

**Fall 2013  
Practicum**

**Professional Teaching Portfolio**

# Finding Treasures in Action



**Soongye Sung**

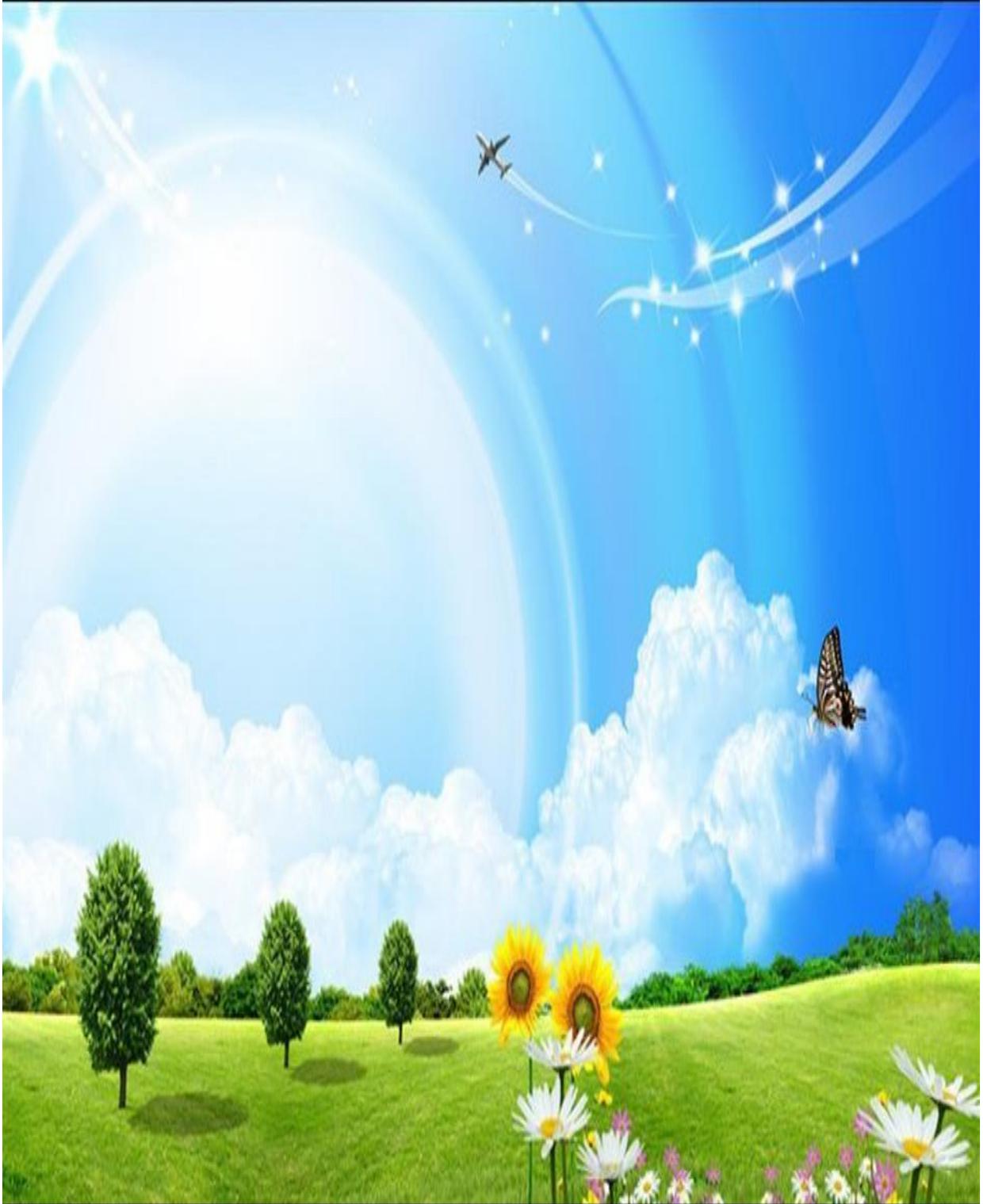


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# I . Prologue





# Prologue

*“The great aim of education is not knowledge but ‘action.’”*

*- Herbert Spencer*

Education consists of both concrete and abstract activities. To fully understand the characteristics of education, teachers need to conduct various researches and to overcome many challenges. I think that we should first do away with the existing education method, which emphasizes only results, without research. Education supporting self-directed learning, in which learners realize principles and concepts by themselves by pouring their efforts into going through processes, is required for English education. To sincerely achieve self-directed learning through every educational activity, such activity needs to be combined with “actions” to execute on top of the concrete goals and plans of education.

This productive portfolio conducted in a process of action was designed focusing on the changes in and development of my teaching method and students’ meaningful and in-depth learning. This portfolio for discovering students’ potentials and possibilities is largely composed of three parts: (1) Action Teacher shows my personal information and my professional-development process; (2) Action Class includes my teaching context, my students’ profile, my lesson plans, and my reflective journals; and (3) Action Research shows the results of my study on students’ scholastic achievement and on the improvement of their self-confidence through cooperative learning.

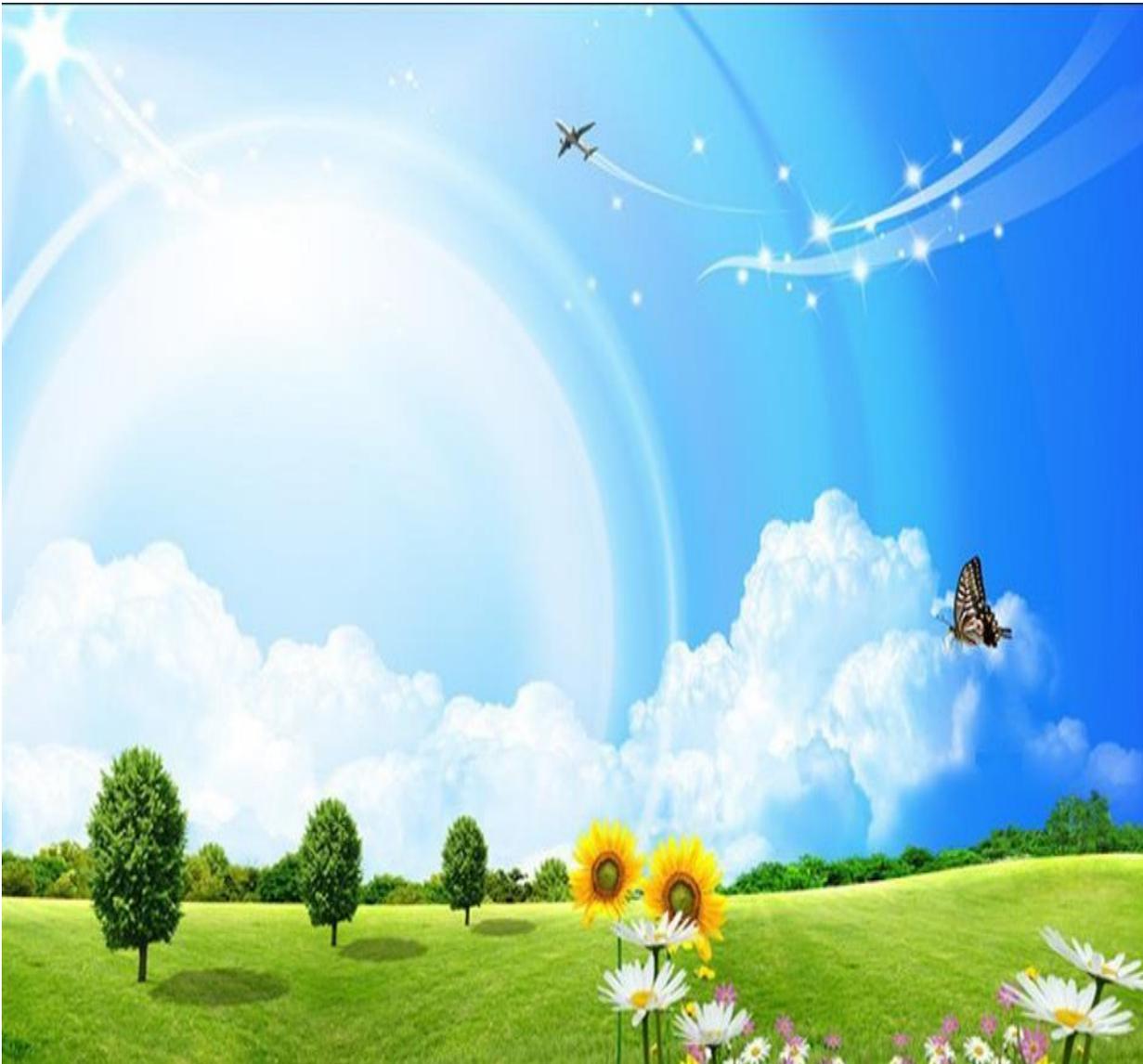


## **II . Action Teacher**

**1. Resume**

**2. Teaching Philosophy**

**3. Certificates**





## Soongye Sung

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### Career Objectives

- Encourage active learning and group participation in the classroom, thereby helping students to become productive and successful citizens.
- Experienced special education counselor with skills to overcome challenges and help students and peers achieve goals.

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### Education

Mar. 2012 - Feb. 2014: Sookmyung Women's University, Seoul.

MA in TESOL (expected graduation)

Mar. 2001 – Aug. 2003: Seoul National University of Education, Seoul.

MA in Social Studies of Elementary Education

Mar. 1994 – Feb. 1998: Gyeongin National University of Education, Incheon.

BA in Elementary Education

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### Work Experience

**Public school teacher at four elementary schools, Gyeonggi Province, Korea**

Mar. 2011 – Present: Baekmun Elementary School

English teacher for 3<sup>rd</sup> grade and 6<sup>th</sup> grade students (3 years)

Organized and managed a English debate class for 5<sup>th</sup> and 6<sup>th</sup> grade students

Coordinated and ran successful school Summer & Winter English Camps for 5<sup>th</sup> and 6<sup>th</sup> grade students

In charge of English after-school classes for the 6<sup>th</sup> grade students with low-English levels

Mar. 2008 – Feb. 2011: Inchang Elementary School

English teacher for 3<sup>rd</sup> grade through 6<sup>th</sup> grade students (3 years)

In charge of English education and supervised native English-speaking teachers

Organized English reading, speaking debate contests

Coordinated and ran successful school Summer & Winter English Camps for 2<sup>nd</sup> grade through 6<sup>th</sup> grade students.

Mar. 2003 – Feb. 2008: Beakmun Elementary School

English teacher for 6<sup>th</sup> grade students (1 year)

Special homeroom teacher for integrated education (2 years)

Homeroom teacher for 2 years

In charge of literary activities inside and outside the school

In charge of children with underachievement

In charge of school library

May 2000 – Feb. 2003: Yongsin Elementary School

Homeroom teacher for about 2 years

In charge of school registers and other school records of students

Member of a teaching syllabus consulting committee of the Education Office

Mar. 1998 – May 2000: Gagok Elementary School

Music & Art teacher for 3<sup>rd</sup> grade through 6<sup>th</sup> grade (1 year)

Homeroom teacher for a year

In charge of information policies in public school

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**Certificates**

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Oct. 13, 2011. TEE-E (Teaching English in English-Expert) Certificate,

Superintendent of Gyeonggi Provincial Office of Education

Feb. 22, 2009: Wollongong College Australia Certificate of TESOL Teacher Training Program

(January 28, 2009 - February 22, 2009)

Jan. 23, 2009: Sookmyung Women's University Certificate of YL-TESOL

(September 1, 2008 - January 23, 2009)

Apr. 4, 2007: 1<sup>st</sup> Class Certificate of Professional School Counselor,

Superintendent of Gyeonggi Provincial Office of Education

Feb. 24, 2003: 1<sup>st</sup> Class Certificate of Elementary Teacher,

Superintendent of Gyeonggi Provincial Office of Education

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**Training**

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Sept. 1, 2008 – Jan. 23, 2009 (717 hours): IIETTP (Intensive In-service English Teacher Training Program),

Sookmyung Women's University, Seoul

Jul. 24, 2006 – Jan. 26, 2007 (300 hours): Professional school counselor training program,

Korea National University of Education, Chungbuk

Oct. 6, 2003 – Nov. 3, 2003 (18 hours): General training program for English teachers in cooperation with native English-speaking teaching assistants,

Superintendent of Gurinamyangju District Office of Education

Aug. 16, 2001 – Aug 18, 2001 (16 hours): Class management training program,

The Educational Association of Classroom Management, Seoul

Jun. 24, 1999 – Jul. 23, 2009 (135 hours): Intensive English training program for elementary school teachers,

Yulgok Educational Train Institute in Gyeonggi Provincial Office of Education

Jul. 20, 1998 – Aug. 14, 1998 (120 hours): English-subject training program for elementary school teachers, Hanguk University of Foreign Studies, Seoul

May 25, 1998 – Jun 12, 1998 (30 hours): English training program for elementary school teachers, Gyeonggi Provincial Office of Education

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### **Awards**

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2011 TEE-E Certified Excellence Award,

