M) | 4 | 7 | 11 |
| ES(F) | 6 | 7 | 13 |
| JW(F) | 4 | 2 | 6 |
| JH(F) | 8 | 2 | 10 |
| HS(F) | 10 | 10 | 20 |
| YN(F) | 5 | 7 | 12 |
| YR(F) | 9 | 8 | 17 |
| SJ(F) | 9 | 10 | 19 |
| YJ(F) | 10 | 2 | 12 |
| JE(F) | 2 | 10 | 12 |
| HW(F) | 8 | 10 | 18 |
| YJ(F) | 10 | 5 | 15 |
| HM(F) | 5 | 5 | 10 |

8. What I learned:

First, the students who could initiate everyday classroom talk well generally showed good level of grammar and pronunciation. Second, the level of their classroom English use is also congruent with their participation level during the actual lesson either in group activities and whole class discussion. Though I cannot conclude firmly which factor is preceding the other, at least I could see the relationships between them. Third, my students need to increase more classroom English use in real classroom setting among their peers. I made up the classroom English items into two categories, which are students' initiatives toward the teacher and to their classmates. As we see in the table 2, there was noticeable gap in their successes according to whom they were speaking to. While 6 people made more initiations toward their peers, almost doubled number, 11 students were successful to get their intention across toward the teacher. The results showed me the fact that most of students are more accustomed to initiate real communication with the teacher. In my interpretation, they were more encouraged and taught to use English to teachers than to their peers. This specific result motivates me to pay more attention to the real classroom interaction between the students. Also, I could learn my students' strengths and weaknesses from this recording and analyzing it. For example, YK(M) can use authentic words like "awesome" when he complements his peer and HY(F) has a very clear pronunciation and fluency.

9. Implications and future study

I administered this diagnostic test to see their actual use of English in real classroom setting and general speaking proficiency. However, as I recorded students' speaking and analyzing them, I am more convinced to include explicit speech acts teaching in my curriculum even though it's hard to find some extra time for that because I think real conversation could occur on the basis of their everyday use of simple classroom English. I become interested in Kasper (1998)'s interlanguage pragmatics through this diagnostic test and. Also, I am confused with my method of testing. I learned a lot from this test, but I am not sure of its worth as a speaking test construct even though I have my limitations of time, just one 40min lessons for the speaking test. I want to learn more desirable formats of valid speaking test.

Lesson plan and reflections 1

1. Lesson Plan

Lesson 4 is a review lesson for Lesson 1 to Lesson 3. All the language functions and forms from those previous lessons came back and were intertwined with a story of “magic bus trip to Sweet Land”. New linguistic items are “There is/ There are” and asking for agreement by adding “right?” at the end of a statement. For this intervention I focused on speaking and writing using “there is/ there are” through two activities.

► **Date:** April 30, 2013 (3rd block of Lesson 4)

► **Class setting:** 24 sixth graders in 6 groups of 4 people

► **Objectives:** Students will be able to describe the given pictures and write the expressions for describing facts.

- Communicative functions: describing facts
- Language form: There is a (an)/ There are _____.

► **Opening (5min)**

- Class routine: checking students' preparation for the lesson
- Warm-up: asking about students' field trip to Ever Land which happened on the last Friday (related to the main activity)

► **Main Intervention (30 min)**

Activity #1 Writing key sentences using a puzzle picture

“Ever Land Map” (20 min: group work)

1. Each group has an envelope of a puzzle of 16 pieces, a board, and writing worksheet.
2. Each group member has four pieces of a puzzle.
3. They take turn to put the puzzle on the right spot on the white board to complete the picture, an Ever Land map.

(They can help their group members by saying e.g. “put it on the right/ left/ up/ down” and so on, but are not allowed to touch others' puzzle pieces.)
4. If they finish the puzzle, they talk about what they can see in the picture using “there is/ are...”
5. All group members have to write one sentence about the picture helping one another (Roundtable).
6. Teacher goes to the group when they finish and let them read their writing together and gives feedbacks on the writing.
7. A whole class review is followed after this group activity.

Activity #2 Speaking key expressions through information gap activity

“What’s missing in the room?” (10 min: pair work)

1. In pair, student A and B get different pictures of the same room. The settings of the room are same, but there are minor differences in the two pictures. They have to ask for information about their missing part from their partner to complete the room.
2. A: What’s on the desk?
B: There is a pencil.
A: (A puts a pencil sticker on the empty space on the desk)
They take turns to ask and answer each other’s questions.
3. If they finish, they check their pictures and see if the pictures are same or not.

► Closure

- Recognition on today’s students’ positive participation

2. Rationale for the plan

I chose above two activities for students to reach the objective of lesson and to increase their interaction. I used a “Ever Land Map” puzzle activity to engage them in a collaborative work and helped them to come up with ideas for writing sentences based on their common experience of Ever Land since they altogether went there as a field trip on last Friday. Also, I implemented an information gap activity of describing objects in a room.

Ellis (1995) explains interaction take places when the participants of equal status that share similar need make an effort to understand each other and contends if role relationship is asymmetrical, meaning negotiation is inhibited. Also, the results of study from Doughty and Pica (1986: 322) have shown that “when an exchange of information is guaranteed, a great deal of modification can be generated in a nonnative-speaker group situation.” Thus, I tried to use tasks which have more room for exchange of information among students. As for the first group work, students are supposed to complete a picture together. To keep the task from being monopolized by one or two people in the group, I gave them equal pieces of the puzzle and don’t allow them to touch others’ pieces and encourage them to speak in English. Also, writing activity had to be done by all group members. The second activity was a two-way information gap task. Since the students are familiar with describing things in a room using propositions and “there is/ there are” from the previous lesson, this activity was done in pairs. Also, by giving the model sentences such as “what’s on the table?” and “there are flowers on the table”, I tried to help student do the task.

3. After the intervention

► Things went well and possible reasons

First of all, the first activity could make students to get interested in the task and think and write at least, some factual information about the picture. They talked about the picture and willingly take turns to do their own share of the responsibility. I think it's because the material was closely related to their recent experience and the visual effects of the jigsaw puzzle. Also, I think I gave them more clear directions for the procedures, especially for individual contributions for the task.

One more thing that went well in the lesson was students' playing their roles. I found how more able students can help their weaker peers. They provided their group members with spelling of words and encouragement. Due to assigning students' roles and its positive effects, overall atmosphere of the first group activity was more cooperative than before.

► Things didn't go well and possible reasons

I could observe that there were some students' interaction. However, most of interactions were quite procedural and I could only hear limited range of vocabulary for the task. I think this is because the task itself is quite closed-ended task and there are not much room for meaningful interaction in term of second language learning such as clarification, confirmation and comprehension checks in relation to the contents of the task.

Also, the direction for the second activity was a bit vague and I think I should have shown a modeling for this activity. There were some students who got confused with this activity and I found that when I checked their production later. I predicted that this two-way information gap activity is difficult for students, especially in pair work situation because more responsibility fall on the individual. I tried hard to give them clearer direction, however, modeling with my co-teacher would have been more effective for this activity. Also, some weaker students' pairs had more difficulty completing this activity. I made heterogeneous groups of four people in terms of their proficiency, but in their group they paired up upon luck. Thus, there were some pairs consisting of weaker boy and weaker girl. More balanced new pair-up process was needed before doing this activity.

► For the future intervention

I thought that any technique for teaching and learning a language needs some repetition for effective implementation and learning for both a teacher and students through this roundtable writing activity. Recently, I implemented a few basic cooperative group activities such as roundrobin and roundtable for writing sentences. My students started to get the hang of those types of activities and they encouraged their group mates' participation and also they were more willingly pushed by their peers. Still, there are big problems in supporting very low proficient students in my focus class. Their peers are helping them a lot but, due to the huge gap of proficiency, those supports seem to work just merely to finish the group task, not work beneficially for the low proficient students' real learning.

References

- Richards, J.C. & Lockhart, C. (1996). *Reflective Teaching in Second Language Classroom*. NY: CUP.
- Doughty, C., & Pica, T. (1986). "Information Gap" tasks: Do they facilitate second language acquisition? *TESOL Quarterly*, 20(2), 305-325.

Materials and photos for Lesson 1

Ever Land Puzzle (10 분)

1. 16 pieces (Each person has 4) (keeper)
2. You can touch only your puzzle.
But you can help others. (checker)
(say "Put it left/ right/ up/ down.")
3. Take turns (commander)
4. if finish → write 4 sentences
There is a(an) / There are
5. Everyone has to write one sentence.
Help one another (coach)
6. If finish → raise your hand silently



Namsa dormitory room

win- A, lose- B

Don't look at your partner's picture!

Q: What's under the table?

A: There is a () under the table.

Take turns

Finish→check if the two pictures are the same





Completing Puzzle together



Round Table with group members



We encourage one another!



Information Gap activity in pairs



Lesson plan and reflections 2

Lesson plan

Lesson 4 There Is a Chocolate House (4th /6 periods, May 1, 2013)

This intervention is

- Class Setting: 24 sixth graders in 6 groups of 4 people
- Objectives: Students will be able to listen to and understand expressions for describing facts and read a short passage of describing facts.
- Communicative functions: describing facts, giving advice, and asking location.
- Language form: There is a (an) _____. / There are _____. / You have to- / I have a (symptom) / Where is the -? / It's on the --floor.
- **Activity #1:** (pre-listening: 2min) Guessing the contents of listening from the picture (roundrobin)

In two minutes, they have to say a word, a phrase, or a sentence related to the picture which is in the form of a cartoon (no written words in the picture) in a group. They need to take turns for saying a word and every four utterances from 4 group members counts as one "round". They can say anything from the picture whether they are directly seen in the picture or some expressions which can be predicted in the upcoming listening about the picture. Teacher gives them the expected number of "round" for the two minutes. For example, "I will say that's very good if you can make it total "5 rounds" with your group members in two minutes." Teacher sets the timer on the board and checks students' success rate after two minutes.

- **Activity #2:** (while-listening: 5min) Listening to the story

Teacher asks students to think about some questions which would be asked by teacher about the story. Students watch a story from textbook CD-ROM two times, first without subtitle and then, with subtitle.

- **Activity #3:** (post-listening & speaking: 8 min) Comprehension check

Using Q-dice (a dice which has six interrogative pronouns such as who, what, when, where, how, and why on each side), students in their group ask and answer comprehension questions for 5 min. A student throws a dice and makes a question using the interrogative pronoun on the dice. For example, If a student has a “why”, he or she asks, “why does Hodong have a cold?” The other group members should answer the questions. After this, some students share their questions with a whole class.

- **Activity #4:** “I have Who has” game (My co-teacher’s idea for reading activity from <http://www.ihavewhohasgames.com/>)

This is a whole class chain-reading activity. Every student gets one piece of paper which has “I have....Who has....?” sentences on it. All the notes have different sentences, but they are connected with one another. For example, student A has a paper saying “I have (There is a girl at the bus stop), who has (There are cookie flowers.)?” and read it aloud to the whole class. Then, there is someone who has a note of “I have (There are cookie flowers. (which was the second sentence of the previous student), Who has (There are three oranges on the table.)?” and the person has to read the sentences. The next person who has “I have (There are three oranges on the table), Who has....?” note should read next. The reading comes to an end when the very first person has his turn again. Teacher sets the stopwatch and encourages students to read faster and not to miss their turn with not paying attention to other’s reading. On above website, we could get a template for the game and we just typed our target sentences on the website template.