Superintendent of Gyeonggi Provincial Office of Education

2010 Excellence Award at a collaborative class and international cooperative support contest,

Superintendent of Gyeonggi Provincial Office of Education

2007 Excellence Award at a basic academic skill improvement contest,

Superintendent of Gyeonggi Provincial Office of Education

2007 Excellence Award at a class-teaching presentation contest,

Superintendent of Gurinamyangju District Office of Education

2005 Certificate for a good extensive reader,

Superintendent of Gurinamyangju District Office of Education

2003 Excellence Award at a class-teaching presentation contest for school evaluation,

Superintendent of Gurinamyangju District Office of Education

2001 Excellence Award at a class-teaching contest,

Superintendent of Gurinamyangju District Office of Education

1999 and 2000 Excellence Award for making a good lesson plan report,

Superintendent of Gurinamyangju District Office of Education

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**Other Certificates**

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Aug. 20, 2009. MOS International license (Master), Microsoft

Mar. 1, 2006. 2<sup>nd</sup> Class Certificate of Balloon Art, Korea Balloon Culture Association

Feb. 12, 2006. Reading instructor elementary level, National Reading New Wave Gatherings

Jan. 31, 2004. Origami elementary level, Korea Jongie Jupgi Association

Jan. 8, 2002. Music jump rope official instructor, Korea Music Jump Research Society

Jan. 2, 2000. Industrial Engineer Information Processing,

Human Resources Development Service of Korea

Aug. 13, 1999. 1<sup>st</sup> Class Certificate of Word processor, Korea Chamber of Commerce and Industry

Sep. 25, 1998. Craftsman Information Processing,

Human Resources Development Service of Korea

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**References**

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Available upon the request



# Teaching Philosophy

*Education is a gate to happiness.*

I still remember the joy I felt when I got a job as a teacher, which had been my long-time hope and dream. In fact, a school does not give everyone happy memories, which I have dreamed of. One of the reasons for this is teachers' uniform attitudes and indifference. I believe that passion for leading a class, constant love for one's students, and ceaseless interest in them are basic in teaching. The gate to happiness is not closed. This is because the reality that teachers and students can keep and decorate together can be the gate. First, let's think of the role of teachers in education, which should emphasize coexistence and consideration rather than competition.

First of all, a teacher should become a learning facilitator, using various ways of motivating the students to participate in a learning activity. To maximize the opportunities to help the students join education activities, and to facilitate their active participation, it is necessary to give the students a variety of learning materials and sufficient opportunities to engage in learning activities. As for me, I am always exerting efforts to design student-centered lessons. My classes are slightly noisier than teacher-centered classes, but I feel really great and happy when I see my students directly participating in the assigned themes and class activities, and when I see that they are interested in the lessons and are learning much through them. I am utilizing cooperative learning very much, as well as discussion learning by groups and project learning, to lead student-centered classes. Students say the following about the advantages of student-centered classes: "When we have good relationships with our friends, we get to understand our lessons more and get better scores in our tests" or "I think I learn more when I learn things with the help of my friends. When my friends explain things to me, I get to understand such things more."

Second, teachers should be educational experts who struggle to respond immediately to the quickly changing educational environment by collecting diverse materials and applying these to their classes. On this matter, as an active experimenter, teachers should explore various ideas and possibilities for their classes, and should constantly sharpen their skills to become successful teachers. Teachers make decisions on various factors affecting learning and should thus have a wide range of knowledge on the characteristics of education and development. In particular, as teachers become models of their students, they should play the

role of a model or mentor. In this regard, I am exerting efforts not to miss the flow of education by steadily participating in training and student counseling activities. The constant exchange of information provides the methods for dealing with big and small mistakes and for taking the proper measures to correct these, and allows teachers to evaluate themselves thoroughly.

Third, teachers should understand their students and should cooperate with them. If teachers fail to fully understand their students, they will have difficulty deciding when or how to support or advise their students. Teachers need to provide proper learning advice and assistance to their students regularly, and to use various learning methods to facilitate their students' learning. For teachers, appropriate interaction with their students, interest in what their students do, respecting their students' individual personalities, and being a friend to their students are very important. Therefore, teachers need to pay attention to their individual students' interests, figure out their difficulties and weak points, and thereby treat and teach them well. I think that the teachers' attitude in approaching children is of primary importance. If teachers are interested in their students and sympathize with their situations in very humane ways, the students will naturally participate more actively in class. I thus first try to call each of my students by name while maintaining eye contact with him or her in class. As I teach many students simultaneously, calling them by name is basic to mutual cooperation and is the yardstick for students' interest. Like "flowers" for the poet Kim, Chunsu, when I call my students' names, they will come to me and will become happy flowers.

I think that all students and teachers who enter through the gate of happiness learn and teach one another with great delight. The gate cannot be opened by the teacher's dogmatism and the students' selfishness. Education involves learning about life and how to live with other men. Men cannot live alone because they are social animals; they must live together through coexistence and consideration. As such, education for living together rather than for oneself alone is required. Education should play the role of helping people live together, lead happy and healthy lives, and achieve a happy coexistence rather than lead competitive lives. I would like to play a key role in this process. I would like to accompany my students towards a happy place.

## **References**

Arnold, J. (1999). *Affect in language learning*. Cambridge: Cambridge University Press.

Brandford, J. D., A. L. Brown, et al., Eds. (1999). *How people learn: brain, mind, experience, and school*. Washington, D.C., National Academy Press.

Frisby, B. N., & Myers, S. A. (2008). The relationships among perceived instructor rapport, student participation, and student learning outcomes. *Texas Speech Communication Journal*, 33, 27-34.



# Certificates

나 제8512 호

## 교원자격증

성 명 성 순 계  
주민등록번호

자 격 초등학교 1급정교사

초·중등교육법 소정의 자격기준에  
의하여 위의 자격이 있음을 인정하고  
이 증서를 수여함

2003 년 2 월 24 일

교육인적자원부장관

행정권한의 위임 및 위탁에 관한 규정  
제26조 제1항 제 6 호에 의한 권한의 위임을 받아

경기도교육감

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이 증서를 수여함

2007 년 4 월 4 일

교육인적자원부장관

행정권한의 위임 및 위탁에 관한 규정  
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제 823 호

SOOKMYUNG WOMEN'S UNIVERSITY  
Graduate School of TESOL

## Sung Soon Gye

어린이 영어교사 전문가 자격증

위 사람은 숙명여자대학교 TESOL  
프로그램에서 제공하는 어린이 영어교사  
전문가 과정을 성공적으로 이수하고, 어린이  
영어교사로서의 능력을 갖추었으므로  
YL-TESOL 자격증을 수여합니다.

교육기간: 2008. 9. 1 ~ 2009. 1. 23  
전공교육과정: YL-TESOL  
2009년 1월 23일

Certificate of YL-TESOL

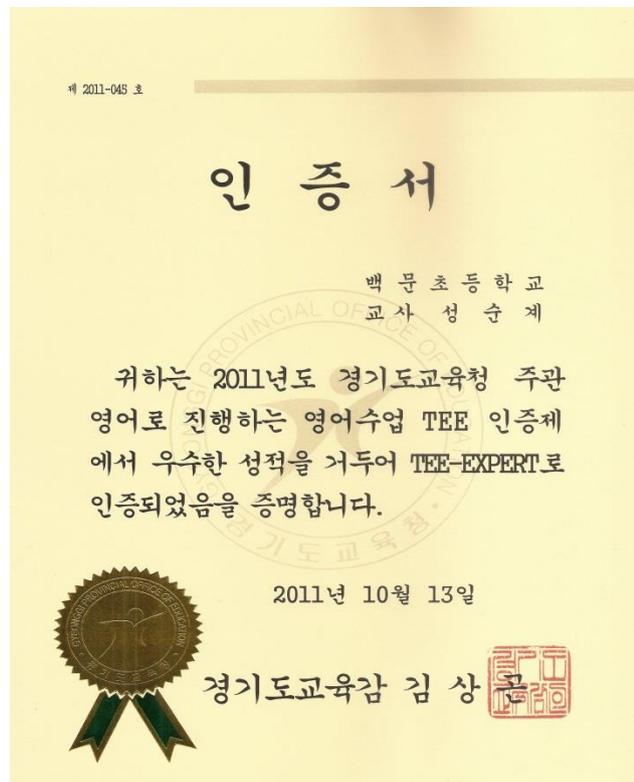
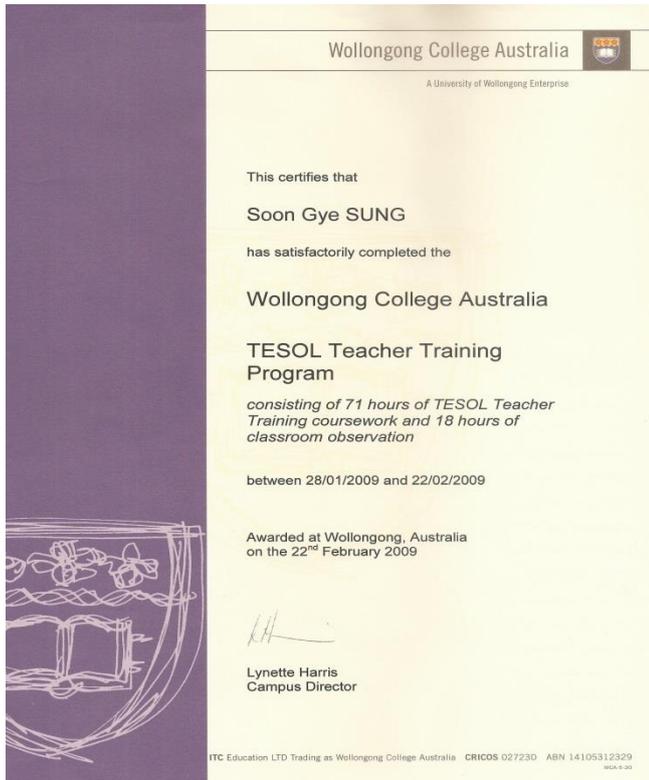
This is to certify that the above-mentioned  
person has successfully completed the YL-TESOL  
(TESOL for Young Learners) program and has the  
qualifications necessary to work with Young  
Learners.

Duration of the Training: September 1, 2008 - January 23, 2009  
Specialization: YL-TESOL

숙명여자대학교 Sookmyung Women's University

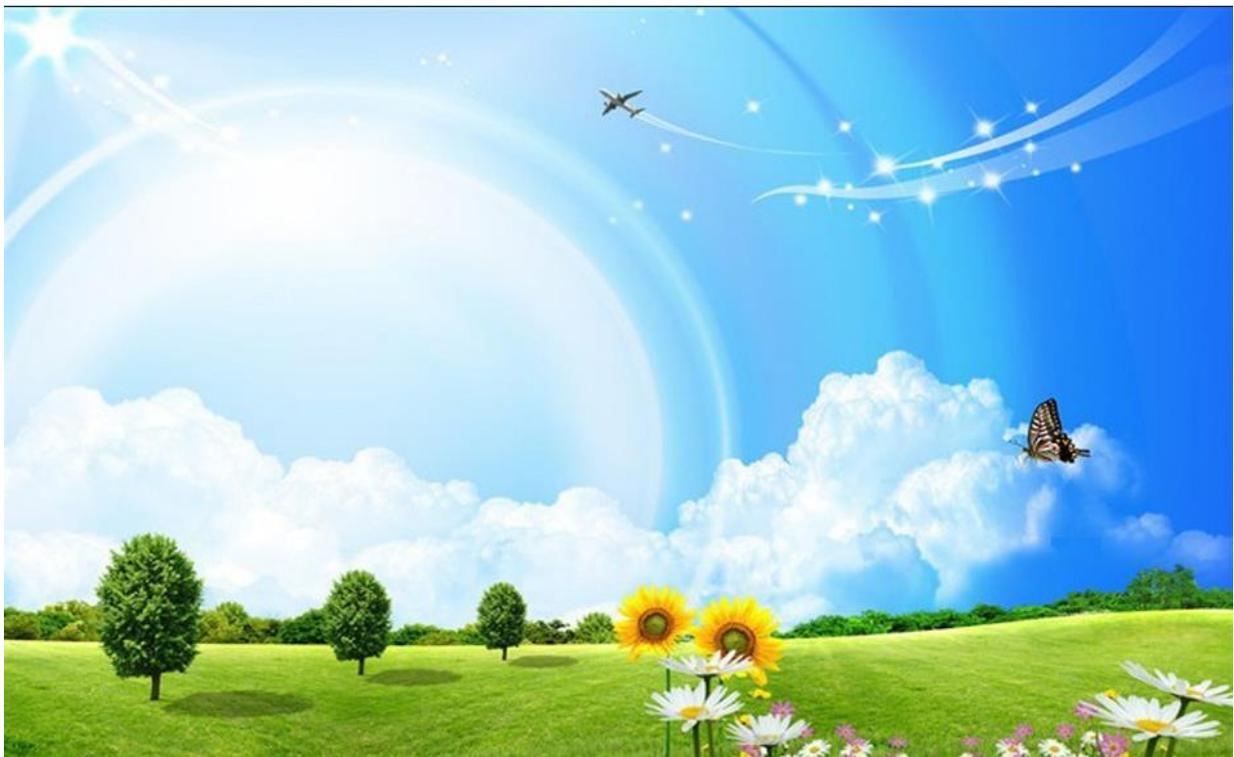
TESOL대학원 원장 황 선 혜 Dr. Sunhye Hwang  
Dean, Graduate School of TESOL

총장 한 영 실 Dr. Youngsil Han  
President, Sookmyung Women's University



### **III. Action Class**

- 1. Teaching Context**
- 2. Needs Analysis**
- 3. Diagnostic Assessment**
- 4. Syllabus of Elementary  
English for Grade 6**
- 5. Lesson Plans  
& Reflective Journals**





## **1. The general information of the school**

Baekmun Elementary School is located in Gyeonggi province. It is a medium-sized to large school, with a total of 43 classrooms, nine in 6<sup>th</sup> grade. All the classes are based on the homeroom teacher system, and specialist teachers are assigned to teach English, music, and physical education. For English, two teachers are in charge of four to five classes. Despite the fact that both the parents of the students are working, they are highly interested in the academic growth of their children and in their school education, and are cooperative. Due to the big difference between the parents, however, in terms of income, lifestyle, and education, there are significant gaps in the participation and accomplishment levels of the students.

## **2. Background information on the students**

Each class in Baekmun Elementary School consists of 15 boys and 15 girls, totaling 30 students. According to the class survey conducted early in the semester, the characteristics of the students are as follows. First, with regard to the affective domain of the students, the students are likely to be proud of their school, but they tend to lack cooperation because they think of themselves first. In the intellectual aspect, most of the students have good prior learning due to the great influence of their private education, but they do not participate much in research and group learning, and they appeared to lack self-learning. Thus, the learning gap between the students with private education and those without private education is considerably great, which makes it difficult to manage the underachievers and the students with behavioral problems in class.



# Needs Analysis

I think interest is the most important factor in English study, and I believe that interest in language-practice procedures may be derived to some extent from extrinsic motivation. Therefore, if the students interact only with their textbook, and if there are no class activities, especially in grammar or reading, they can become bored or can come to think of English as none of their business. To prevent this from happening, I adopted a lot of games. If the activity is a game-like one, where the emphasis is on problem-solving, then the subject matter becomes relatively unimportant, and the task itself is what will draw the students' interest.

- (1) Survey date: September 6, 2013
- (2) Subjects: 6<sup>th</sup> graders, mixed level (30)
- (3) Questionnaires and results

Q1. Are you interested in English?

Option	Number	%	Analysis
<b>Very Interested</b>	8	26.7	With regard to the question about the students' interest in the English subject, 26.7% of the students answered that they were highly interested in the subject, 23.3% responded that they were only moderately interested in it, and 13.3% of the students said that they hardly enjoyed English. The students' answers confirmed that even though the students did not actively avoid their English classes, an attitude that is frequently found in the upper grades, there were some students who hated and were afraid of English. Considering this, it is necessary for those students to be made to learn through their personalities and academic abilities.
<b>Interested</b>	7	23.3	
<b>Not much</b>	11	36.7	
<b>Bored</b>	4	13.3	
<b>Total</b>	30	100	

Q2. How confident are you when you study English?

Option	Number	%	Analysis
Very High	0	0	16.7% of the students were observed to have great confidence in English class, with 53.3% of them having moderate confidence. Based on the study results, the students were most afraid of pronunciation and accuracy. To reduce this fear, the students should be constantly exposed to English learning programs and should be made to learn through a comfortable system.
High	5	16.7	
Average	16	53.3	
Low	5	16.7	
Very Low	4	13.3	
Total	30	100	

Q3. What is your most favorite activity in English class?

Option	Number	%	Analysis
Quiz	2	6.7	The students were found to prefer games involving role-playing, singing, and chanting. In particular, when teachers organize games in class, they have several game options, among them games that have already been suggested in textbooks, games that the teachers themselves have created, and other games that include some Internet work. The students were observed to be generally familiar with game activities, and as such, it would be good for English teachers to use games to obtain better learning results.
Story telling	3	10.0	
Song & Chant	7	23.3	
Game	11	36.7	
Role play	7	23.3	
Total	30	100	

Q4. Which section do you find yourself most confident?

Option	Number	%	Analysis
Vocabulary	4	13.3	The students answered that they found listening most interesting, followed by reading, speaking, and writing. Based on these findings, it appears that the students need to engage in activities that will help them express their ideas and opinions.
Listening	8	26.7	
Speaking	5	16.7	
Reading	7	23.3	
Writing	3	10.0	
Grammar	3	10.0	
Total	30	100	

Q5. How difficult do you find the class for you?

Option	Number	%	Analysis
Very Difficult	2	6.7	26.7% of the students responded that they were having problems keeping up with the class. To help such students in this regard, the curriculum needs to be redesigned by introducing more varied activities that will improve the students' understanding of the lessons and that will make them participate more actively in class.
Difficult	6	20.0	
Average	11	36.7	
Easy	4	13.3	
Very Easy	7	23.3	
Total	30	100	

Q6. Have you ever felt worried about possibilities that you would not know an answer when your teacher asks you a question in the class?

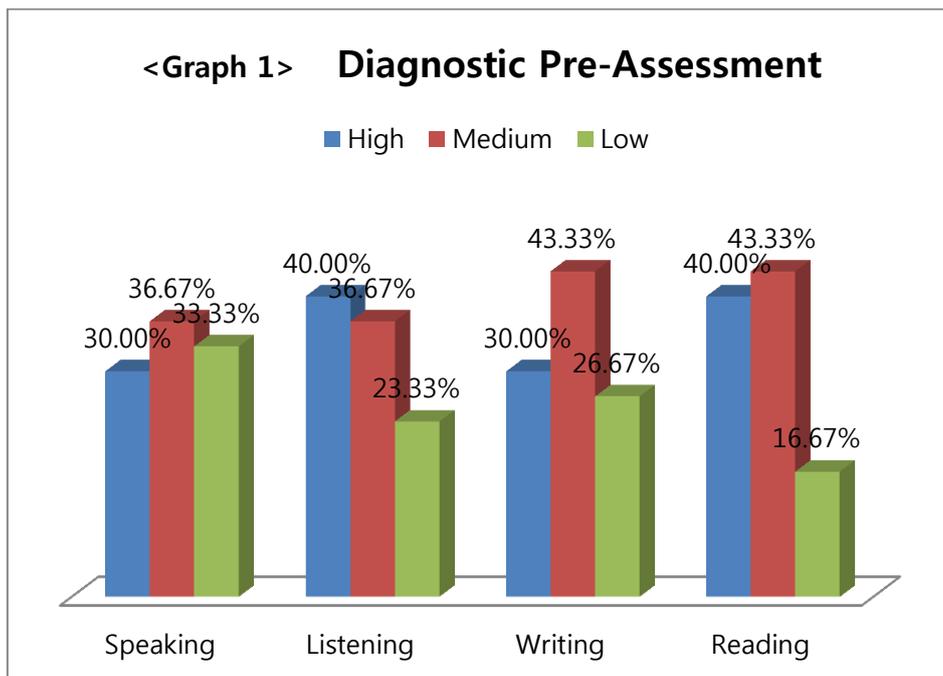
Option	Number	%	Analysis
Yes	14	46.7	46.7% of the children answered that they have felt anxious about learning. This will be addressed if the students with learning anxiety will be provided with other comprehensible learning materials. That way, the students will become more interested in learning as their anxiety will be reduced.
Average	7	23.3	
No	9	30.0	
Total	30	100	

English teachers should continually develop new, interesting, and creative methods of teaching, and should give their students much motivation to help them learn English more easily.



# Diagnostic Assessment

- (1) Diagnosis evaluation date: September 9, 2013
- (2) Evaluator: Baekmun Elementary School
- (3) Purpose: To examine the current status of the listening, speaking, reading, and writing skills of the students; realize their weaknesses, and lead the various classes to address these
- (4) Test areas: Listening, speaking, reading, writing
- (5) Testing zone: 4 lessons (lessons 2, 3, 5, and 6) of whole learning contexts in the first semester
- (6) Result analysis and plan



The test results are shown in <Graph 1>. To analyze the test results more meaningfully, I divided the respondents into the top- and middle-level students or those who understand the class contexts, and the lower-level students or those who have difficulty understating the lessons. Therefore, I mostly looked at the results pertaining to the lower-level students, who have difficulty learning, and analyzed the results of the diagnosis or evaluation of their thinking skills, or the gap between the lower-level students' thinking skills

and those of the middle- and top-level students.

With regard to the results for each area, 23.33% of the students encountered some difficulty in the basic listening activity, where they had to mark certain statements about a simple article O or X (true or false) after listening to the article being read aloud, and 16.67% of the students in the reading area had difficulty answering a number of questions about a short article after reading it, or understanding simple or basic words included in the article. The other students, however, appeared to have had little difficulty understanding a material that they listened to, as evidenced by their generally correct answers to the short questions asked of them about a short article that was read aloud to them. In the speaking and writing section, however, much more students than I had thought were shown to have difficulty expressing themselves in spoken and written language. In the speaking section, 33.33% of the students were puzzled or had difficulty giving appropriate answers after being asked a simple question, and in the writing section, 26.67% of the students found it difficult to write the appropriate word or sentence for a given picture.

The aforementioned results revealed that the students' receptive skills (listening, reading) had been developed more than their productive skills (speaking, writing). This is a common problem in the traditional Korean education system, and also points to the weaker parts of my classes. Therefore, I will plan and conduct my future classes with greater focus on the enhancement of my students' productive skills. I will aim to design highly participative classes to enable my students to express their thoughts and feelings more naturally using the topic sentence of each lesson, through cooperative learning.



<Week 1~2>

1. Lesson: 9. What Can I Do for You?
2. Aims

In this lesson, students will learn how to request or suggest, ask for help and hand the items in English expressions that can be used in school and our daily life.

3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen and understand expressions for requesting and suggesting.
<b>Speaking</b>	➤ Ask and answer expressions for requesting and suggesting.
<b>Reading</b>	➤ Read simple and easy sentences about requesting and suggesting.
<b>Writing</b>	➤ Write simple and easy sentences about requesting and suggesting.

4. Communicative Functions and Language Form

<b>Communicative Functions</b>	1. ask for help / suggestion 2. hand the item
<b>Language Form</b>	1. Can you help me? / What can I do for you? 2. Here it is.

<Week 3~4>

1. Lesson: 10. You're Taller than Me
2. Aims

There are times we often compare things in daily life. In this lesson students will learn how to compare two objects and learn particular exclamations for effective use in real life situations.

3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen and understand expressions for comparing two objects and listen and understand exclamatory expressions.
<b>Speaking</b>	➤ Say expressions comparing two objects and say exclamatory expressions.
<b>Reading</b>	➤ Read simple and easy sentences containing comparisons and exclamatory expressions and understand their meaning.
<b>Writing</b>	➤ Write simple and easy sentences using comparisons and exclamatory expressions.

#### 4. Communicative Functions and Language Form

<b>Communicative Functions</b>	1. Comparisons 2. Exclamations
<b>Language Form</b>	1. I'm than you. 2. How it is!

<Week 5~6>

##### 1. Lesson: 11. This Is My Blog

##### 2. Aims

Students usually use an online blog to express their emotions. In this lesson students will learn how to introduce and use traditional expressions about real life through their blog.

##### 3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen to and understand expressions for asking and answering where one is from.
<b>Speaking</b>	➤ Ask and answer where one is from.
<b>Reading</b>	➤ Read simple and easy sentences about where one is from.
<b>Writing</b>	➤ Write simple and easy sentences about where one is from.

#### 4. Communicative Functions and Language Form

<b>Communicative Functions</b>	1. Asking and answering about factual information 2. describing
<b>Language Form</b>	1. Can you tell me (about) ~? - Sure. It is / They are~. 2. You look like ~.

<Week 7~8>

##### 1. Lesson: 12. Do You Remember?

##### 2. Aims

In this lesson students will learn to remember past events and instruction and to review Lesson 9~11 for natural use in real life.

### 3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen and understand expression for remembering and checking the time.
<b>Speaking</b>	➤ Listen and speak expression for remembering and checking the time.
<b>Reading</b>	➤ Read simple and easy sentences about the expression for remembering and checking the time.
<b>Writing</b>	➤ Write simple and easy sentences about expressions for remembering and checking the time.

### 4. Communicative Functions and Language Form

<b>Communicative Functions</b>	1. Check to remember 2. Instructing
<b>Language Form</b>	1. Do/ Don't you remember? 1. ~ by o'clock.

<Week 9~10>

#### 1. Lesson: Lesson 13. King Sejong Invented Hangeul

#### 2. Aims

In daily life we have a lot of opportunities to talk about someone you respect and his/her life. Let's use their English expressions in real life.

### 3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen and understand about respected person and what he/she did.
<b>Speaking</b>	➤ Ask and answer about the respected person and what he/she did.
<b>Reading</b>	➤ Read a short story and understand the respected person and what he/she did.
<b>Writing</b>	➤ Write a short paragraph about the respected person and what he/she did.

### 4. Communicative Functions and Language Form

<b>Communicative Functions</b>	Ask and answer about historical fact.
<b>Language Form</b>	1. Who ~ it? ~ it. 2. What did he / she ~? - He / She ~.