Rationale for this intervention

According to Nation and Newton (2009), there are four main ways to support listening:

1. By providing prior experiences with aspects of the text (i.e. with language, ideas, skills or text-type).
2. By guiding the learners through the text.
3. By setting up cooperative learning arrangements (for example, shared reading approaches).
4. By providing the means by which learners can achieve comprehension by themselves.

(Nation & Newton, 2009:46)

In activity #1, I wanted students to guess and predict what they are going to listen soon using a picture as a clue. I thought this group brainstorm-type activity can support them to be ready for the upcoming listening by listening their peer's vocabulary related to the picture and their own effort to come up with some already learned expressions.

After the main listening, in activity #3, a comprehension check followed, but it was not led by me. I gave every group a Q-dice and let them ask and answer about the story. By giving more chances to compose for themselves, student can gain more command of the target language, because the ability to ask a question is the basis of "negotiation of meaning".

The relay reading game, "I have who has?" is very controlled, but I think it was good way to build their fluency of reading and practice to paying attention to others by measuring time.

The things that went well and not

In the warm-up activity, student could think of a various range of words from the picture and a few high proficient students could make complete sentences using the learned expressions.

Q-dice activity (one of cooperative learning structures) was my first try. Unlike my concerns, students were active in making questions. My modeling for making question was helpful, I think. To make them feel free to ask a very basic level of questions about the story, I modeled with easy questions like "what did Hodong eat?" and "What house do they in?" Although students' questions were not grammatically correct, for example "Doctor said what? (What did the doctor say?)", they tried hard to express what they want to ask and were engaged in the activity a lot. On purpose, I didn't give them corrections this time because I didn't want to make them too aware of their errors and mistakes in this first try. From the second try, I will give some corrective feedback to students.

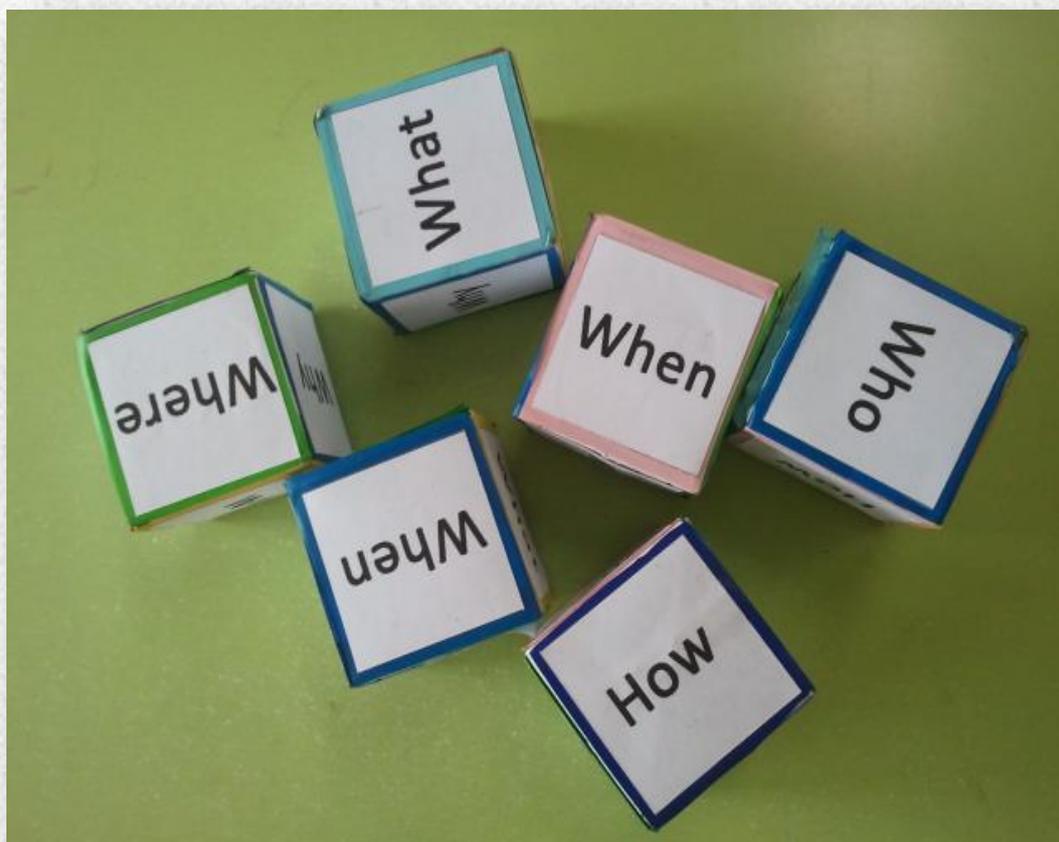
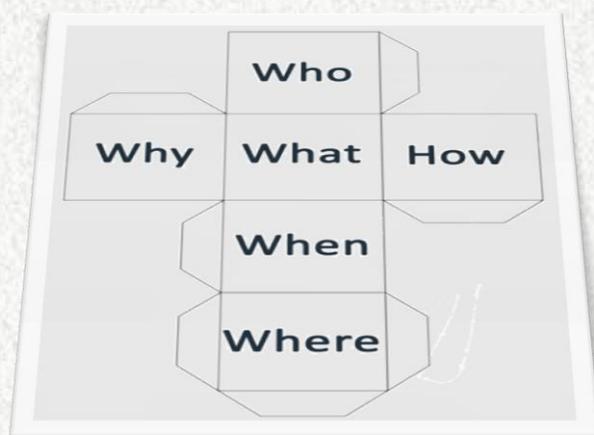
Also, "I have who has" game went well as a simple reading aloud practice and as a class-building activity. They listened very carefully to one another as we expected them to.

However, there was not much personalized content in this lesson again. Students were supposed to retrieve the learned language forms, not their experiences. I also made a mistake of not being considerate toward the low proficient students who are very slow readers. They seemed to under stress while they are doing the reading activity even though other students helped them to read the notes. I used the stopwatch not to make this activity boring because otherwise it could be too monotonous, but I am not sure that was a good decision. Using a stopwatch seemed to a bit of productive stimulation for most of students, but at the same time stress factors for the weaker student.

References

Nation, I.S.P. & Newton, J. (2009). *Teaching EFL/ESL listening and speaking*. New York: Routledge.

Materials and photos for Lesson 2



Lesson plan and reflections 3

Lesson Plan

- **Date:** May 10, 2013 (Fri)
- **Setting:** 24 sixth graders in 6 groups of 4 people (Class4)
- **Objectives:** Students will be able to explain different traditions in relation to losing baby teeth and understand peers' explanation of it.

► Opening (7 min)

Greetings: Saying hello and small talk

Review: Students watch "various home remedies for a cold" animation (Lesson 3 textbook CD) and discuss cultural differences

► Main intervention: Jigsaw (30 min)

1. Students recall their own experience in regard to the time when they lost their baby tooth and share their story about what they did with the lost tooth.
2. Students go over the procedure of jigsaw with teacher using PPT. The advantages of jigsaw, desirable noise level, useful expressions for group study in the target language and follow-up quiz are also informed to the students.
3. Teacher shows students modeling of finding key words and taking notes using the story.
4. Teacher provides students with unfamiliar words list using PPT.
(It will be on the screen for the whole students' activity time)
5. Expert group meeting (Lebanon/ Greece/ England/ El Salvador)
6. Home group teaching and learning
7. Students take simple comprehension quiz about different tooth tradition
8. Whole class discussion on the quiz questions

► Closure (3 min)

Wrap-up: Emphasis on the different cultures in different countries

Rationale of the intervention

Jigsaw activity is one of the core cooperative learning activities. Baloche (1998) explained the advantages of jigsaw in two main different points of views. First, students have many opportunities to think by themselves, conceptualize, reconceptualize, and teach information or procedures to others. Second, it can enhance students' interpersonal and small-group learning skills such as sharing ideas and materials, listening carefully, organizing, teaching, and synthesizing information, asking clarifying and probing questions. Basic jigsaw follows below procedures:

Jigsaw (Aronson, Blaney, Stephan, Sikes, & Snapp, 1978 as cited in Baloche, 1998: 121-122)

1. Teacher divides materials into sections-one section for each student.
2. Student prepare their own sections of material-they read, conduct experiments, solve problems with the help of a set of manipulatives, and so forth. This preparation might be done alone-in class or for homework- or with "preparation partners." This decision is made by teacher, depending on the nature of the assignment and abilities of students.
3. Students meet in "practice pairs." Each student meets with someone from a different group who has learned the same material. The purpose of this group is both to review and reconceptualize the material and to plan how the material might be best taught or presented to teammates.
4. Students present their work to the other members of their groups. Teacher encourages students to ask questions and to engage in genuine discussion, not just passive listening.
5. Students reflect on the presentations and the information they have learned. Sentences such as "You helped me learn this material when you..." and "One new idea I learned today was..." are useful prompts for reflection.
6. Individual mastery of students is assessed.

A few weeks ago, I implemented a simplified jigsaw activity considering my students' unfamiliarity with this original jigsaw format and my decision to cover the whole textbook contents for all students. Later I found that what I had done at that time was JigsawII (Slavin, 1986). However, from my observation, that simplified form did not much encourage students' positive interdependence for "negotiation of meaning" because everybody had the same materials. Thus, following my action research plan, this time I decided to implement original jigsaw with out-of-textbook materials.

For the material, I tried to use authentic texts as possible and wanted to find something with strong visual cues for supporting students' understanding of the written text. I remember that I skipped the "meet the world" section in Lesson 3 because of lack of class time with my focus class. Thus, I wanted to find out a text which is related to this topic, cultural difference.

Raising awareness of cultural diversity is one of main aims for Korean national curriculum of English education. Thus, every textbook attempts to include this aspect explicitly even though it is in a very brief form. I also think it is really important aspect of learning a new language. According to Loveday (1981), if a CLT course neglects cultural information, focusing only on the transactional level, it can lead to miss very important information that help predict and make sense of differences in how even simple transactions operated in different countries. Luckily I found an appropriate picture book for this, *Throw Your Tooth on the Roof: Tooth Traditions from Around the World* written by Selby B. Beeler. I thought the change of the adult tooth from the baby tooth is quite recent and impressive happenings in my students' life and decided to use this book. Also, I thought language difficulty level of the story is manageable if there is enough peer and teacher's scaffolding.

The things that went well

- **Active discussion among students:** Generally my students participated in the activity actively. Especially in the expert group session, I could observe that some students immersed themselves in the discussion cooperatively for building meaning from the textbook together. In this group's text was about English tooth tradition. A girl started with "In England... I sleep...", then another girl added "put tooth under the pillow..." with gestures, after that there was a time for seeking next words, at this hesitation the third girl added, "and... and I wait for... come Tooth Fairy" Then they laughed together at the new concept of Tooth Fairy saying, "와... 어떻게 이빨 요정이 있냐? (How could such thing like Tooth Fairy exist...haha) " They seemed to appreciate and enjoy this new cultural concept while they were talking one another. In other groups, some students helped others with finding key words and spelling. The possible reasons for this are good introductory discussion which was directly related to the text and rich visual support in the given text. Also, more or less my students seemed to get familiar with group activities.
- **Students' understanding of the jigsaw procedure:** Even though teacher's direction session took some time and this made students a little bit bored, students showed quite good understanding of it and they kept a basic rules for this activity such as the control on their discussion voice and swift rearranging desks for expert and home group sessions. Also, most of students tried to use English a lot. I circulated the classroom helping them to make a progress by asking questions and giving an advice such as "use more gestures" and "help your friend".