<Week 11~12>

1. Lesson: Lesson 14. Fasten Your Seat Belt

2. Aims

In this lesson, have students make good habits by learning the expression 'should' and 'should not' and the expression time in the right situation for use in real life.

3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen and understand the expression 'should' and 'should not'.
<b>Speaking</b>	➤ Speak the expressions of 'should' and 'responsibility'.
<b>Reading</b>	➤ Read the simple sentences about 'should' and 'daily life to understand the meaning'.
<b>Writing</b>	➤ Write simple sentences about 'should' and 'daily life'.

4. Communicative Functions and Language Form

<b>Communicative Functions</b>	1. Should not 2. Talking about time
<b>Language Form</b>	1. You should (not) ~. 2. It's time to ~.

<Week 13~14>

1. Lesson: 9. What Can I Do for You?

2. Aims

In this lesson, students will learn how to request or suggest, ask for help and hand the items in English expressions that can be used in school and our daily life.

3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen and understand expressions for requesting and suggesting.
<b>Speaking</b>	➤ Ask and answer expressions for requesting and suggesting.
<b>Reading</b>	➤ Read simple and easy sentences about requesting and suggesting.
<b>Writing</b>	➤ Write simple and easy sentences about requesting and suggesting.

#### 4. Communicative Functions and Language Form

<b>Communicative Functions</b>	1. ask for help / suggestion 2. hand the item
<b>Language Form</b>	1. Can you help me? / What can I do for you? 2. Here it is.

<Week 15~16>

1. Lesson: 9. What Can I Do for You?
2. Aims

In this lesson, students will learn how to request or suggest, ask for help and hand the items in English expressions that can be used in school and our daily life.

#### 3. Objectives

<b>Listening</b>	<b>Students will be able to...</b> ➤ Listen and understand expressions for requesting and suggesting.
<b>Speaking</b>	➤ Ask and answer expressions for requesting and suggesting.
<b>Reading</b>	➤ Read simple and easy sentences about requesting and suggesting.
<b>Writing</b>	➤ Write simple and easy sentences about requesting and suggesting.

#### 4. Communicative Functions and Language Form

<b>Communicative Functions</b>	1. ask for help / suggestion 2. hand the item
<b>Language Form</b>	1. Can you help me? / What can I do for you? 2. Here it is.



# Lesson Plan 1

**Lesson Topic:** *This Is My Blog.*

**Date:** October 11<sup>th</sup>, 2013

**Learning Objectives:**

The students will:

- Use the example to complete the article that introduces Korean holidays.

**Target Language:**

The students will be able to communicate:

- (The name of holiday)~ is a holiday in Korea./ It's ~(date)./ That day, we~ (doing something).

**Vocabulary:**

The students will learn these words:

- wear, knee-socks, rope, tell, wedding, cowboy, queen, holiday, special

Procedure	Teacher - Learning Activities(40)	Interaction
Introduction  (5)	<p><b>Review (2)</b></p> <ul style="list-style-type: none"> <li>➤ Have the students review sentences from the last lesson.</li> </ul> <p><b>Set up the goal (3)</b></p> <ul style="list-style-type: none"> <li>➤ Have students guess today's lesson and tell them today's goal.</li> </ul>	T→Ss
Development  (30)	<p><b>Activity 1: Running Dictation (15)</b></p> <ul style="list-style-type: none"> <li>- To write one-by-one sentences on the small blackboard received by a teacher per group and to learn key sentences</li> <li>- One for every question consists of four sentences [Procedure]</li> <li>1) Makes teams.</li> <li>2) Assign a role to group members distributing a blackboard and eraser per group.</li> <li>3) By the roles rotate from no.1 student, they become a runner and writer. (Ex) <i>in the first writing sentence, no.1 student is a runner and no.2 student is a writer.</i></li> <li>4) A runner sees the sentence shown by the teacher, and comes back to his team and tells to the writer. (At this time, the location of the teacher standing in front, back, left and right should be moved, so that to prevent there are adverse teams by the geographical distance.)</li> <li>5) The team who takes dictation of all the sentences discusses with team members and checks out the whole sentences and confirms them.</li> <li>6) The team who finish the confirmation waits for the teacher's signal</li> </ul>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p> <p>Ss ↔ Ss</p>

	<p>turning the blackboard upside down.</p> <p>7) After confirmation of all teams, all teams show the answers by the teacher's signal and check answers.</p> <p>8) Check the answer and at the same time the teacher explains and confirms the new expressions and statements.</p> <p><b>Activity 2: Read and Write (15)</b></p> <ul style="list-style-type: none"> <li>- Using the example data presented in the textbooks, write sentences to introduce the national holidays.</li> <li>- After check the type of representative sentences through the writing 1, and then the writing 2 will be conducted.</li> </ul> <p>1) Each group members were distributed a hand-out, and explain how to write.</p> <p>2) At the top of the hand-out, photos related to holiday were attached and after the consultation by a group, 6-7 sentences were completed at the bottom of the hand-out utilizing the sentences types and reference exercised in the writing 1.</p> <p>3) After completing them, confirm the sentence by a group, and present by a group. (The teams ended early decorate the hand-out and trim the sentence.)</p>	<p>T→Ss</p>
<p>Closure (5)</p>	<p><b>Review and Check (3)</b></p> <ul style="list-style-type: none"> <li>➤ Review what the students have learned.</li> </ul> <p><b>For the Next Class (2)</b></p> <ul style="list-style-type: none"> <li>➤ Next time for your homework, I will give you 5 sentences.</li> </ul>	<p>T ↔ Ss</p> <p>T→Ss</p>



## 1. Rationale for the intervention

Since the writing activities proposed in textbooks without sufficient examples were presented to fill in the blank form, these classes were conceived for more meaningful writing activities. Since writing activity 1 is needed a lot of activity and granted responsibilities, many students happily participate in. In this activity, students try to remember meaningfully sentences one by one, and through the verbally process and the process of writing, they are able to understand the sentence more accurately. While 2 times of writing activities in this session, the first activity was a writing on the description data of the 'Halloween' presented in the textbook, and the second was a writing the example data of the 'Chuseok'(Korean Thanksgiving day), representative holiday in Korea. Through this activity, students showed the reaction that it was mainly good to know how to express 'Lunar'. This activity was associated with the following activities and then in writing activity 2, the hand-out to describe Korean national holidays was created. In this activity, I presented the various pictures data and writing data to students. I wanted to give time to the students to look for data and to cut out as operation activities, but by the operational progress, to focus on writing activities, students were presented photos and reading materials. Some students who were immersed in these activities told me that they wanted to find the picture data by themselves and to utilize them more diverse, and to write more detail.

## 2. What worked well

### (1) Writing activity by role

Each group members participated faithfully in their own roles, in actively passing sentences and helping each other, one sentence was completed. Students said that they wished this activity to last a little longer, but it was a linking activity for following activities because it did not last long. Therefore the part was the most regretful part.

### (2) Writing activities using the data

In the process of selecting and attaching photographic material, and through examples, sorting and writing sentences, students participated eagerly and cheerfully. In this activity, students said that describing national holidays (Chuseok, Lunar New Year's day, Dano, Foundation Day, Hangul Proclamation Day, etc.) was very interesting and it was glad to know that the various expressions. Through attaching photos with group members by their own hands and finding and writing the sentence, students are immersed more deeply in lessons and they have been able to feel that the co-operation is funny.

## 3. What didn't work well

### (1) The diversity of example data

After presenting 8 of each holiday pictures, and then even though make them select the photos to two or three, some students were required more pictures materials and reading materials. Therefore, the next time a variety of data should be presented for these enthusiastic students, and it should be planed the time to find the data by the students themselves through the curriculum reorganization.

(2) Intensive signal

Two kinds of signals were used for cooperative learning at this time. First signal was called 'silent signal' that if the teacher raised up the second finger and looked at the students, students increasingly raised up the second finger, and stopped all the action and then looked at the teacher. During normal days, this signal was just enough to make the students concentrated and silent these days, but these days due to the practice of school sports day, the confusion of all school did not make them focus very much faster. So, with the second- intensive signal 'applause stroke' was used. It is that the teacher hit a total of five applause, students listen to them and complete the focus with two times of applause. Whatever in order to be silent and serious for the classes, the timing seems to be finished school sports day and the environment set up again to study. These days, every day, every hour, due to the practice of sports day in grade, it is noisy at playground, hallway, classroom, anywhere in the school that and students are also excited.

#### **4. Students' Feedback**

(1) What was good

- It was exciting to walk around the classroom and to pass sentence to friends.
- Moving and studying were exciting and fun.
- It was good that friends listened to my story and co-operated with me.
- It was pleased to learn new expressions.
- It was good to co-operate through group activities.

(2) What was not good

- Because of a friend who did not participate in the group activities, it was hard to unity.
- Making a checklist was annoying.
- The friend who was in same team tried to do all on his own, because it was difficult.
- It will be good to have more long activity time.
- It was a lack of photographic materials.

## 5. Materials and learning results

**Running Dictation**

6-2-11

- Halloween is a big holiday in America.
- It's October 31<sup>st</sup>.
- That day, we wear special dresses.
- Everyone loves Halloween.

- Hangul Day is a holiday in Korea.
- It's \_\_\_\_\_ 9<sup>th</sup>.
- \_\_\_\_\_ invented Hangul.
- Everyone loves \_\_\_\_\_.

- It's a 'kilt.'
- In Scotland, men wear kilts on special days.
- It's a 'gat.'
- In Korea, men wore it in the old days.

- Chuseok is a big holiday in Korea.
- It's August 15<sup>th</sup> of the lunar calendar.
- That day, we wear hanbok.
- Everyone loves Chuseok.

- Hangul Day is a holiday in Korea.
- It's October 9<sup>th</sup>.
- King Sejong invented Hangul.
- Everyone loves Hangul.

- It's *hanbok*.
- In Korea, we wear *hanbok* on special days.
- It's a 'gat.'
- In Korea, men wore it in the old days.

- It's a '\_\_\_it.'
- In Scotland, men wear kilts on \_\_\_ days.
- It's a '\_\_\_at.'
- In \_\_\_\_\_, men wore it in the old days.

- \_\_\_\_\_ is a big \_\_\_\_\_ in America.
- It's October \_\_\_\_\_.
- That day, we wear special \_\_\_\_\_.
- Everyone \_\_\_\_\_ Halloween.

- Chuseok is a big \_\_\_\_\_ in Korea.
- It's \_\_\_\_\_ 15<sup>th</sup> of the lunar calendar.
- That day, we wear \_\_\_\_\_.
- Everyone \_\_\_\_\_ Chuseok.

- It's \_\_\_\_\_ *anbok*.
- In \_\_\_\_\_, we wear *hanbok* on special \_\_\_\_\_.
- It's a '\_\_\_at.'
- In Korea, \_\_\_\_\_ wore it in the \_\_\_\_\_ days.

Can you tell me about your holidays?  
6학년 (2)반 (6) 조, 조원: 박재현, 장준, 배영희, 이수민

새해 맞이 받으세요

1. New Year's Day is one of the biggest of the year in Korea.  
2. New Year's day is January 1st.  
3. People wear hanbok in New Year's.  
4. Usually people eat rice-cake.  
5. And playing yut in New Year's.

Can you tell me about your holidays?  
6학년 (2)반 (3) 조, 조원: 김병희, 윤희원, 최준서

Seol-nal is a big holiday in Korea.  
Seol-nal is January 1st of the lunar calendar.  
People wear hanbok in Seol-nal.  
Usually, people eat rice-cake soup and playing yut in Seol-nal.  
Everyone loves Seol-nal.

Can you tell me about your holidays?  
6학년 (2)반 (5) 조, 조원: 강지현, 배주영, 이우민, 손재원

Hangul Proclamation Day  
It falls on the ninth day of October.  
It's a day that celebrates Korean alphabets.  
It falls on the ninth day of October.  
It was so hard for Korean alphabets one made by King Sejong is clear.  
In fact, Korea is the only country that has the day that celebrates their alphabets.  
This day, there's a lot of essay contests hosted throughout the country.



# Lesson Plan 2

**Lesson Topic:** *Do You Remember?*

**Date:** October 24<sup>th</sup>, 2013

**Learning Objectives:**

The students will:

- Learn to remember past events and instruction.
- Review the target sentences which come from Lesson 9~11.

**Target Language:**

The students will be able to communicate:

- We have to get there by~. / Excuse me. Can you help us? / We're looking for ~. / How fast he is! / He was faster than the ball. / Can you tell me about ~ ? / Don't you remember?

**Vocabulary:**

The students will learn these words:

- Baseball game, hurry, seat, hit, fast, runner, join, uniform, remember

Procedure	Teacher - Learning Activities(40)	Interaction
Introduction (5)	<p><b>Review &amp; Set up the goal (5)</b></p> <ul style="list-style-type: none"> <li>➤ Read the dialog of the textbook.</li> <li>➤ Let Ss know about the goal of this lesson.</li> <li>➤ Make groups of two. (pair work)</li> <li>➤ Determine Tutor and Tutee depends on the ability of the team members               <ul style="list-style-type: none"> <li>- not by the teacher's choice, but by an autonomous decision of students, determine Tutor and Tutee</li> </ul> </li> <li>➤ Explain the role of Tutor and Tutee               <ul style="list-style-type: none"> <li>● <b>Tutor:</b> a good model as a person who give a help people / the volume and speed of the voice when reading the sentence / the basic principles of writing (baseline, upper-and lower-case letters, spaces, punctuation, etc.) / the method to check the writing of</li> <li>Tutee (using color pen) / sharing my own methods to memorize the confusing words and phrases</li> </ul> </li> </ul>	T→Ss

	<ul style="list-style-type: none"> <li>● <b>Tutee</b>: humble attitude as a person to get help / listening attitude to Tutor / Integrity when correcting the error and re-writing / strong commitment towards achieving the final goal, etc.</li> </ul>	
<p>Development (30)</p>	<p><b>Activity 1: Unscramble the Sentences (5)</b> <i>(cooperative activity between Tutor and Tutee)</i></p> <p>(1) Checkup the sentences of the textbook.</p> <ul style="list-style-type: none"> <li>- Check up the seven key sentences of the learned dialog in the last class</li> <li>- Read aloud together</li> </ul> <p>(2) Correct order of the sentence</p> <ul style="list-style-type: none"> <li>- Teacher cut 7 sentences word by word and let the students rearrange the sentences using the velcro tape.</li> <li>- Through this activity, students are identified the seven sentences presented in the textbook and grammatical elements by sentence with a pair.</li> </ul> <p>(3) Once you have completed to rearrange your sentence, Tutor administers the results.</p> <ul style="list-style-type: none"> <li>- When the next activity, Tutor sees this result and read the sentences, utilizing to confirm the sentence for Tutee.</li> </ul> <p><b>Activity 2: Memorize the Sentences (25)</b> <i>(Peer Tutoring)</i></p> <p>(1) Determine the target sentence</p> <ul style="list-style-type: none"> <li>- Tutor and Tutee determine the number of sentences as the achievable goals. (At least 3 sentences)</li> </ul> <p><i>[Exception] Low level student: reading and writing at least one sentence.</i></p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p>

(2) Practice writing and memorizing sentences

- ① Read the statement to Tutee (English, Korean all possible) - Tutor
- ② Listen to a sentence Tutor read and write on the front worksheet (practicing the target sentences) - Tutee
- ③ Look at the sentence that Tutee wrote and understand the external factors of the sentence - Tutor

- Writing to meet the baseline, to distinguish between uppercase and lowercase letters, spelling errors, etc.

- ④ Identify and explain the grammatical elements of the sentence that Tutee wrote –Tutor

(For two-step process, the teacher has to explain the lesson source of the seven sentence and the grammatical elements for all students at the part of sentence practice of the introduction, in advance)

- Lesson 9: expression to ask help or to offer

- Lesson 10: comparative, exclamation

- Lesson 11: metaphor, asking and answering about factual information

- Lesson 12: the words to check the memory, the expression to check the time and to direct

- ⑤ Identify the grammatical elements of each sentence by listening to Tutor's explanation or giving the questions –Tutee

- ⑥ Correct the sentences Tutor confirmed and check again –Tutee

- ⑦ According to Tutor's judgment, proceed to Step 3 - Tutor

-When Tutee ensures to memorized the target sentence, go on to the confirmation sentence step on the back side

(3) After memorizing the goal sentence, check the memorized final sentence by dictation -Tutee

	<p>- at this moment, Tutee read the target sentence only in Korean (encourage Tutee to write it by themselves)</p> <p>- If tutee does not pass the final confirmation stage, return to the previous step, at the practice stage</p> <p>- in case of memorizing all target sentences and passing the goal, go on to the modifying goal step (step 4)</p> <p>(4) Modifying goal - Tutor &amp; Tutee</p> <p><i>Ex)</i> The team that had 3 target sentences modifies the goal as three sentences, and then to memorize the new modified sentence, Tutor and Tutee study together.</p> <p>- In this way, change the goal gradually upward and try to remember all seven sentences in the each group.</p> <p>- Until the given learning time, if each group reaches the goal number of sentences, they achieve the goals of today's lesson.</p> <p>(5) Change the role between Tutee and Tutor (extra option)</p> <p style="text-align: right;">- Tutor &amp; Tutee</p> <p>- When the level of education of Tutor and Tutee was great to pass all to step 4, change the role of Tutor and Tutee, and then repeat the steps 1-4.</p>	
Closure (5)	<p><b>Let's Read and Check (5)</b></p> <p>➤ Read aloud the 7 sentences together.</p> <p><b>Evaluate</b></p> <p>➤ Evaluate the class using students' evaluation sheet.</p>	T→Ss



## 1. Rationale for the intervention

The textbook I am currently using consists of 4, 8, 12, and 16 as a review. Thus, the lesson 12 currently learning is the biggest significant lesson to check again and to review the contents of the lesson 9-11. For this reason, I presented again seven sentences for this class that were found and reviewed with students in the previous 1st class (lesson 12), and this class was envisioned to able to read and write the key sentences for all students by the Peer Tutoring.

The first activity was Unscramble the Sentences. This activity promoted and proposed a student's motivation to learn and identify seven key sentences by more interesting way, utilizing Velcro. Above all, the primary purpose of this activity is to be used the sentences in the following Peer Tutoring activities as much as possible. In this activity, students modified and completed the sentences by exchanging opinions about the sentence incorrectly matched with each other, and grammatical elements or the basic elements of writing have been able to think more deeply through such activities.

The second activity was Memorize the Sentences. First, I let them make the decision to determine Tutee and Tutor by the team, and then explained their roles. It was to recognize the importance of their role and to achieve the goals by responsibly learning for Tutor and Tutee all. In this activity, Tutor had to clearly direct learning contents to the Tutee and lead the learning with friendly and helpful information, and should play a role to transfer the learning of their own know-how using a language that can be understood by Tutee. Also, Tutee has been recognized the importance of the attitude listening to the words of a Tutor and accepting the help of a friend seriously. At this point, Tutee was also described it was required the strong commitment and integrity to achieve their goals with the help of the Tutor.

### (1) Determine the target sentence

Target sentences were limited to a minimum of three sentences. That's why was when considering the level of student learning, most students could read and memorize the three sentences and it was to avoid to take too much time and effort to get to the ultimate goal seven sentences by setting down the low goal. However, the special remedial student gave separately instructions to achieve at least one sentence. But after class the student was able to memorize and to write the final 2 sentences.

### (2) Memorizing sentences through writing practice

First of all, I presented a lined tutoring notebook such as English notebook to practice writing. This is to rectify the students that did not distinguish to write the upper and lower case of the alphabet or were not yet habited to write according to a baseline. For this, I asked to focus and to write one by one sentence more carefully.

In addition, because people who write directly tutoring were the Tutees, in order to identify Tutor's

participation visually, Tutor's all of the correcting part were marked using a colored pen. Because of this, I could also easily see that learning outcomes and identify what students were confused and which were the difficult parts.

### **(3) Receiving final confirmation**

In the previous steps to practice writing sentences, Tutor read the sentence in English and Korean mix to Tutee, while in this final dictation stage, the Tutor read goal sentences only in Korean. Through these activities, Tutee listened to the Korean sentence from the Tutor, because they thought themselves the word order of English sentences, words, and were to give a chance to think more deeply sentences.

### **(4) modifying the goal**

In case of reaching the goals for each team, I made the students increase their goals. It was to improve self-confidence in the proper goal setting and to see that new challenges played an important role in the lives of individuals, as well as in learning. Thankfully, students participated in modifying the goal and re-challenging faithfully, a large number of students have been able to memorize and to write all seven sentences.

### **(5) Change the role between Tutor and Tutee**

When Tutee completed the final goal, I made the Tutor and Tutee exchange and perform the role. It was to increase the benefits of Tutoring experience that improved Tutor their understanding of the learning and contributed to increase the academic achievement. Through the replacement activities of their roles, Tutee and Tutor feel pleasure to help each other, and it made results to participate in the learning voluntarily.

## **2. What went well...**

### **(1) Peer Tutoring experience**

The goal of this class was through the experience of Peer Tutoring, to make sure to read and write the key sentences in lesson 12. When at the beginning, I explained the role of Tutor and Tutee, students made slightly worried face. That was a burden to expose their ability to friends, the distance for a friend that was usually not too close, and the fear to say and to explain the contents of learning to a friend, such as fear ... but students first forgot such anxiety and fear through activities that they attached and detached his velcro and they began to the lessons pleasantly, and conducted the activities to help each other focused on the learning. Also, in the second Tutoring activities, students showed the appearance to do the best. Tutor helped friends the more actively than I as a teacher to make them understand the sentence, and was trying to encourage them, and also Tutee modified and went out the complete sentences without fear or shame of their mistakes with a way to be presented by friends.

### **(2) Identifying the key sentence**

The lesson 12 as a review had so much more core contents than the other lessons. So I had a duty to ensure to make the students understand the contents of the lesson 12 to prepare the final exams. I was agonizing how to remember and to memorize well the every key sentence in each lesson and used the Peer Tutoring strategies that was more than twice effects of learning. Through this learning process strategy, the students memorized significantly key sentences through a friend, and identifying the key sentence can be obtained in the amazing effects. Through the first activities utilizing Velcro, students identified sentences pleasantly and were able to identify the characteristics of a variety of sentence such as key grammatical elements, sentence array of methods, and the distinction between uppercase and lowercase letters etc.

### **3. What didn't go well...**

#### **(1) Lack of time**

Number of students wanted to be a Tutee or a Tutor with the change of roles, after reaching the 7 target sentences. However, in this class where the students gathered at various levels, it was impossible to give each team the same opportunity. In addition, the ultimate goal of this class was first, to identify the key sentence exactly. This means that not the number of sentence, but the process that students challenge step by step the goals fitting in their level as they can do. Second, it was to take advantage of the positive and effective relationship between Tutor and Tutee in the learning. I was designed this class with a hope to be usually able to take advantage of these learning in other subjects, by knowing that Teaching and learning experience could be a great help in learning. For their learning, but I'm thankful for their passion and desire. So I will always try to plan and proceed the class that students will be to able to immerse and be happy.

#### **(2) Lack of Tutoring Experience**

In fact, Peer Tutoring is required a lot of training. The teacher has to check the role of peer tutoring students on a regular basis, and has to provide specific feedback as long-term activity to be obtained and carried out the better learning results. However, due to lack of information and training time for tutoring learning, the students were biased in this study at the beginning. They have thought that Tutor had the authority and was more meaningful, and the Tutee was more difficult and had a lot of work to do. Because of this, I paid more attention to check and to enhance the role of students throughout the class time, and in spite of this lack of Tutoring learning experience, the students have participated in this study with enthusiasm and did their best.

### **4. Students' Feedback**

#### **(1) What was good**

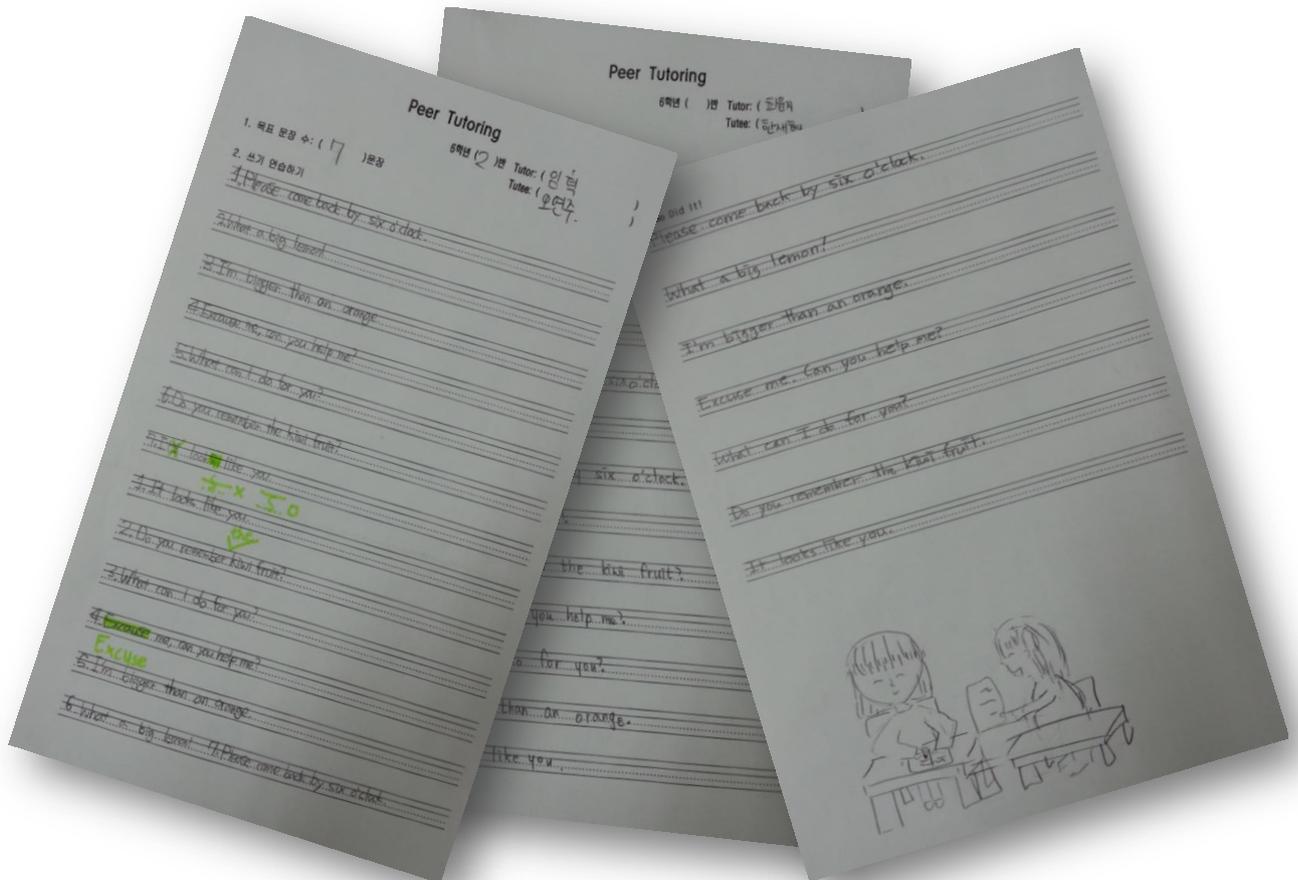
- Class was fun.
- Through the activities putting and detaching words, I found my mistakes.
- I found that it was a good to be learned.