The things that need improvement

- Consideration for low proficient students/ unmotivated students: There was an unbalanced home group. That group consisted of 2 high proficient students of one extroverted boy and one quiet girl and two very low proficient girl and boy. It was my mistake of putting two very weak students in the same group. What is worse, the active boy who used to give good help to his group members was absent that day. As a result, I found that group's study session didn't work well. They just figured out three countries' names. I didn't give them the absent boy's portion of text (which was about Lebanon) because that could be really burdensome to them. Since jigsaw activity is strongly interdependent on all members, back-up plan for an absent student was really important, but I failed to deal with this. This needs to be definitely a top consideration for the future jigsaw activity.
- The provision of vocabulary list in the PPT form: I think I should have distributed difficult words in a handout form. Even though, the helpful word list was being presented on the screen for whole working time, few students seemed to utilize it. Also, if I had included some matching image to the words in the list, not just their corresponding Korean meanings, it would have been much helpful to the students who still have difficulty decoding the letters.

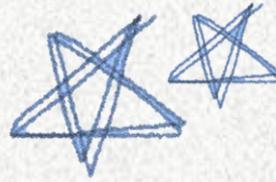
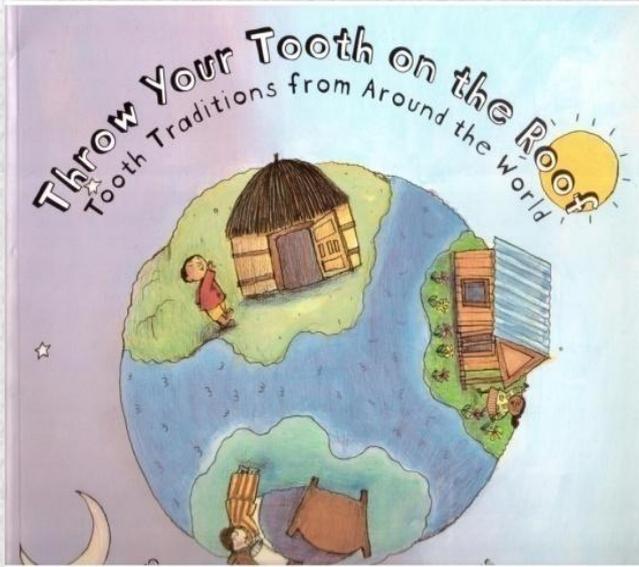
For the future jigsaw intervention

Overall, it was a fruitful experience of implementing a new challenging class activity because I found out realistic benefits and precautions for this activity and my students had lots of chances to interact in two different groups. Even though this jigsaw activity is a bit hard for some students (including some high proficient, but introverted students), I think most of students could get some benefits of this activity in terms of language learning and improving social skills. Students' asking spelling to other peers and restating the text's information with a voluntary turn-taking was considered as a good sign of students' interaction to me. Hopefully, even low proficient students could feel some positive pressure to improve their current English level.

References

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- Loveday, L. (1981). Pitch, politeness, and sexual role: An exploratory investigation into the pitch correlates of English and Japanese politeness formulae. *Language and Speech*, 24, 97-107.
- Slavin, R.E. (1986). *Using Student Team Learning*. Baltimore, MD: Johns Hopkins.

Materials and photos for Lesson 3



Retrieved from
Throw Your Tooth on the Roof: Tooth Traditions from Around the World
written by Selby B. Beeler



ENGLAND

When I go to sleep, I put my tooth under my pillow and wait for the Tooth Fairy to come.

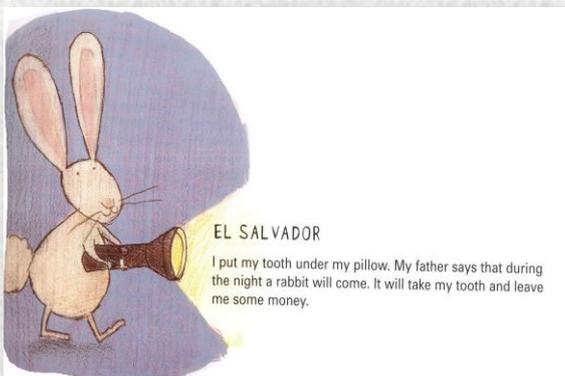
GREECE

I throw my tooth on the roof for good luck and make a wish so that my teeth will grow in strong and healthy.



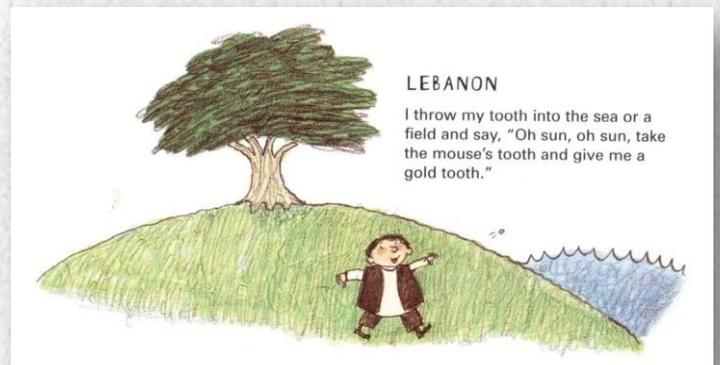
LEBANON

I throw my tooth into the sea or a field and say, "Oh sun, oh sun, take the mouse's tooth and give me a gold tooth."



EL SALVADOR

I put my tooth under my pillow. My father says that during the night a rabbit will come. It will take my tooth and leave me some money.



Jigsaw

우리 팀원 4명 개개인이
서로 다른 내용을 다른 팀에 가서
공부하고 와서
다시 함께 모여 자신이 알게 된 내
용을 서로 가르치며 공부하는
방법.

중요 사항

- Home group: 원래 자기 그룹
- Expert group: 새로운 내용을 함께 공부하기 위해 잠시 모인 전문가 그룹

활동순서

1. Home group 에서 선생님 설명 듣기
2. 모두 자신이 가야 하는 expert group에 가서 공부하기
3. 다시 자기의 home group으로 돌아와서 돌아가며 팀원들을 가르쳐주기
4. 새로 배운 내용에 대해 발표를 하거나 시험 보기



Why?

새로운 내용을 짧은 시간 동안 알 수 있다.

친구들에게 배우고 나도 직접 친구들을 가르쳐 보는 경험을 하며 색다르게 공부할 수 있다.

친구들의 개성 있는 설명이 때로는 나중에 더 잘 기억이 나서 더욱더 공부에 도움이 될 수 있다.

재미있다!

* 주의점: 함께 공부하면서 나는 소음은 이 세상에서 가장 아름다운 소리. 하지만 다른 팀을 배려하며 적당한 목소리로 이야기 한다.

도움이 될 표현

Please, tell me one more time.

What is the "roof?"

How do you spell it?

Korea



KOREA

I throw my tooth on the roof and say "Blackbird, blackbird, my old tooth I give to you. Bring me a new tooth."

The important 5 words

- Korea
- Throw
- roof
- Blackbird
- bring

- El Salvador 엘 살바도르
- England
- Lebanon
- Greece
- Fairy 요정
- Pillow 베개
- Field 들판
- Make a wish 소원을 빌다

Quiz (한글로 답을 써도 okay)

1. 4개 국가 중에 한 나라의 이름을 영어로 써 보시오.
2. 4개 국가 중에서 우리나라와 가장 tooth에 관련된 전통이 비슷한 나라는?
3. 4개 국가 중에서 개인적으로 가장 마음에 드는 tooth 전통을 가진 나라는?



Active discussion in jigsaw expert group

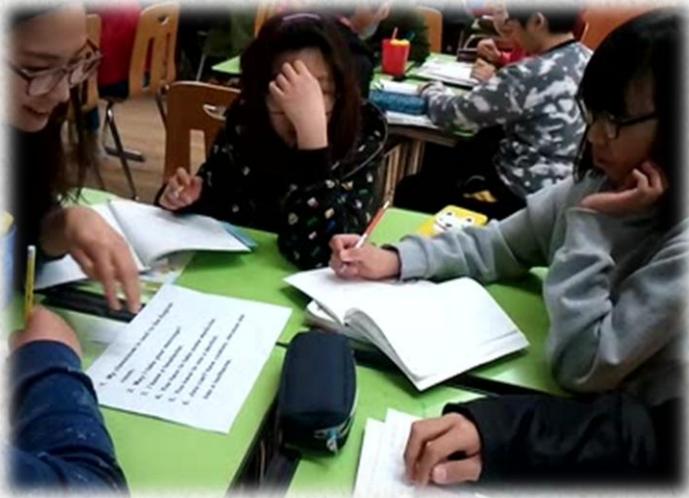




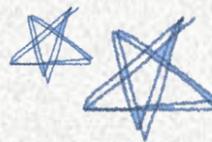
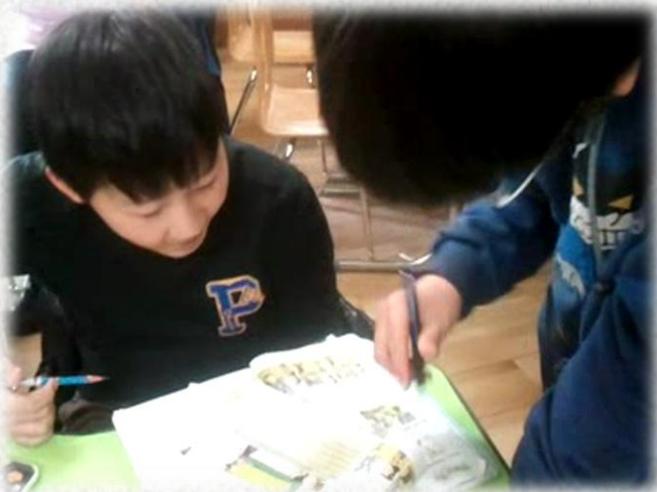
Active discussion in jigsaw expert group



Photos of other lessons



Student Team Achievement Division (STAD) group study session



Interview each other!



Chant with gestures in group



Role-Play
Ready, Action!



Acquiring Team Name
activity

IV- 1 Action Research

ACTION RESEARCH (2013)

Exploring cooperative learning

"Promoting students' interaction through cooperative learning"



Promoting students' interaction through cooperative learning

2013 Spring Practicum

Mi-soon Baik

Introduction

Interaction hypothesis (Long, 1981) was developed upon Krashen (1977)'s comprehensible input by placing it in the context of two-way communication and emphasizing the conversational adjustments which interlocutors make in the negotiation of meaning (Knutson, 2001). In short, this hypothesis tells language teachers that participating in conversational interaction promotes second language learning. According to Mackey (2007), researchers have examined the developmental benefits of a range of processes that often overlap to explore the interaction-learning relationship. These processes mean negotiation of meaning, feedback, and output.

Reflecting on my own classroom from this point of view, I thought my lessons were rather teacher-centered and far from active interaction situation between learners. The main reason of this was due to merely get control of young learners in a big class focusing more on language forms based on the rigid curriculum set by national standards. In addition, students seemed to consider English as one of subjects, not as a communication tool. This situation could be interpreted that my English classroom was not giving enough chances for students to interact with one another meaningfully. In other words, there was a doubt about effectiveness of teaching and learning in my classroom. Also, the general classroom atmosphere was not very favorable to fear-free interaction due to co-existence of very competitive students and a few low-motivated students and most of students' lack of social skills. These critical reflections on my classroom made me seek some changes for better learning and teaching and I decided to implement various group activities through cooperative learning structures to promote students' interaction in a more collaborative way.

Setting and students' profile

I am teaching 6th graders in a public elementary school located in Seoul. My students have English lessons three times a week using YBM (Kim) 6 textbook designed

following national curriculum. Once a week, students have a co-teaching lesson with a native English teacher and me and other two lessons are led only by me. We have 16 units in a textbook for a whole school year and roughly one unit is supposed to be covered within two weeks. Each unit deals with 4 language skills and attempts to give students chances to learn language functions through different themes and situations.

The focus class consists of 24 students which are 12 boys and 12 girls. Most of them know the basic words and can use them in their speaking to deliver their intention. However, their proficiency level is very different from student to student. For example, some students can speak quite fluently about what they did yesterday without difficulty, but a few students cannot respond to the teacher's simple greeting. Generally, I can describe my students' speaking proficiency are ranged from "Novice Low" and "Novice Mid" by my own observation, simple diagnostic test about classroom language functions and guideline which is provided by ACTFL (retrieved from <http://actflproficiencyguidelines2012.org/speaking#Novice>). Also, there is one boy who is included in the special education class due to his slow learning ability. Needs analysis results showed my students' general familiarity and confidence with English were rather neutral. For motivation, besides their extrinsic motivation to study English for higher education and better career, they want to feel free to go abroad and meet people without language difficulties. A lot of students prefer group works and few of them have English learning strategies. They like active class tasks with visual and audio input, but considerable number of students feel that they need textbook CD-Rom repetition practice and Korean explanation for vocabulary and grammar. Except for 4 students, most of them get extra English classes outside school. Those exceptional students tended to express their English confidence and familiarity negatively. Through diagnostic test which was designed to see their use of English as a classroom communication tool, I learned that my students are less competent to use English among them rather than to the teacher.

Area of interest

To let my students to communicate with one another meaningfully and give them more chances of learning English through self-expressing interaction with peers, I decided to adapt cooperative learning structures to my lessons.

Cooperative learning is very often considered as part of more general instruction approach, collaborative learning. Dillenbourg (1999) defines collaborative learning as a situation in which two or more people learn or attempt to learn something together. "Two or more" may be interpreted as a pair, a small group (3-5 subjects) or a class (20-30 subjects). "Learn something" may be interpreted as "follow a course", perform learning activities such as problem solving". "Together" may be interpreted as different forms of interaction which may be face-to-face or computer-mediated. Olsen and Kagan (1992) defined cooperative learning as a "group learning activity

organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (p.8).

The term, structure is defined as a content-free way to organize student interaction and the step-by-step procedure of how students interact with each other (Kagan et al, 2012)

By implementing cooperative learning structures which are fitting into my lesson objectives, I wanted my students to have more chances of meaningful target language use based on the specific and content-rich peer interaction situations. Also I wanted them to get the benefit of cooperation which can lead to the attainment of bridged knowledge and perspectives in the light of the ‘zone of proximal development’ (Vygotsky, 1978). The students’ preference toward group-based learning was confirmed through the needs analysis and I have been feeling strongly the needs of teaching social skills for less competitive and more cooperative learning environment not only for language learning but also for my students’ sound psychological growth.

Research question

This action research is to promote students’ interaction in English in elementary school 6th graders’ regular class setting through cooperative learning. To achieve this, I looked for the answer to the following question:

How can I effectively implement cooperative learning structures to promote students’ interaction?

Here, what I mean by “interaction” is any exchange of ideas especially focusing on the negotiation of meaning which can be described as confirmation checks, clarification requests, and comprehension check according to Pica (1987) and various types of peer assistance students can exchange during the class time.

Intervention plan

I adapted some cooperative learning structures to my fixed curriculum-based lesson. Some textbook activities were replaced and revised with more communicative tasks encouraging all students’ participation in the atmosphere of helping one another. Well-designed learning in a cooperative way tends to increase achievement for all students (Kagan, 1980) and it will generally need more interaction between students. I guided them to work on these kinds of tasks mainly in English by providing them with explicit language that they can use while they are doing the tasks and facilitating their learning English as a tool of communication.

Every lesson in this 6 weeks' research period was revised and combined with cooperative learning structures. This means every lesson included at least one activity which was supposed to increase their peer interaction. The main teaching points related to language functions and forms of the interventions are presented below:

Lesson 2 How Do You Spell It?

- Telephone conversation (May I speak to Yuri?)
- Asking spelling (How do you spell it?)

Lesson 3 I Have a Toothache

- Asking and answering about a reason (Why? Because I have a headache)
- Expressing obligation/ giving advice (You have to take some medicine)

Lesson 4 There Is a Chocolate House

- Describing facts (There is/ There are)
- Asking for agreement (You are a magic bus, right?)

Lesson 5 For Here or To Go

- Ordering food (May I take your order? I'd like French fries)

The following list shows the structures used in the interventions (Baloche, 1998):

- **Round Robin:** This structure is designed to give everyone in the group an equal chance at participation. Starting with one participant, each person gets 1- 3 minutes going clockwise or counterclockwise, to present their point of view.
- **Round Table:** Teacher asks a question or poses a problem. Students think and write by themselves. In groups of four, students, "go around the table" and in turn, share their responses. It is a good tool for sharing ideas. Sometimes written responses can make students more engaged in the activity and help them elaborate their ideas.
- **Talking Chip:** This strategy is designed to encourage student involvement. Everybody should participate in a productive activity to turn in their allotted numbers of Talking Chips.
- **Think-pair-share:** This strategy is designed to encourage student involvement. First, participants listen to the teacher's question. Then they think of a response. They pair up with someone and discuss their responses. Finally, they are asked to share their responses with the whole group. Usually a time limit is set for each step.
- **Jigsaw:** The simplest form, within Team Jigsaw, has three basic steps.
 - a. Each participant from a team works alone, mastering a bit of information.
 - b. Participants do a round robin within teams to share their knowledge with teammates.

c. There is an assessment of all students on all material.

- Jigsaw II: Jigsaw II is an appropriate method when students are learning concepts rather than skills. All students are assigned the reading and are given an “Expert Sheet” that contains different topics. Each team member is assigned a specific topic to focus on when reading. The basic activities are: 1) Reading with team members, 2) Expert group discussion, 3) Team members report, 4) Test (or share what they learned with the whole class) and Team recognition.
- Q-dice: Dice with questioning expressions: what, who, why, how, which, when.
- Student Team Achievement Division (STDA): In Student Teams Achievement Divisions (STAD), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

The main rationale for selecting specific cooperative structures was that those techniques have many possible ways to be applied to usual classroom activities in an integrated way using four language skills according to each lesson’s teaching focus and have relatively simple structures which can make possible for teacher and students understand and follow easily. To elicit more interaction between students, I used the structures which pushed students to have equal participation of all group members such as Round Robin and Round Table. Also, I assigned students’ role in their group with the names such as a coach, keeper (time, noise, and materials), checker, and commander to boost their participation and responsibility for learning.

Data collection plan

Three main ways to collect data during action research are presented below:

- Student questionnaire: self-evaluation for the effort, quantity and quality of their interaction with peers (Once a week)/ their preferred activities and perceptions about cooperative activities (post survey)
- Video analysis: analysis of three times of full recording of lessons and occasional recordings of students’ interaction
- Teacher’s observation: checklist and field notes for 15 interventions

Interventions and results

Here are 15 interventions for six weeks from April 8 to May 17 that I implemented. Actual intervention had changed slightly from my initial plan because the students' working took generally more time than I expected and unexpected school events. Total 8 well-known cooperative learning structures were implemented. To make this section a more focused write-up in terms of the outcomes, I included only main features of each intervention which were closely related to group and pair work using cooperative learning structures. The results and short discussion of each intervention were based on aforementioned three sources of data: students' questionnaire, video recordings and analyses and my observation using checklist and notes.

[1st intervention: April 9]

Role-play and sharing positive comments as a whole class (**Think-Pair-Share**):

Students were engaged actively in the role-play and even very low-proficient students were participated with the characters which have relatively fewer lines. Using prop and encouragement for improvisation of the given script were helpful to boost their motivation. Two groups performed and we shared 5-6 positive comments from volunteers. Since I allowed them to give only positive comments to other teams' performance, students didn't hesitate to perform and also students wanted to give comments eagerly. There was no time for Think-Pair-Share due to the lack of time, but pre-announced "comment sharing" time made my students good audience. For giving performing chances to all groups, I need to try simultaneous performance between groups next time.

[2nd intervention: April 10]

Main dialogue listening with whole class Q&A (class mission using **Talking Chip**):

In checking students' comprehension of main dialogue, I used apple-shaped talking chip. By getting talking chip which is a concrete representation of obligatory participation, students were pushed to show their understanding in the target language to the whole class at least one time. All of students completed this mission with the experience of giving and taking helps and encouragements. After the class mission, I praised them a lot to celebrate their class mission completed. Every student seemed to be pleased by contributing small portion of this success. Also, from students' questionnaire, I found that this activity got favored by low-level students even though talking chip itself was meant for an obligatory participation. The possible reason is that teacher's provision of various questions with different levels of difficulty. I thought that the cooperative structure itself is really neutral and the important point is combining it with manageable level of difficulty for all students.

[3rd intervention: April 12]

Main dialogue listening / symptom wheel games in group (group game):

The paper clip flicking group game using a wheel picture which was divided with different pictures or words for describing illness symptoms was used for practicing target sentences. Group members needed to take turns to flick the clip and had to express the symptoms on the spot that the clip landed on, for example, "I have a fever." It was tightly guided activity to learn key expressions. There was not much meaningful interaction through this game, but the low-proficient students seemed to get benefit with this activity.

[4th intervention: April 16]

Survey: Did you go to the hospital? (**Think-Pair-Share**):

Students moved around the classroom, met two or three friends and did survey about their friends' experience related to the hospital due to physical symptoms. They had to ask the reason why they went to the hospital and the reason why they had that symptom. I could observe there were some good negotiations of meaning between the students from the video analysis after the class. A few students retold their friends' stories to the whole class and we had a chance to learn new word, "pollen" which was expressed, "flower powder" by three boys. Real speaking time was not enough due to poor management of time. I originally wanted my students to have in-group reporting time to share what they had learned about their friends after the paired interview, but not enough time for that, either. I need to reduce teacher talk and give students enough time for preparing and doing the task.

[5th intervention: April 17]

Solving questions in group and peer check (**Jigsaw II**):

I implemented a simplified jigsaw activity considering my students' unfamiliarity with the original jigsaw format and my decision to cover the whole textbook writing exercise questions. Later I found that what I had done at that time was Jigsaw II (Slavin, 1986). However, from my observation, that simplified form did not much encourage students' positive interdependence for negotiation of meaning because everybody had the same materials.