- I was learned the word I did not know with the help of a friend.
- It was a new experience.
- I was able to remember well sentences with the help of a friend.
- It was fun that I was a teacher.
- It was glad that Tutee keep up with my help well.
- It was good that Tutor explained well and corrected in detail.
- I felt rewarding from teaching.
- I felt good to see the ability of Tutee was improved.
- I wish there will be often these kinds of classes.
- It was good to read and study several times with help each other.
- I learned firmly that quite confusing part.
- The activity attaching and detaching the sentences by using velcro was fun and interesting.
- It was a fun and valuable experience.
- I could learn exactly the main expressions.
- Because my dream is being a professor, being a teacher was really interesting and fun.
- Changing the role of each other was the most fun.
- Learning contents more easily came in my head.
- The ways to memorize of my friends was great.
- It seemed to be closer with friends.

**(2) What was not good**

- Because of the feeling that taking the test in front of a friend... I did not like a little.
- It was lack a bit of time. We were able to achieve the final goal ...
- I wanted to have a role in changing the Tutor. (Lack of time)
- I think it was a bit difficult because of a lot of the sentences in my level.
- Because Tutee did not understand quickly, I was frustrated.
- Because Tutee did not actively, it was a little difficult.
- It was too difficult to teach a friend.
- It was difficult to write sentences from memory. It was possible to speak...
- It was really annoyed to write exactly spelling, punctuation, spacing, and capitalization.
- It was a little difficult to write sentences correctly.
- Tutee did not understand my words, so it was difficult to explain several times.

5. Materials and learning results





# Lesson Plan 3

**Lesson Topic:** *King Sejong Invented Hangeul.*

**Date:** November 8<sup>th</sup>, 2013

**Learning Objectives:**

The students will:

- Learn about irregular verbs.
- Write about what they did yesterday.

**Target Language:**

The students will be able to communicate:

- What did you do yesterday?

**Vocabulary:**

The students will learn these words: went, ate, played, did, met, watched, slept, etc.

Procedure	Teacher - Learning Activities(40)	Interaction
Introduction (3)	<p><b>Review &amp; Set up the goal (3)</b></p> <ul style="list-style-type: none"> <li>➤ Ss review what they learned last time.</li> <li>➤ Let Ss know about the goal of this lesson.</li> </ul>	T→Ss
Development (34)	<p><b>1.Think (5)</b></p> <ul style="list-style-type: none"> <li>➤ Select workbooks (total of four kinds)</li> <li>➤ Classify 4 types of irregular verbs for themselves.</li> </ul> <p><b>2.Pair (3)</b></p> <ul style="list-style-type: none"> <li>➤ Check words or key words with their friends.(pair work)</li> <li>➤ Help those who didn't complete a workbook or struggling friends by helping them.</li> </ul> <p><b>3.Share (5)</b></p> <ul style="list-style-type: none"> <li>➤ Check irregular types, looking to change a workbook among a group with 4 persons.</li> <li>➤ Recommend 2~3 keywords to their group members.</li> <li>➤ Find keywords, looking at workbooks of those who need help</li> </ul> <p><b>4.Check (3)</b></p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p>

	<ul style="list-style-type: none"> <li>➤ Attach, taking out each of the workbook to the entire workbook by group.</li> <li>➤ Check what Ss knew and didn't know by seeing the entire workbook.</li> </ul> <p><b>5.Memorize (5)</b></p> <ul style="list-style-type: none"> <li>➤ Take out words Ss want to memorize from the entire workbook and check them.</li> <li>➤ Explain how to memorize them to friends and help to memorize.</li> </ul> <p><b>6.Write (5)</b></p> <ul style="list-style-type: none"> <li>➤ Write verbs memorized in each area, learning the 4 types of irregular verbs (At least 3 in each area)</li> </ul> <p><b>7.Use (Autumn tree decoration) (8)</b></p> <ul style="list-style-type: none"> <li>➤ T. explains examples and reasons by memorizing irregular verbs.</li> <li>➤ Ss write 'what they did yesterday' briefly as an application case. <ul style="list-style-type: none"> <li>① Write what they did yesterday on the leaf-shaped paper by using past verbs (regular, irregular verbs) <ul style="list-style-type: none"> <li>- At least 2 sentences</li> </ul> </li> <li>② Complete autumn trees turning red by attaching leaves.</li> </ul> </li> </ul>	
Closure (3)	<p><b>Let's Review and Check (3)</b></p> <ul style="list-style-type: none"> <li>➤ Let's review and check how well you studied today.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>➤ Evaluate the 'autumn trees.'</li> </ul>	T→Ss



## 1. Rationale for the intervention

In lesson 13, it's the most important learning contents to ask and answer the fact of the past. Therefore, it should be followed to learn the past verbs to conduct the learning in the lesson. However, it's likely to be a boring lesson because of too many verbs presented in the textbook and also I don't want to make students memorize the past verbs blindly. So the lesson is implemented by thinking it's more effective and meaningful to let students know the type of the irregular verbs which elementary school students should know at their level before graduating from elementary school. For this class, I used Think-Pair-Share strategy. In fact, it's impossible to memorize all irregular verbs at the level of elementary school. So, I quartered the irregular verbs to minimize this problem, and gave them students and then classified them into types of students. To this end, I make students fill in a worksheet given through enough thinking in the first 'Think' step. After each student had found types of irregular verbs, I passed the second 'Pair' step to check and check stages, and I checked all words which 4 students had in the final 'Share' step and did the information division. And I conducted 'autumn tree decoration' simply based on 'What I did yesterday' as the final activity so that student might not remember this was a grammar-oriented unfunny and boring class.

### (1) Think

I planned an activity of thinking to classify the 4 types of irregular verbs for the first time to understand them. In the step, an activity of writing A-B-C, A-B-B-, A-B-A, A-A-A type of irregular verbs on color-coded their workbooks by finding them on the workbook shared in each was done. This is not for making students memorize a total of 19 words, but for making students identify types of irregular verbs. The reason to focus on grasping types of irregular verbs is to understand words more easily and more meaningfully and use them based on these types, when new verbs appear if understanding them.

### (2) Pair

In this step, students modify and complement what they didn't know or wrong parts by sharing their workbooks written in the Think step with their desk mates. If there were students who didn't write a workbook in the 1 step, I guided them to conduct this step in the way of help and care to complete a workbook. In the step, students exchange their workbooks and grasp irregular types of other words, and expanded to understand the use of irregular verbs.

### (3) Share

In this step, I made students explain types of irregular verbs used on the workbook groups with 4 persons had and recommend 2~3 words considered to be important. At this time, I made students present recommendation in order of their members (No. 1~4) assigned to each person. If there were those who didn't propose keywords or were reluctant to present, I made students think them and find keywords. I was worried and troubled about whether too many words suggested were a burden to students or not. However, it's said most students touch a variety of words, and grasp irregular types forgotten again so they were helped. Worries about poor school performance still remain, but it's truly thankful.

#### **(4) Check**

Before memorizing irregular verbs, first of all I made students check the workbooks all groups had visually and have the time to check them. To this end, after attaching to cut their workbooks in the 4 types, I made students work for irregular verbs generally and check them with the progress of a team leader. At this time, reattachment glue which was available to reuse like post-it was used for the next step. This was because material utilization was to increase as rechecked learning at the same time, the motivation and fun of learning. In addition, in the step I made students check easily other friends' data rather than their data visibly after attaching workbooks by color together in the Think step, through this I made step-by-step learning conducted individually.

#### **(5) Memorize**

I made students see irregular verbs table in the first step or gave them the time to memorize workbooks by group summarized together in the fourth step. However, most students already memorized all irregular verbs and some of underachievers had difficulty of the number of words or a way of memorizing them. So, I asked students who early finished memorizing them for helping underachievers through their secrets to memorize or the type description.

#### **(6) Write**

Today's learning objectives are to identify types of irregular verbs rather than to memorize irregular verbs. Therefore, I made students write, memorizing at least 3 verbs in each type to verify them. And I let students write 3~4 verbs additionally for students who already memorized a lot of words. Students wrote, classifying verbs into types more easy than student expected and they understood types.

#### **(7) Use**

The reasons why students should memorize irregular verbs is that students figure out and deliver the meaning of the conversation in real life. Therefore, the final activity was to do simply 'To learn the use case through autumn tree decoration'. The activity was to write the answer for the question on autumn tree and to attach it. The question was "What did you do yesterday?", at this time I made students create at least 2 sentences and write them by using past verbs. My students who like to make and decorate wanted to the activity for a long time. However, today's lesson objectives were to learn types of irregular verbs, so an interesting class utilizing past verbs had to delay to next time.

## **2. What went well...**

### **(1) Role division by the number**

In order to conduct a lot of learning and a variety of learning materials smoothly simultaneously, I used a number system in each group properly. A number system in each group is a way of numbering No.1~4 student

on the basis of the place and giving their roles by numbers. In the process of handing out, collecting workbooks and presenting, this number system reduced the time given on lesson setting, and played a role of conducting a group activity smoothly. Especially in the last arrangement step, No.1, No. 2, No. 3 and No. 4 student arranged individual worksheets, worksheets by group, reference worksheets and surrounding, respectively so I made the class be arranged in a short time.

#### (2) Helping

In the fourth step, the reason why I used reattachment to attach and take out like post-it was that I let students reaffirm irregular verbs and helped those who needed help, and I made students learn a variety of verb types willingly step-by-step without burdens. Thanks to these data, students did interestingly a group activity when they helped each other, and they could get more information by giving and receiving help. Though there were still students who felt fear for irregular verbs, they said it was the way of looking for their similarities and common points compared with other words after thinking types of irregular verbs rather than memorizing them blindly and memorizing them meaningfully through a group activity.

### **3. What didn't go well...**

#### (1) To overcome individual learning differences

Most students participated in the class without feeling difficulty of finding irregular types of the words I gave and memorizing them through private education. They said this class was meaning as an arrangement activity. However, they said this class was too extensive and not interesting to those who didn't get private education. But it was glad to remove the fear and the pressure for memorizing through the understanding of the 4 types of irregular verbs and the task of verb classification. In lesson 13 conducted in future, so students having individual learning differences may lose their confidence, ask and answer things in the past naturally, and I'll try to plan lessons more meaningfully and interestingly.

#### (2) The atmosphere of the class built up

Just this time ago, there were the semifinals of dodge ball contest by class. Students in the class prepared for dodge ball contest and supported for a few days and they were excited, but on the day, it failed in entering the finals. I explained types of irregular verbs for these students so this lesson might not be interesting from the beginning. To this end, I first should have comforted and encouraged students, and created the atmosphere of the class smoothly, I didn't. So I was sorry to do. Nevertheless, I appreciated for students who took part in the class without being bored.

#### **4. Students' Feedback**

##### (1) What was good

- I understood more words through types of irregular verbs.
- I found regularity in irregularity I didn't.
- It was interesting to attach classifying irregular verbs like post-it.
- It was good to finish up irregular verbs.
- It was interesting to classify verbs in each type.
- It was good to study using colored papers and reattachment glue.
- It was interesting to look at irregular verbs friends had.
- It was nice to know keywords friends recommended.
- It was interesting to decorate autumn trees.
- It was good to check many irregular verbs.
- It was good to recheck irregular verbs forgotten.

##### (2) What was not good

- It was annoyed to memorize irregular verbs.
- It was hard to see and write many words.
- I knew types but it was boring to memorize them.
- It's better to have long time to decorate and create trees.
- It was difficult to make my friends find and memorize irregular verbs.
- Letter writing speed was slow and there was what I didn't know so I was difficult.
- I don't like to memorize them.