[6th intervention: April 19]

Listening to “Story time” and solving comprehension questions/ Change the story
(Round Robin):

The story had a fixed form, “Sorry, I can’t. I have a ____”. For speaking activity, I let students to change the story a little bit with the different symptoms and some students used new words from their knowledge. I encouraged them to ask the meaning of the unfamiliar words to group members and after that, to me. I wrote the some expressions on the board that they can use at that moment such as “what is it (the unknown words)?” and taught them to ask the speaker to repeat what he or she had uttered. But most of students tended to use Korean in those cases. I thought occasionally “only English policy” is needed in the class because that can be helpful to generate negotiation of meaning in case the task is not much burdensome to students.

[7th intervention: April 23]

Review for mid-term (lesson 1-3) / Quiz **(Student Team Achievement Division):**

According to students’ survey, students liked this activity and they thought they used English a lot than other times. Before team study began, I announced there followed short word quiz from the material that I gave them and let them write individual target score on the team score checklist. Then I told them their team score would be the sum of their individual improvement points. Through this activity I emphasized on setting the attainable goals and helping peers to reach their goals for the group’s sake. They worked hard in a cooperative way. This intensive peer teaching session seemed beneficial and motivational to all students.

[8th intervention: April 24]

Listening and giving directions to put stickers on the right spot with “decorating a room” activity **(Round Robin):**

This activity was about decorating an empty room which is equipped only with a bed, a desk, an empty box and a bag on the floor with 16 small item stickers of two cats, two dogs, two computers and books and so on. First, I modeled how to do the activity by saying, “there are two cats on my bed” and students had to put the stickers on the right place. Then, in their group, one group member said his or her own sentence as a direction for other group members and when their group member finished putting the stickers, then the student who said the sentence gave feedbacks by saying “you’re right” or “try again”. This process went until each person used up all 16 stickers respectively. It was hand-on type activity and most of students knew prepositions along with the target form, “there is/ are”. But students didn’t see this activity beneficial in increasing their interaction according to the questionnaire. The possible reason is that the activity was provided with just textbook materials and it needed too

fixed language forms in a poor context. I should have given them more attractive context to motivate them.

[9th intervention: April 30]

Completing jigsaw puzzle and writing in group **(Round Table)**/ Picture information gap in pairs:

Jigsaw puzzle activity could make students to get interested in the task even though it was writing activity which students usually don't like. They talked about the picture and willingly took turns to do their own share of the responsibility to write factual information using "there is/ are". I think it is because the material was closely related to their recent experience (recent field trip to Everland) and the visual effects of the jigsaw puzzle. Also, I think I gave them more clear directions for the procedures, especially for individual contributions for the task. Overall atmosphere of the first group activity was more cooperative than before, possibly due to assigning students' roles and its positive effects. Students wrote this activity was motivating them to speak in English a lot in their questionnaire. I found collaborative writing activity is a good way to get students accustomed to write in English.

The second two-way information gap activity was difficult for students because more responsibility fall on the individual in pair work situation. There were some weaker- weaker students' pairs. They had misunderstandings even with the teacher's direction with this activity. In the pair work situation, I need to pay more attention to pair up students considering their proficiency in a more balanced way and provide more scaffolding for low-proficient students.

[10th intervention: May 1]

Words brainstorm using cartoon **(Round Robin)** /making questions **(Q-dice)**:

In two minutes, students had to say a word, a phrase, or a sentence related to the picture which was presented in the form of a cartoon (no written words in the picture) in a group. They took turns for saying a word and every four utterances from 4 members of a group counted as one "round". They could say anything from the picture whether it was directly seen in the picture or some expressions which could be predicted in the upcoming listening about the picture. I set the timer on the board and encouraged them to reach expected number of rounds. Round Robin was very suitable for this kind of brainstorming activity. In the warm-up activity, student could think of a wide range of words from the picture and a few high-proficient students could make complete sentences using some learned expressions.

Using Q-dice (a dice which has six interrogative pronouns such as who, what, when, where, how, and why on each side), students in their group asked and answered

comprehension questions for 5 minutes. A student threw a dice and made a question using the interrogative pronoun on the dice. For example, if a student has a “why” on the dice, he or she asks, “why does Hodong have a cold?” The other group members should answer the questions. Unlike my concerns, students were active in making questions, although students’ questions were not grammatically correct, for example “Doctor said what? (What did the doctor say?)” They tried hard to express what they want to ask and were engaged in the activity a lot. On purpose, I didn’t give them corrections this time because I didn’t want to make them too aware of their errors and mistakes in this first try. From the second try, I will give some corrective feedback to students.

[11th intervention: May 7]

Goodbye rituals and regrouping / listening to “Story Box” and comprehension check
(Talking Chip):

I let my students have eye contact with all group members and pile up their one hand together. Complimenting and thanking one another for last two months’ cooperative group work was followed while their hands piled up in one. I let them repeat what I said, such as “Thank you for helping me and giving me a good laugh” in unison two times: first in Korean and second in English. Then, students split into and joined new group. At first, they giggled but they seemed to understand my intentions and exchanged genuine encouragements among them. Some groups did their own farewell gestures like high five or patting the back of friends.

My students got familiar with talking chip structure than others. Thus this time, I gave a teacher’s role to volunteered students or someone whose role is a coach for their own group Q&A session. The student who is a checker had to discern whether the answer was right or wrong. When the answer was wrong, the other students repeated the questions posed by their student teacher again and gave some clues for the answerer to reach the right answer. They took turns to ask and answer voluntarily to hand in 5 talking chips for each all in the middle of their group desk. I asked students a few comprehension questions as modeling and wrote them on the board with yes/no questions and interrogative pronoun questions forms before the group activity started. As a wrap-up activity, I wrote three erroneous phrases that I overheard while they were working in their group and gave the right forms of them. Students copied them in their notebooks. I didn’t give them enough feedback since I had started action research because I thought giving corrections could decrease their utterance itself. However, now I think I need to give more feedback on students’ errors since students got familiar with the different types of activities.

[12th intervention: May 8]

Listening to Lesson 5 main dialogue with gestures in group:

Making gesture as a team is a good way to understand the main dialogue. Students seemed to enjoy making their group's own gesture while they were listening to the dialogue repeatedly and also they could refer to the already distributed script. I let them shadow the main dialogue while doing the gestures for practice.

[13th intervention: May 10]

Learning a tooth tradition of four countries (**Jigsaw**):

My students were split into four different expert groups and participated actively in the expert group session with four different countries' tooth traditions related to the children's baby tooth. I could observe that some students immersed themselves in the discussion cooperatively for building meaning from the text together. In this group's text was about English tooth tradition. A girl started with "In England... I sleep...", then another girl added "put tooth under the pillow..." with gestures, after that there was a time for seeking next words, at this hesitation the third girl intervened and added, "and... and I wait for... come Tooth Fairy" They seemed to appreciate and enjoy this new cultural concept while they were talking with one another. In other groups, some students helped others with finding key words and spelling. I guess the possible reasons for this good interaction were due to a good introductory discussion which was directly related to the text and rich visual supports from the given text. Unlike the former expert group session, the home group sharing didn't work well. I made them to refer to what they wrote as key words for explaining their own part and encouraged them to use a lot of gestures, but still it was hard. I gathered the text from them not to make this reading activity right before the home group sharing time. I assumed that was one main reason for lowering students' confidence. I should have distributed supportive materials for finding key words and difficult words in a handout form so that they could refer to in home group session. Even though, the helpful word list was being presented on the screen for whole working time, I thought my scaffolding was not enough for most of students. To my surprise, however, many students reported this activity was fun and helpful for having more interaction with peers through the questionnaire after the activity. Those responses made me less frustrated. Next time I will implement jigsaw with more detailed and careful scaffoldings.

[14th intervention: May 14] – My native co-teacher's open class

Playing board game in pairs / short key expression role-play with props in group

Students engaged in the pair board game activity actively because some sentences that student can use for the game were provided in the handout and this made

students practice the target language in a controlled way and this seemed good scaffolding considering the fact that it's beginning period of a new lesson.

[15th intervention: May 15]

Pass-the-bag game in group/ Put sentences in right order after listening in pairs / Retell the story in pairs (**Think-Pair-Share**):

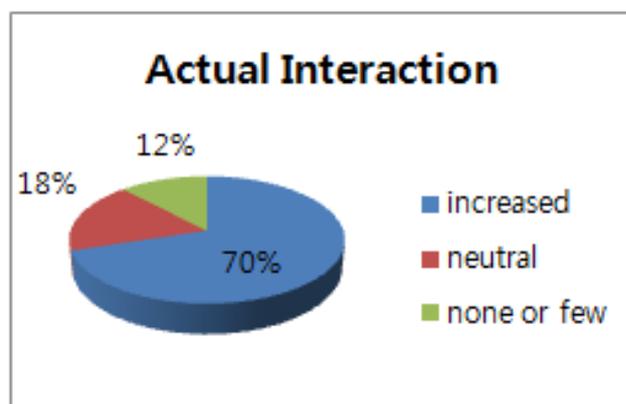
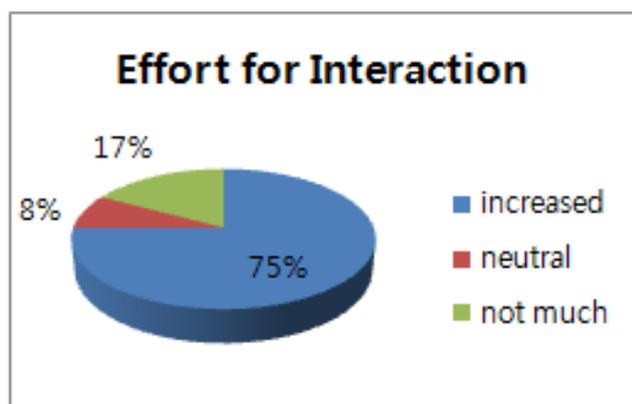
The pass-the-bag game and putting sentences in correct order activity were good practice for speaking and reading. It was fitting to most of my students' level. However, retelling activity was challenging. Even though I gave them a modeling with the beginning part of story, most of students repeated what the characters' dialogue directly. This was still good practice but changing dialogue into narration needed more teacher's scaffolding than I thought. One thing I needed to consider is about a pair work, again. Effective pair work seemed to be much harder than any other group work form. Basically, the cooperative learning atmosphere has been forming in my focus class, but I need to pay more attention on the low-proficient students and teach my students to give more thinking time especially for the weak and slower peers when it's a pair work situation.

Findings and discussion

I administered students' questionnaire once a week for six weeks. This means students' questionnaires done only about 6 structures which are Talking Chip, Think-Pair-Share, Round Robin, Round Table, Jigsaw and STAD (Student Team Achievement Division). The questionnaire consisted of three questions with a five-level Likert scale asking about the efforts students put into interaction with peers in English, actual amount of their interaction with their peers and the main content of their interaction. The first question was to see how successful was the activities for eliciting students' motivation for interaction. The second question was to see their self-evaluation of their interaction frequency. The third question was to see when they usually needed to interact with one another during the given activity. These 6 times of students' questionnaire which was done right after each intervention gave me a lot of things to think about even though they were very subjective students' self-evaluation.

Generally students thought that they put more effort for interaction and had more interaction with their peers in a productive way. Students' evaluation on their effort was a slightly more positive than the actual amount of production. To find out possible reason for this result, I checked students' name on questionnaire sheets and figured out that it is because lower level students tended to give a little higher score for their effort than the actual amount of interaction. With this result of

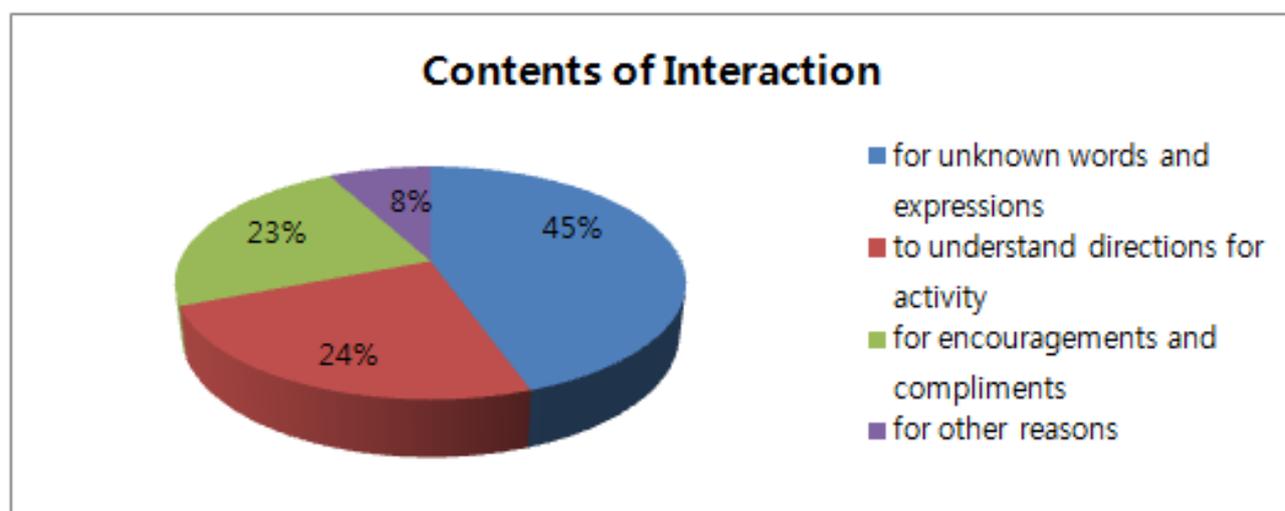
questionnaire, I can say they are positive toward cooperative group work and pair work. This perception was in accordance with my observation, too.



About 70 percents of students thought that their interaction noticeably or strongly increased and 18 percents of students remained neutral, which meant that the cooperative learning structure didn't influence their interaction in English. 12% students reported that they participated few times which meant one or two. This could be interpreted that they barely engaged in the interaction forced by the obligatory participation.

Usually low-proficient students were negative in evaluating their interaction efforts and amount of it. The possible reason for this might be some forced interaction they faced in the activities was too challenging and burdensome for them. This also meant the lack of appropriate scaffolding from me and their peers. High-proficient students had a tendency to think that they interacted with peers more in the challenging activity such as jigsaw than the less challenging activities.

To the third question designed to see when students usually needed to interact with one another during the given activity, students responded they interacted with peers most when they asked for and gave helps with the new or unknown words and expressions.



Also, the simple post-survey was implemented after all the interventions to figure out students' preferences toward structures in comparison and the perceived advantage and shortcomings/ difficulties for cooperative learning. Unlike my expectation, my students didn't choose easy structures as interesting tasks. They liked Jigsaw, Round Table using picture puzzle and Talking Chip activity as the most interesting activities and they thought they had more interaction in English with these activities. I assume students used all visual materials and got clear directions with those activities than others. Also, they felt cooperative learning structures are "fun" and "their group members' help was helpful". But some of them wrote, "In some cases, there were conflicts among group members", "unmotivated group members made me discouraged", "sometimes teacher's directions in English was hard for me to understand."

Video recording was helpful in terms of observing students' interaction and deciding its features after the interventions. Though some low-proficient students and easily distracted students were quite sensitive to being recorded, it showed lots of students' meaningful interaction that I couldn't catch during the lesson. They asked spellings and pronunciation of unfamiliar words to more able peers and exchanged encouragements. There was not much confirmation, clarification, comprehension check type interaction in English, but I could observe their requests for repeating and giving clues in L1. Especially, I could observe that they worked cooperatively when they had a chance to explain something as a team. Also, when they did interview, more students discussed possible words together to complete one speaker's slot in his or her utterance in English.

My own observation checklist told that generally every lesson seemed to meet lesson objectives, though some very low-proficient students' performance caught my attention. Their group members tried to help them a lot but just for completing the group work with they need deal with right at the moment. Thus I think the base-group concept is needed for long-term peer support for them. Also, generally interaction including L1 use was active, but interaction which was occurred only English had a little less frequency than the former. I tried to facilitate my students to interact in English by providing them with explicit language that they could use while they were doing the activities. Also, I tried to give encouraging comments on students' collaborative efforts to complete their activities.

Conclusion

I can conclude that using cooperative learning structures to promote students' interaction was surely effective and beneficial. The neutral structures which are combined with appropriate language focus can push students to product language with relatively simple procedures. Most students seemed to understand this and evaluated that their efforts and their amount of interaction were increased. However,

to answer my research question, “how can I effectively implement cooperative learning structures to promote students’ interaction?” is not easy because I realized there are many factors to consider for better implementation of the structures.

I found a few important factors led to successful intervention through the reflections and students’ responses upon each intervention’s successes and failures. When I gave my students more clear directions for task, enough working time for task, and visually appealing materials using their experiences, the cooperative learning activities seemed more successful.

However, there were some points which seemed very crucial for the effective cooperative learning, but I failed to incorporate into my lesson. Those factors were providing students with more scaffolding in a time-efficient way, explicit training of giving and getting peer assistance, setting up long-term students’ support group, group-bonding activity from the beginning, more structured activity sequences toward end goals of the lesson and careful use of reward for stimulating cooperation.

In fact, I learned a lot from this action research project besides implementing cooperative learning strategies effectively. My precious gains are how to observe students’ interaction with a perspective and intensive practice of combining cooperative learning structures with teaching focus. Though this action research I learned the basic concept to increase more interaction is not just matter of language teaching techniques. Ellis (1995) explains interaction take places when the participants of equal status that share similar need to make an effort to understand each other and contends if role relationship is asymmetrical, meaning negotiation is inhibited. I experienced and reflected a lot about what this means in relation to students’ language ability, general confidence and motivation. In the beginning of this research, I tried to find out some simple and handy solutions for good student-centered group and pair work. In the course of action research, however, I realized my classroom management conventions which could lead to negative effects in building cooperative language classroom such as forming students’ group, reward, general teacher talk, and time management. To sum up, I learned more considerate teacher’s scaffolding is the most crucial key for successful cooperative language activities and it is very demanding and sensitive task for a teacher because running group and pair work for better interaction both for quantity and quality needs to deal with complex group dynamics.

Future action research

I believe this action research was the first step for making my classroom more interactive and cooperative. To make my cooperative language teaching more beneficial to my students, my next action research will go deeper in the process of giving effective scaffoldings to low-proficient students in my classroom settings.

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영어 협동 학습에 관한 설문지

6학년 반 번 이름 ()

1. 다음의 6개의 활동 중에서 **가장 재미있었던 활동에 두 가지에 O표** 합니다.

- Class mission 할 때 사과모양 말하기 칩 사용하여 말하기 ()
- 병원에 왜 갔는지 돌아다니며 짝 만나 인터뷰하기 ()
- 팀원들과 돌아가며 방에 물건 스티커 위치 말하고 붙이기 ()
- 에버랜드 퍼즐 맞추고 팀원들과 돌아가며 문장 쓰기 ()
- 수시평가 직전에 팀원들과 서로 도우며 복습하고 단어시험보기 ()
- 다른 나라 어린이들이 빠진 이를 어떻게 하는지 직소로 공부하기 ()

2. 다음의 6개의 활동 중에서 내가 친구들과 **영어를 가장 많이 사용했다고 생각되는 활동 두 가지에 O표** 합니다.

- 남사기숙사/class mission 할 때 사과모양 말하기 칩 사용하여 말하기 ()
- 병원에 왜 갔는지 돌아다니며 짝 만나 인터뷰하기 ()
- 팀원들과 돌아가며 방에 물건 스티커 위치 말하고 붙이기 ()
- 에버랜드 퍼즐 맞추고 팀원들과 돌아가며 문장 쓰기 ()
- 수시평가 직전에 팀원들과 서로 도우며 복습하고 단어시험보기 ()
- 다른 나라 어린이들이 빠진 이를 어떻게 하는지 직소로 공부하기 ()

3. 팀 활동이나 짝 활동의 장점은?

()

4. 팀 활동이나 짝 활동을 할 때 어려운 점은?

()

Appendix C (teacher's observation checklist)

Date: / / 2013

Focus activity (cooperative structure):

5: strongly agree, 4: agree, 3: neither agree nor disagree, 2: disagree, 1: strongly disagree

- | | |
|--|-----------------------|
| 1. Did my lesson reach the objectives of the activity? | 5----4----3----2----1 |
| 2. Was students' peer interaction active in general good? | 5----4----3----2----1 |
| 3. Was students' peer interaction active in the target language good? | 5----4----3----2----1 |
| 4. Was students' cooperative learning atmosphere good? | 5----4----3----2----1 |
| 5. Did the low-proficient students get involved in the activity? | 5----4----3----2----1 |

* Note:

IV- 2 Mini Research

MINI RESEARCH (2012)

Internet-Based Language Learning

For English Writing & Interaction outside the classroom

"Namsa Twitter Club"



1. Introduction

As one of major Social Network Services (SNSs), Twitter allows users to write short text messages within 140 characters. Compared to other SNSs, this micro-blogging service has simpler user interface and needs less managing skills. Only writing text in short length and a few optional functions such as attaching pictures and video or direct web page links to the short text make it possible to share information, opinions, and ideas instantly with a lot of people in an attractive way. This much simpler and speedy communication tool has been spreading rapidly with the use of smart phone and wireless internet service at a marvelous rate. Thus, many attempts to apply Twitter to pedagogical contexts are emerging recently and some researches for using Twitter in ESL/ EFL contexts are also gaining momentum.

Especially, it has been reported that Twitter's main features in terms of real time communication than blogs and wikis and its high interactivity expand ESL/ EFL students' writing experiences outside the classroom with positive results either in language itself or students' writing motivation in the target language (Park & Kim, 2011; Antenos-Conforti, 2009). This intrigues me to go a little bit further into researches related to Twitter and actual implement of it in my own classroom through this course's personal project. I would like to focus on students' motivation toward English writing using Twitter. In fact, lack of motivation is the main obstacle in the EFL settings especially in compulsory education courses. Especially teaching writing in a school system has its main focus on accuracy which is bound to the fixed formal curriculum-based topics rather than voluntary and student-generated topics. This makes students to perceive English writing difficult, boring, and uncomfortable. I have been keep trying to incorporate some activities focusing more fluency and provoking students' engagement through in-class activities, but not enough time for this as I cover the mandatory curriculum activities is always a big problem. Also, finding good writing materials which can draw students' interests and giving feedbacks appropriately to each student are not easy. However, helping them out to write understandably in the target language and their language development and maintenance to go beyond the classroom setting should be a language teachers provide (Godwin-Jones, 2010).

Through this mini research, I hope to find new outlook for teaching English writing to elementary 6 graders by increasing their motivation for using English on Twitter. To be more specific, the purpose of this research is to address two related research questions:

- (1) Can English Twitter Activities help students to get motivated for English writing?