오늘 외운 불규칙 동사

6학년 ( 반, 이름: )

유형	현재형	과거	과거 분사	뜻
A-B-C 형				
A-B-B 형				
A-B-A 형				
A-A-A 형				

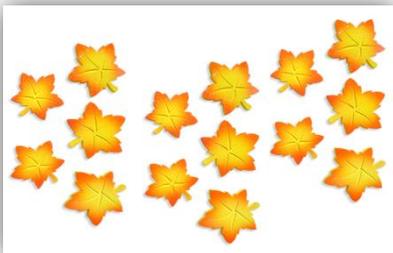


오늘 외운 불규칙 동사

6학년 13반, 이름: (한예지)

유형	현재형	과거	과거 분사	뜻
A-B-C 형	begin	began	begun	시작하다
	rise	rose	risen	일어나다
	sing	sang	sung	노래하다
	drink	drank	drunk	마시다
	swim	swam	swum	수영하다
A-B-B 형	hide	hid	hidden	타오
	think	thought	thought	생각하다
	send	sent	sent	보내다
	lend	lent	lent	빌려다
	fight	fought	fought	싸우다
A-B-A 형	catch	caught	caught	잡다
	teach	taught	taught	가르치다
	bring	brought	brought	가져오다
	return	returned	returned	반납하다
	come	came	came	오다
A-A-A 형	run	ran	run	달리다
	cut	cut	cut	자르다
	hit	hit	hit	타격하다
	set	set	set	두다
	read	read	read	읽다
A-A-A 형	let	let	let	시울 시키다

What did you do yesterday?



What did you do yesterday?



## **IV. Action Research**

- 1. Introduction**
- 2. Research Question**
- 3. Literature Review**
- 4. Intervention**
- 5. Findings and Discussion**
- 6. Summary and Conclusions**





## 1. Introduction

Teaching English to young learners is not easy because English is not their mother tongue and it is a new thing for them. Interest in learning English must be developed in the students as it is the key to making it easier for them to master English. English teachers should employ effective and interesting techniques to introduce English to young learners so that they would be interested and motivated to learn it.

There are many ways of introducing English to young learners. One of them is by using games. It is well known that children like to play, and as such, using games as the teaching method can make the students more interested in learning English. Games are not only for fun but also for motivating students to master English fast and easily. Learning by doing is a good way to make students easily understand English because as they engage in fun activities by themselves, they will find it easy to remember and learn the material taught by the teacher.

For this reason, the researcher implemented game-based learning with her students for a semester. Some students, however, concentrated too much on the games, and the competitiveness began to become excessive regardless of the learning content. As a result, some of the students who were introspective or diffident came to be excluded from the class and had difficulty learning English. Thus, the researcher decided to change the teaching-learning method in the second semester. For this, needs analysis and a diagnostic assessment of the students were carried out.

According to the analysis of the students' needs, 50% of the students had an interest in English study and in attending the class, but 13% of the remaining students found English class boring; 36.7% of the students claimed that the game-based classes made them participate more in class and mitigated their fear of learning; and 46.7% of the students felt fear when asked a difficult question by their teacher. These results indicate that the students are still longing for pleasurable and interesting classes, such as game-based classes, and want to study without fear, with various student-centered learning activities, rather than learning by being asked one-to-one questions.

Also, the results of the early diagnostic assessment revealed that the students' receptive skills (listening, reading) were developed more than their productive skills (speaking, writing). The areal distribution of the students in the lower ranks showed that

23.33, 16.67, 33.33, and 26.67% of the students had difficulties in the listening, reading, speaking, and writing areas, respectively. These results are the same as those of the needs analysis, which seems to imply that speaking and writing activities in class are more needed by the students.

## 2. Research Question

Based on the above findings, it was decided that cooperative learning be applied, which can increase the students' learning interest and degree of participation in class but can decrease the competitive elements, as in game-based learning. The area that was emphasized while applying cooperative learning was the improvement of the students' confidence and academic achievement.

The research question was as follows: *How can the students' achievement and confidence be promoted through cooperative learning?*

## 3. Literature Review

Cooperative learning has been defined as groups of students working together to complete a common task (Johnson, Johnson, & Holubec, 2008). Numerous studies have measured the success of cooperative learning as an instructional method regarding social skills development and student achievement across all levels, from primary grades through college. The general consensus is that cooperative learning can, and usually does, result in positive student outcomes in all areas (Johnson & Johnson, 1990; Kagan & Kagan, 2009; Marzano, Pickering, & Pollock, 2001; Slavin, 1996).

Effective cooperation requires that five basic elements be carefully structured into the situation (Johnson & Johnson, 1989; Johnson, Johnson, & Holubec, 2008). First, there must be a strong sense of **positive interdependence**, so individuals believe they are linked with others so they cannot succeed unless the others do (and vice versa). Individuals must believe that they sink or swim together. Positive interdependence may be structured through mutual goals, joint rewards, divided resources, complementary roles, and a shared identity. Second, each collaborator must be **individually accountable** to do his or her fair share of the work. Third, collaborators must have the opportunity to **promote each other's success** by helping, assisting, supporting, encouraging, and praising each other's efforts to achieve.

Fourth, working together cooperatively requires **interpersonal and small group skills**, such as leadership, decision-making, trust-building, communication, and conflict-management skills. Finally, cooperative groups must engage in **group processing**, which exists when group members discuss how well they are achieving their goals and maintaining effective working relationships.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

In cooperative learning, various strategies exist for cooperative learning and can be used at whenever the teacher see fit for their use. Listed below with a brief description are strategies that I used in my intervention classes.

**Group investigation** is learning strategy that involves task specialization (Slavin, 1995). In this method, the class is divided into several groups that study in a different phase of a general issue. Group investigation includes four important components (“the four I’s”): investigation, interaction, interpretation and intrinsic motivation. Investigation refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hallmark of all cooperative learning methods, required for students to explore ideas and help one another learn. Interpretation occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process.

**Write Around** is that teachers could give a sentence starter for creative writing or summarizing. All students in each team have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to than one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion and/or edit their favorite one to share with the class.

**Peer tutoring** can be described as an instructional system in which students teach other students (Harris, 2002). It is the process by which a competent pupil with minimal training and with a teacher’s guidance helps one or more students at the same grade level to learn a skill or concept (Thomas, 2000). It involves having students work in pairs with

another student of the same age or grade. It can be used to aid in the instruction of a few specific students or on a class wide basis.

**Cooperative Storytelling** is a learning activity that allows children to develop skills such as creative problem-solving, collaborative learning, expressive design, the development of multiple forms of literacy, and the exploration of knowledge. Storytelling is an important method for providing natural language experiences even during very early stages of language acquisition. Stories should be highly predictable or familiar to the students from their native culture. They should be repetitive, making regular use of patterns.

**Think-Pair-Share** is a method that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method. The first step, groups of four students listen to a question posed by the teacher. Secondly, individual students are given time to think and then write their responses. Thirdly, pairs of students read and discuss their responses. Finally, a few students are called on by the teacher to share their thoughts and ideas with the whole class.

**Three-Step Interview** is a strategy that is effective when students are solving problems that have no specific right answers. Three problem-solving steps are involved in this process. In step one the teacher presents an issue about which varying opinions exist and poses several questions for the class to address. Step two, the students in pairs become the interviewer and the interviewee. Step three, after the first interview has been completed, the students' roles are switched. After each student has had a turn, the pairs read their interviews to the class. After all interviews have been done, the class writes a summary report of the interview results.

## 4. Intervention

### 4-1. Intervention plan

Week	Lesson	Objectives	Language Forms	Main Activities
1	11. This Is My Blog. (6/4)	•Ss will learn how to introduce traditional holiday in Korea.	•(The name of holiday) is a holiday in Korea. •It's ~ (date). •That day, we ~ (doing something).	•Running Dictation •Read and Write
2	11. This Is My Blog. (6/6)	•Ss will review through Write Around the Group activity.	•Can you tell me about ~? -Sure. It is ~. / They are ~. •You look like ~.	•Find words •Make Sentences •Create Stories •Read Together and Compliment
3	12. Do you Remember? (2/6)	•Ss will learn to remember past events and instruction. Ss will review the target sentences which come from Lesson 9-11.	•Please come back by six o'clock. •What a big lemon! •I'm bigger than an orange. •Excuse me. Can you help me? •What can I do for you? •Do you remember the kiwi fruit? •It looks like you.	•Unscramble the Sentences •Memorize the Sentences
4	12. Do you Remember? (4/6)	• Ss will review the target sentences which come from Lesson 9-11.	•Please come back by ~. •What a ~! •I'm ~er than an ~. •Excuse me. Can you help me? •What can I do for you?	•Change Stories •Make a Hot-Air Balloon-Shaped book

			<ul style="list-style-type: none"> <li>•Do you remember ~?</li> <li>•It looks like ~.</li> </ul>	
5	13. King Sejong Invented Hangeul. (2/6)	<ul style="list-style-type: none"> <li>•Ss will learn about irregular verbs.</li> <li>•Ss will write about what they did yesterday.</li> </ul>	<ul style="list-style-type: none"> <li>•What did you do yesterday?</li> </ul>	<ul style="list-style-type: none"> <li>•Think</li> <li>•Pair</li> <li>•Share</li> <li>•Check</li> <li>•Memorize</li> <li>•Write</li> <li>•Use</li> </ul>
6	13. King Sejong Invented Hangeul. (5/6)	<ul style="list-style-type: none"> <li>•Ss will learn about irregular verbs in their real life.</li> <li>•Ss will write about what they did yesterday according to their daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>•What did you do yesterday at (time)?</li> <li>•I (past verb) ~.</li> </ul>	<ul style="list-style-type: none"> <li>•Self-Interview</li> <li>•Partner Interview</li> <li>•Group Member Interview</li> </ul>

#### 4-2. Intervention process

The action research was progressed with a total of six intervention classes to understand how cooperative learning affects students' achievements and confidence improvement. When the learners are told to engage in cooperative learning, they are definitely assigned personal responsibilities in class, and as the groups are evaluated based on the contributions and achievements of all the learners therein, the intervention classes in this study were conducted focusing on the roles of all the members of the groups. Through this learning method, not only do the learners get to improve their understanding of the learning contents as well as their participation in class; they are also given chances to acquire social functions, which are necessary for them to carry out cooperative learning, such as leadership, communication skills, trust building, and conflict control. In these intervention classes, however, what were sincerely emphasized were the class management skills and the roles of the teacher. According to Slavin, Hurley, and Chamberlain (2003), one of the most important roles of the

leader of a cooperative-learning effort is that of the “link among the groups.” In almost every case, the teachers whose students succeed at executing effective cooperative-learning activities have taught their students the skills that they need to do so (or have benefited from teachers who have done so previously).

To begin with, the groups were structuralized so that this study could be conducted with proper class management. First, to achieve the goal, each of the cooperative-learning groups was designed to have one member with excellent learning abilities, two with average learning abilities, and one with low learning abilities. The groups had to have similar proportions of males to females because if learning achievement will be considered, it can be seen how heterogeneity maximizes peer learning by the learners while helping the teacher supervise the learners’ learning. Second, the number of members in each group had to be limited to three to four because if the group were bigger than that, it would be hard for the teacher not only to encourage the learners to join the class but also to manage the learners in general. Third, to make the class develop efficiently for both the learners and the teacher, the classroom was designed to face a board. This helped the teacher draw the learners’ attention to her at any time by giving the learners silence or attention signs. With regard to such signs, the learners and the researcher made the signs together and agreed on their proper uses.

In addition, the researcher had a few roles to fulfill as a teacher so that the cooperative-learning activity could be processed correctly. First, the teacher had to help the learners understand the principles and methods of cooperative learning by training them well enough in terms of the social functions that are necessary for the success of cooperative learning. For this, in every class, the learners were made to learn the rules to be followed during the class activity, and as a result, no problem was encountered with the learners in all the six intervention classes as they were willing to follow the rules. Second, the teacher had to be relaxed during the class activity, and had to closely observe the activities of the learners, giving personal instructions to the groups or individual learners. In addition, however, the teacher had to be prepared for any eventuality before the class, and when giving directions to the learners in class, the researcher had to make sure to encourage the learners to participate well in the activities, giving full support to what they were doing in class and helping them with ideas. For this role of the teacher to be achieved, in every class, the learners’ participation and achievements were observed, and the observation sheets were accomplished so that proper measures could be taken during the classes. Third, while fulfilling the

assignments, the learners had to be given a chance to evaluate and go over their activities after finishing either their unit work or assignment by themselves. That way, the learners would be given a chance to think about how to do better in the next cooperative-learning activity. For this, the learners were made to write a class evaluation report for every class. While writing the reports, the learners were given a chance to review the class in general, and to realize that they need to be more serious about what they do in class, having understood their roles, levels of participation, and cooperation in the class.

Based on the above principles, group investigation was chosen for the first intervention. The learners were made to write sentences to describe the national holidays in South Korea, and were allowed to use the examples presented in the textbook. Through this activity, the learners could expand their sentences using expressions in the textbook, and could also realize once again the importance of the silence and attention signs in class.

For the second intervention, the “write-around method” was applied, and the learners were made to go over the learning contents of Lesson 11 while taking another look at the main ideas of the lesson. In this class, the learners understood their roles in the groups and performed them with a sense of responsibility. After all, it was an opportunity for the learners to learn in a practical way how to make a contribution to their own groups.