(2) What types of teacher's scaffolding are effective for increasing students' motivation for English writing on Twitter?

2. Intervention

In this section, I will introduce two studies which were conducted in Korean EFL contexts and a simple Twitter activity for my classroom which is designed through the reflections based on the analysis of the two studies' settings, methods, and their effectiveness in their own instructional settings.

2.1 Kim, H (2010) Three Teachers' Initial Efforts to Use Twitter for Teaching English in Public Schools

The purpose of this study is to investigate how Twitter can be utilized in the classroom for instructional purposes. Its focus, however, is not on the students or tasks using Twitter, but mainly on the teachers who were participated in this research with varied tweeting behaviors and different attitude toward using Twitter as a pedagogical tool. Those three female Korean English teachers who teach respectively at an elementary, middle, and high school use Twitter for three weeks. They perform their Twitter activities with 15 voluntary students respectively. All of them did not communicate with their students with tightly controlled content-based Twitter writing activities. Their tasks for students are about getting used to Twitter technology itself as a communication tool and the content of students' tweets is almost up to students. Thus, the teachers taught their students in this order: "creating twitter account, writing profile information, following friends and famous people such as English-speaking celebrities, posting public mentions and replies, learning Retweet, Favorites, and Direct messages, uploading and describing photos (pp.137-138)". The teachers shared their daily life's events and interests through Twitter. However, their styles of writing tweets and giving feedback to students' writing were not the same. The high school teacher was a topic-initiator and open sharer as a students' Twitter buddy. The middle school teacher played a role as learning advisor using Twitter as a tool of lesson. This attitude naturally led to some form-focused feedbacks for students' writing. The elementary teacher used Twitter with more informal way with her students. By modeling in following some English-speaking celebrities and actively involving her family and friends in Twitter, she showed a social aspect of Twitter well. However, the author concludes that the three teachers' interaction type "does

not seem to critically influence the students' motivation at least during the first three weeks because no noticeable difference was found in students' participation pattern." (p.150)

Even though the three teachers have different Twitter using style, they see Twitter as a potentially effective tool for writing and providing an opportunity to use English spontaneously for an authentic purpose. Also, they think Twitter activity is not easy to be included in the regular school curriculum.

While I am reviewing this study, I rethink about my perception of using Twitter as an instructional tool. I need to decide my tweeting style for my teaching context. Like the three teachers' agreement of pessimism on Twitter use in the regular curriculum, I assume that Twitter is not fitting for in-curricular activity. If students perceive Twitter activity as just one of extended school assignments for them to follow teacher-controlled guide and it will be hard to provoke various topics and the room for meaningful interactions from the students' parts who have concerns about making mistakes. According to Gass & Mackey (2007), students' learning can take place through negotiation of meaning which means modifications that interlocutors make to communicate successfully using some skills as comprehension check, recasts, paraphrasing, and other adjustments provide modified input and can focus the learners' attention on the form as well as provide negative evidence, or feedback, about incorrectness of their utterances. To enhance this meaningful interaction, I decide to set up my own Twitter project in a more relaxed way enough for boosting students' voluntary and natural interaction between themselves or toward the teacher. In short, my focus is fluency over accuracy and enhancing students' intrinsic motivation of expressing themselves through Twitter English writing. Still, I think there are some needs to initiate interesting topics for students, give feedback not mainly on their error but as responses what they wrote about, and asking questions for students' more writing from teacher's part strategically.

2.2 Park, H. & Kim, J. (2011) The Effects of the English Writing Activities using Twitter on Learners' Writing Abilities at University Level.

This study is mainly to see how Twitter activities affect on students' actual English writing abilities and their affective domains at university level. 72 Korean university students who are divided into two groups, respectively 34 students for an experiment group with Twitter writing and a control group with traditional paper writing participated and they work on nine different writing tasks for nine weeks. The two authors use pre-test and post-test to assess

students' writing ability and survey for investigating their affective domain for using Twitter. They implement these writing activities for the course named "understanding of American culture", so their writing topics are related to the cultural aspect of America and Korea. For example, one of the nine topics is "Describe the equality of opportunity and competition among traditional American values in the textbook." After nine weeks, this study shows two contradictory results: In English writing, both experiment group and control group have improved, but experiment group which uses Twitter shows better improvement. In terms of attitude, many students think Twitter activity is not helpful and they are not going to use Twitter for English writing in the future.

I especially attended to the two authors' interpretation for these two contradictory results. First, for better writing scores of experiment group, they attributed it to the real time feedbacks on students' writing compared to one week delayed feedbacks for control group. Also, Twitter group got feedbacks from their peers besides the instructor' feedbacks and the authors think this helps students' writing even though they did not present the actual excerpt of peer feedback on their students' Twitter in their paper for readers like me to know that types of peer feedbacks were exchanged between the students. Second, toward students' attitude toward Twitter writing activities is not favorable. 55.8% of students gave negative answers to the survey questions, "Are you going to use Twitter for English writing?" Researchers analyzed this negative responses due to the tasks they assigned to the students were not appropriate for Twitter writing and lack of time for letting students to be familiarized with Twitter before the nine week writing course started.

This study gave me some advices about designing Twitter tasks, too. I generally agree with the researchers' interpretations about their research results. Their writing curriculum seemed to very organized, but the writing themes did not fit for Twitter activity. According to Good & Brophy (1987 as cited in Youngs, Ducate, & Arnold, 2011) motivating task must be appropriately difficult, however, in my opinion, comparisons between two cultures are too heavy for Twitter activity even though the participants are at university level and their outputs have audiences (readers) who are interested in the same topics. I think the topics that the authors dealt with are more appropriate for blog or wiki activity which can support more lengthy and stable writing interface. Thus, I assume create simple and attractive tasks for Twitter is essential for encouraging English writing and enough orientation and warm-up session are needed for students to have positive Twitter English writing experiences.

2.3 Namsa Twitter Club

Inspired by above two researches, I created my own Twitter writing project for my students. The title is “Namsa Twitter Club” (“Namsa” is the name of my school).

- Participants: 10 voluntary 6 graders attending at public elementary school in Seoul. Among them, 7 students come from Class 4 and 1 boy and 1 girl come from Class 5.
- Duration of project: 1 week for technical orientation and warm-up (November 4th to 10th) and 4 weeks (November 11th to December 7th) for Twitter writing
- Students’ requirement: They need to post at least 2 English tweets a week. Public mention, Reply, Retweet are counted. Also, they can enjoy Twitter in Korean, but Korean tweet will not be counted in data collection.
- Contents of tweets (only recommendation, not obligatory): small things that happened in students’ daily lives/ sharing their pictures or favorite celebrities’ pictures with short English explanation/ sharing feelings and ideas using teachers’ input with pictures and YouTube video clips.
- Process of technology intervention (in orientation session): creating Twitter account, writing profile information, following friends, posting Public mentions and Replies, learning how to use Twitter function such as Retweet, Favorites, and Direct messages for privacy, uploading and describing photos.
- Examples and conditions of task: Students can tweet anything they want more than two times a week. Writing Public mention or Reply can be counted. Also, students can respond teacher’s tweets. In Namsa Twitter Club, the teacher can also tweet anything she want including occasional inputs called “mission” for encouraging students’ participation only for the case students showed no initiation. Responding to teacher’s mission is just up to them, in short, it is no obligation at all. Also, there is no extra score or explicit rewards for posting tweets.
- Example of teacher input: Teacher’s input are mostly Replies to students’ tweets and 6 missions: (1) What is your weekend plan? Me? I’ll go to my friend’s wedding. How about you? (2) This is the original music video. Very old style (linking YouTube “Wham-Last Christmas”) Quiz: In the music video, where did the man go with his friends at Christmas time? (3) Reply 2 friends’ tweets in this weekend (4) Do you know how people call someone who gets up early in the morning like Chang-ho in English (hint, I am a “night owl”)? (5)

Today, Class 4's role-play was fantastic! Who do you think the best actor? Write one best actor's name. (6) Quiz: Why does this monkey feed the cow bananas? (uploading below picture)



3. Measuring progress

In this session, I will review how learning was defined in the two studies aforementioned and how the researchers measured it. Also, I think about those concepts for my research.

3.1 Kim, H (2010) Three Teachers' Initial Efforts to Use Twitter for Teaching English in Public Schools

The author approached this study as a qualitative case study and analyzed the teachers' use patterns, interaction with students, and perceptions of using Twitter. Thus, the author data collection was through counting the teachers' and students' tweets and their followers and the number of the people they follow and analyzing contents of some tweets written by students and the teachers. Also, to find out teachers' perception of Twitter, the author interviewed the teachers with open-ended questions. Interviews were recorded and transcribed in Korean and later it was translated in English. In addition to this, some analysis on teachers' tweets itself in terms of its characteristics was done and cited in the paper.

This study is to see teachers' perception and their Twitter style, therefore it is hard to know how learning is defined in relation to the students. But, with the case of the high school teacher who drew the most active students' participation (number of students' tweets per a teacher's tweets) among the three teachers without having a dominating student, I advocate this teacher's style for making learners to be more engaged in writing English tweets. Her attitude for using Twitter as a personal communication tool without giving direct form-focused feedbacks seems to work well with her students and it also plays a model for my Twitter project.

3.2 Park, H. & Kim, J. (2011) The Effects of the English Writing Activities using Twitter on Learners' Writing Abilities at University Level.

Two researchers had two clearly stated research questions: First, Can we say that Twitter writing activities make students' English writing abilities to improve? Second, how did Twitter writing activities affect in students' affective domains? To address the first research question, they used pre-test and post-test to measure students' English writing abilities. The authors reconstruct the evaluation rubric based on the other evaluation experts' researches. The rubric has four criteria of content, organization, vocabulary, and mechanics (grammatical errors). Also, the grading was performed by two trained evaluation experts and they Cronbach's Alpha coefficient to see the reliability of their grading. They used one more statistics tool, T-test to see the significance levels of the experimental group and control group test results. To measure the affective domains, they used surveys. This survey consisted of 11 questions and 4 questions among them were to see the consistency of the participants' responses toward Twitter writing. The researchers tried to get statically reliable interpretation for their researches and they drew the conclusion that experiment group which uses Twitter shows better improvement but, many students were negative toward using Twitter for English writing.

From their research questions and the data-collection and interpretation process, two authors seem to seek the evidence of learning in a numerical ways showing students linguistic accuracy and real competence of producing output which is a valid approach for assessing writing and also, they did not neglect in affective factors in relation to learning.

3.3 Namsa Twitter Club

In "Namsa Twitter Club", my focus is to increase students' motivation for English writing through simple and mildly guided Twitter writing activities. As I mentioned before, I consider motivation is very crucial for learning especially in writing in English in EFL situation. My purpose of using Twitter is to make students feel like to write something voluntarily in a expressive way without worries of being evaluated and limits of writing topics because I believe that's where the real learning to take place. First, descriptive analyses such as counting tweets and figuring out the characteristics of tweet contents are used. Then, an anonymous survey (questionnaire) is used to see the students' feelings and motivation for writing English using Twitter for all participants and interview is administered with some

voluntary students regarding their preferred types or conditions of Twitter activities for the future after four weeks of Twitter writing. Questionnaire and interview are implemented right after the project.

4. Results

4.1 Descriptive analysis:

Excluding the teacher's 38 tweets, total number of 10 participants' tweets is 74. But, Korean tweets should not be counted for analysis. Then, meaningful students' English tweets were 25. Also, there was few student-student's real negotiation of meaning using English exclusively. When there are communicating with themselves, they used Korean or a few English words with Korean. When the teacher-students communication, students tended to use English.

Table 1 Students' Twitter frequency

| Students' name | Number of tweets (total 25) |
|----------------|--|
| Song (Class 4) | 11 |
| Shin (Class 4) | 5 |
| Jang (Class 4) | 3 |
| Cha (Class 5) | 2 |
| Kim (Class 4) | 1 |
| Lee (Class 4) | 1 |
| Park (Class 4) | 1 |
| Hong (Class 4) | 0 |
| Yeo (Class 5) | 0 (8/8 but not in the data-collection period) |
| Ryu (Class 4) | 1 |

Figure 1 Tweets showing authentic communication between students





Figure 2 Tweets showing authentic communication between students and the teacher

- Example 1.



- Example 2



- Example 3 (with a student who has low English proficiency)

 이 [redacted] 12월 6일
@misoonssam 예스~
대화 보기

 misoon @misoonssam 12월 6일
@yuncom99 Fantastic! I just love this performance. Thanks.
대화 보기

 이 [redacted] 12월 6일
Rolling In The Deep - A Cappella Cover - Adele - Mike
Tompkins - Beatbox: youtu.be/78qEBIKXJqQ @youtube 에서
미디어 보기

- Example 4 (students' responses toward teacher's task)

 misoon @misoonssam 11월 17일
(2) Namsa Twitter club members! This is the original music
video. Very old style!: Wham! - Last Christmas:
youtu.be/E8gmARGvPII @youtube 에서
미디어 숨기기 답글 지우기 관심글 더 보기


Wham! - Last Christmas 공유 추가 정보

Wham! - Last Christmas
Music video by Wham! performing Last Christmas. (c) 1984 Sony BMG Music Entertainment (UK) Limited

 misoon @misoonssam 11월 17일
(2) Quiz! In the music video, where did the man go with his
friends at Christmas time? [redacted]
펼치기

 [redacted] 1 11월 28일
@misoonssam They are go skiing!!! I will go skicamp in
scout.
대화 보기

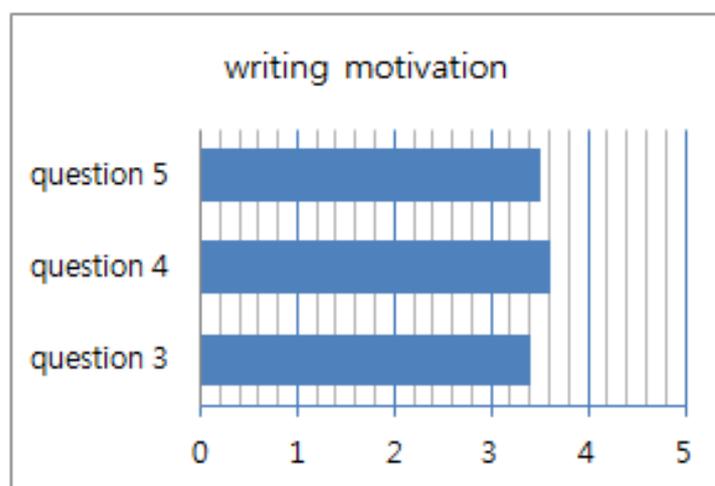
4.2 Student questionnaire

The survey consists of 7 questions. 3 questions are adapted from Park, H. & Kim, J. (2011)'s study. However, their study was to see students' English writing ability itself. Thus, I selected 3 questions which are related to writing motivation among their 11 questions. The main 3 questions are using Likert scale. The other 4 questions are about students' Twitter familiarity (2 questions) and their evaluative perception toward English writing using Twitter (2 questions). The main 3 questions were:

3. Do you think Twitter is helpful for learning?
4. Do you have fun with the Twitter activity?
5. Do you want to use Twitter for English writing for the future?

The mean value of each question is respectively 3.4 / 3.6 / 3.5 (5 is "Strongly agree" and 1 is "Strongly disagree")

Table 2 The mean value of all the participants' responses to each question



4.3 Interview

Interview questions were open-ended and semi-structured. Voluntary students were 5. Two of three were relatively high proficient students and the other two were not. The main questions and their responses were like below:

Q. What is good in Twitter writing?

There was no burden because it was not homework. It was fun and simple/Following some celebrities and companies was exciting/ Learning English writing, It can make me to learn English typing skill

Q. What is not good or difficult in Twitter writing?

Using English Interface (She didn't know how to change it into Korean) was difficult/

Writing English itself was not easy and I don't know the words that I can express myself/
English typing was difficult.

Q. Were there fun teacher's comments (mission) or any recommendation for future?

Picking the best actor from the class role-play was good/ I want some detective story type of
quiz

Q. Twitter English writing, like or so-so or not good?

3 (like, motivating for writing and English) vs. 2 (so-so)

5. Discussion

5.1 Descriptive analysis

The collected number of tweets was insufficient for their requirement. The total English tweets should have reached 80, however, it was only 25. This means that only about 31% of the required tweets were collected. Also, there was one dominant girl who really enjoyed Twitter and showed good English writing. Excluding this girl, I need to conclude this low participation as "stress but, no engagement". At least, two times a week obligation should have been more emphasized and Korean should not be allowed or limited for enough chance of interactive communication in English. Those two conditioned were introduced in the beginning, but I think this was not taken seriously from students because of my overall permissive atmosphere. This could be a teacher's lack of managing skill in this research. Also, this activity was only through online and I didn't give much directions and comments on off-line classroom except for the technical orientation and warm-up period. That is one of the reasons of low participation. Sometimes brief notice about the teacher's mission was given to students, generally I didn't give active outward incentive or praises. For doing that, there was a reason. Ryan and Deci (2000) presented the classic definition of intrinsic motivation as "the doing of an activity for its inherent satisfactions rather for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (p. 56). However, still there might be a room for boosting their participations without giving pressure on them or hooking them with rewards. I will discuss this in the latter part of this discussion section.

In relation to the characteristics of the tweets content, there were lots of teacher-students' communication through English writing. Even though students reacted toward teachers' English mention or reply in Korean, there were relatively positive evidences for meaningful English communication. Meaningful interaction between students took place almost in Korean. I interpreted this that they just enjoy the Twitter itself not as a writing tool. Thus, once again, not setting the limit of using Korean can be elicited as the factor of low meaningful interaction through English writing between students.

5.2 The student questionnaire

Even though the results turned out slightly positive, I cannot conclude this means really positive. I think that I need more elaborate tools for analyzing their motivation. Basically this was not to see their writing ability, but for their writing motivation. Given that there are 3 students who have low proficiency according to my textbook goal standard, there were not negative responses except for one disagree. As we see in the Figure2, example 3, the girl who is not very proficient in writing still can enjoy sharing her favorite YouTube clips and responded with Korean ("예스" means "yes") toward the teachers' English comment. At least she could read the personal comment toward her and understood that meaning in English. At this point I understood why my professor didn't agree with the idea, Twitter as a writing tool.

5.3 Interview

Interview was for figuring out their favorite writing tasks on Twitter and general perception toward Twitter English writing. One of their favorite teacher's missions was to vote for the best actor from the class role-play which was done in classroom. Also, the YouTube music video clip that we are learning in the classroom got two replies from students and led to self-expression comments. Thus, I found that students like Twitter task when it is closely related to the in-class activities. Even though, I posted funny picture to elicit their participation, that didn't work well. Some personal replies and the tasks which were related to direct classroom activities were welcomed by students.

They were quite positive toward Twitter in making friends exchanging ideas. Also, they perceived Twitter for a good writing tool because it needs short responses. But some students still feel unfamiliarity toward Twitter. More technical scaffolding was need. Also, there were

my mistakes, too. Majority of participants came from Class 4, thus my focus was on Class 4. However, there were 2 participants from Class 5. One of the students of Class 5, she said she felt Twitter's English interface was hard for her. She couldn't change her Twitter Language setting because I did not teach her how to do that. Thus, I could learn the importance of teachers' detailed technical guide and meticulous research management.

6. Conclusion

The results and discussion regarding two initial questions lead to these conclusions based on my analysis.

(1) Can English Twitter Activities help students to get motivated for English writing?

Twitter activities are positive for elementary students' English writing. Although, they cannot produce accurate sentence level writing but still they try to use some phrases or words they know. But to encourage more participation, there should be more specific structure for the project. "No pressure" policy was not bad but to see the more fruitful writing motivation increase, teacher need to set a few firm rules that need some students' responsibilities like, two times a week obligation should have been kept and Korean should not be allowed for interactive communication in English. If not, "no pressure" could easily lead to "no engagement". Also, I found that students like some pictures more than anything else. Maybe they are really familiar with photos which are taken by their phone cameras. Next time, I want to put more focus on this specific students' trait.

(2) What types of scaffolding are effective for increasing students' motivation for English writing on Twitter?

I found students like more closely classroom- related activities. To extend a lot of Twitter tasks using in- class activities into online writing, the whole class participants setting is appropriate. Doing Twitter writing only with a few voluntary students can make the other non participants feel left alone and stay out of teacher's attention. Thus, I think this alternative of letting all students make Twitter account first and then call them as a Twitter club member, too. Of course, there are some students who don't want to willingly participate Twitter writing, but still teacher should make a room for them to join anytime they want. In addition for better result, more technical supports and invoking-curiosity input is needed. Again, a bit of pressure and requirement is needed. In sum, I found some possibility of using Twitter as a

medium for increasing English writing motivation from students' general positive perception even though there are many things to consider to manage Twitter activities.

Finally, I want to finish this research with one of my students tweet. This mention was posted on the very final presentation day for IBLT course. I presented my research results with a bit depressed feeling because there was not much students' participation. Of course, I learned a few things about research and Twitter activities, but that didn't make me feel better. But next day when I checked my Twitter (because I told my students that I will do it until their graduation day, though the project is over), I found this tweet from one of my participants from Class 5, the class out of my focus and scaffolding and could not help smiling.



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V Epilogue

This practicum course was one of the most rewarding training sessions in my whole teaching career. In the process of this well-balanced program which needs action and at the same time its robust theoretical background, I experienced the truth that learning takes place by doing, making mistakes, and reflecting on what happened and how I could have done it better by making different choices. This course pushed me to spend more time designing and reflecting on my lessons and also gave me many ideas about how to design lessons and how to be a reflective teacher.

Especially, conducting action research was a precious experience for me. As I implemented and recorded the lessons I planned, I realized that there is still long way to go in order to shift my lessons from teacher-centered to student-centered. Some small successful moments such as students' active participation in the activities or signs of cooperative learning attitudes made me tremendously happy and confident. Indeed, no pain no gain.

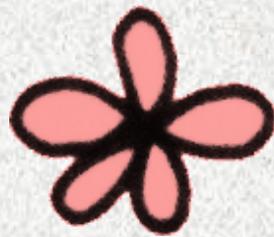
I deeply appreciate all the learning opportunities and advice that I got from my enthusiastic professors, Dr. Rozells and Dr. van Vlack. Also, I thank my classmates a lot for the encouragement and support.



Thank you



THE MISSING PIECE WAS ...
JOY OF LEARNING TOGETHER.
AND
IT WAS IN MY CLASSROOM!



END