For the third intervention, the peer tutoring method was borrowed, and the learners learned new main expressions in Lesson 12 with the other members of their groups. While participating in the activity, the learners benefited from their peers in their respective groups and realized that studying cooperatively with their friends could be an efficient and effective way for them to learn.

In the fourth intervention, creative story-making was done by using the cooperative storytelling strategy. Through this, the students could gain pleasure while becoming absorbed in their story-making work by changing the story’s characters, background, and words, and could comprehend how helpful it can be for their own study performance ability and confidence improvement to study with consideration and respect for one another, admiring and appreciating the work of each group.

The fifth intervention was preceded by applying the think-pair-share strategy to effectively learn four types of past verbs. Through this, the students could reconfirm how much the division system by number can advance a class earnestly and fruitfully, and through this activity, the students could grasp the subject matter of the class more deeply, and could

confirm the fact that sharing what they know with others could be meaningful. Also, they could understand through this class that the small help that they give to one another while learning about irregular verbs can help them make one another better understand what they are studying, and can help improve their confidence.

The sixth and last intervention was proceeded with in class by utilizing the three-step interview strategy. Through this activity, the students could learn how to express their various daily tasks by going through the three-step interview, and could go through a fruitful and meaningful speaking activity with the interview process. Through this activity, the students could grasp why learning readiness is important in the first stage of learning, and due to that, they could learn which positive learning effect may occur during the interview activities in the second and third stages.

Through the aforementioned six interventions, the students could confirm that cooperative study along with their group members can raise their study understanding ability while regaining their confidence in English. Also, they could confirm that their study understanding ability and achievement can get higher when they raise their absorption and participation degree in class.

### **4-3. Data Collection**

#### **4-3-1. Academic achievement**

To analyze the impact of cooperative learning in a small group, the results of the evaluation in Lesson 8, 9, and 10 before the intervention and the English achievement in Lesson 11, 12, and 13 in the process of the intervention were compared. The reason that assessment was carried out in each lesson was to identify the effectiveness of the intervention by stage and class type. Also, the students' self-evaluation sheets and the observation sheets for the teachers were analyzed and checked to examine the students' participation and understanding, which can be contained in the concept of achievement. For the students' self-evaluation, the following five-step rating scale was utilized for each question: "strongly agree," 5 points; "agree," 4 points; "neutral," 3 points; "mostly disagree," 2 points; and "disagree," 1 point.

#### **4-3-2. Tests of improving confidence**

To investigate the degree of improvement of the students' confidence, post-survey, students' self-evaluation sheets, and colleagues' comments were used. There were 15 post-survey items: 14 positive questions and 1 negative question. The following five-step rating scale was utilized for each of the positive questions: "strongly agree," 5 points; "agree," 4 points; "neutral," 3 points; "mostly disagree," 2 points; and "disagree," 1 point. In the case of the negative questions, the scoring was done conversely.

#### **4-3-3. The effects of cooperative learning**

Diagnostic post-assessment and students' interview have been conducted to understand the effect of game-based learning and cooperative learning before and after Intervention. Diagnostic post-assessment has been used to realize student's change and improvement of 4 sections such as Speaking, Listening, Reading and Writing by comparing to diagnostic pre-assessment before intervention. Also, student's interview has been carried out with high, medium, and low level groups in order to compare strengths and weaknesses of cooperative learning and game-based learning which students has personally felt with each other.

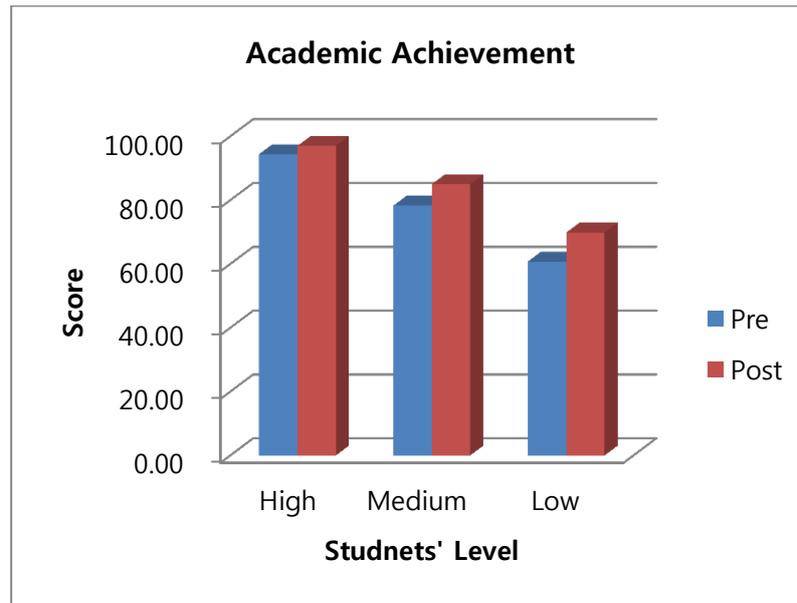
## 5. Findings and Discussion

### 5-1. Student Achievement

#### 5-1-1. Academic achievement

<Graph 1> Pre- and post-test academic achievement

(Ss' N=30)

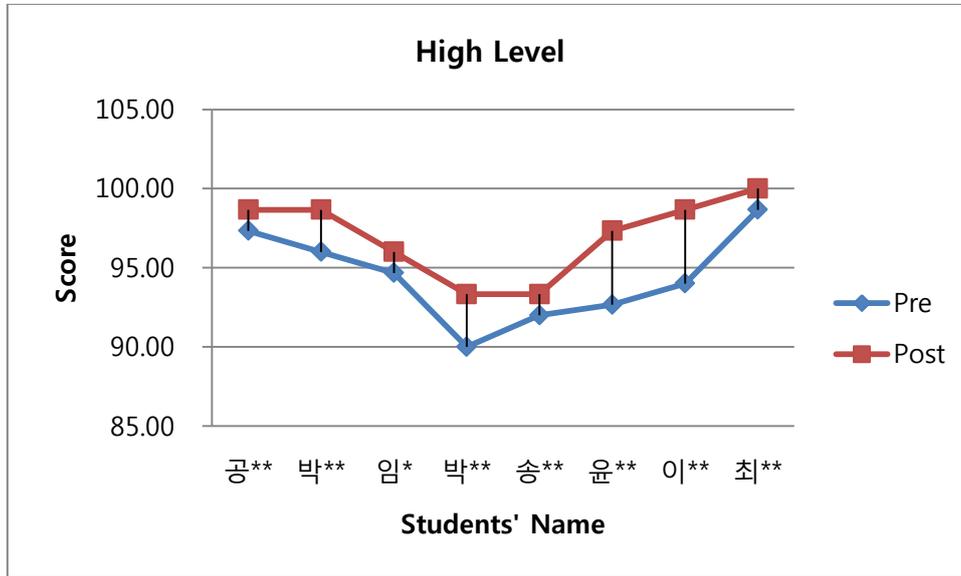


To determine the degree of influence of cooperative learning in a small group on the group-specific academic achievement, the evaluation results of three lessons (8, 9, and 10) before the intervention, in the form of pre-assessment, and those of three lessons (11, 12, and 13) with the intervention, in the form of post-assessment, were compared and analyzed. The average pre-assessment score was 77.93 points, and the average assessment score after conducting cooperative learning was 84.16 points. It was confirmed that the average post-assessment score in the class with cooperative learning was higher than the average pre-assessment score by 6.22 points. Therefore, cooperative learning in a small group had a positive effect on English achievement.

① High level group

<Graph 2> Academic achievement improvement in the high-level group

(Ss' N=8)

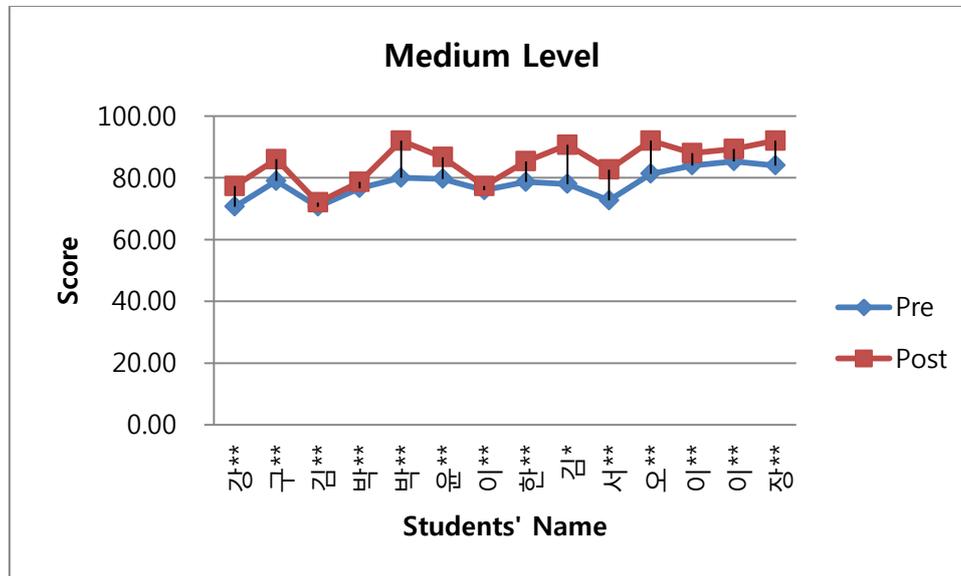


Cooperative learning had an effect on the academic achievement of the students in the high-level group, as shown by the fact that the average pre-assessment score of the students in the high-level group was higher than the average post-assessment score by 2.58 points. Although there were students in the high-level group with consistent scores of over 90 points in English because they liked English, the students with scores of 80 points in English learned to faithfully perform their role, and their academic achievement improved while organizing concepts for themselves in the process of helping their friends and reviewing the contents that were studied naturally. Some students found it easy to understand the questions alone and to participate in the cooperative-learning activity, but they did not find it easy to explain the questions to their friends. Thus, they said that if they want to explain the concepts that they know to someone else, they now know that they should strive to understand them more accurately and make an effort to find their own way of studying through the feedback from their teacher. Due to such efforts, the students in the high-level group obtained good post-assessment results.

② Medium level group

<Graph 3> Academic achievement improvement in the medium-level group

(Ss' N=14)



Twelve of the 14 students in the medium-level group showed highly improved academic achievement, but some students' improved scores were not high. In the case of the students in the medium-level group, some led a group of students who gave feedback to one another, as with the students in the high-level group. This was because some of the students in the medium-level group did not have a score gap with the students in the low-level group. As such, while the students in the medium-level group gave the most positive answers in the questionnaire on cooperative learning, some students' score improvement was not considerable. Thus, more detailed planning and guidance with regard to the aforementioned group of students in the medium-level group should be done in the team configuration.

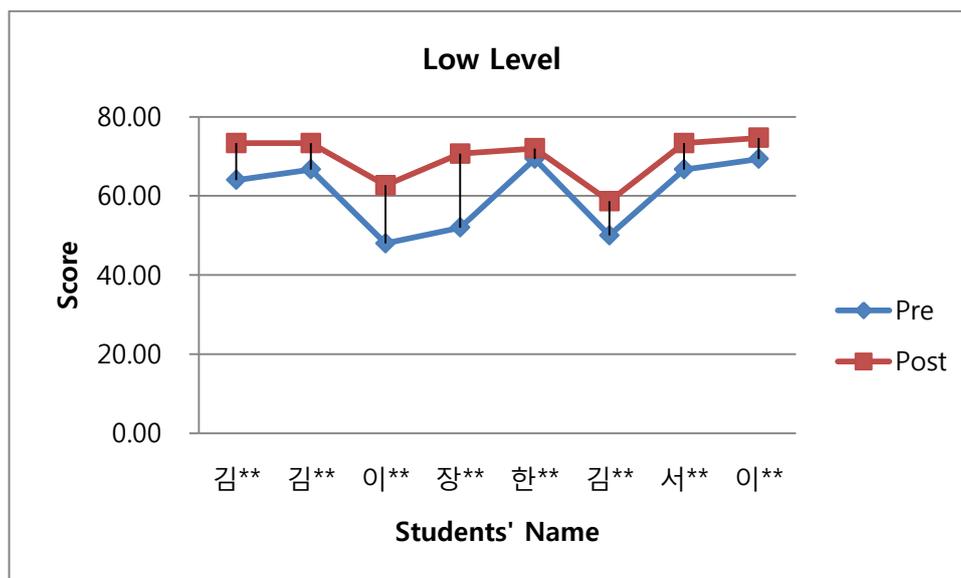
③ Low level group

In the case of the students in the low-level group, their academic achievement improved the most (by 9.08 points) among the high-, medium-, and low-level groups, and improved more in the post-assessment than in the pre-assessment. It was seen that cooperative learning helped in the score improvement of the students in the low-level group. In the general classes, it was impossible for the teacher to give individual attention to the

students, as can be done in special classes, because there were many students, with large differences in their degree of pre-learning especially in the low-level group. There were also many cases of students being excluded from the class due to their failure to understand the lesson contents.

<Graph 4> Academic achievement improvement in the low-level group

(Ss' N=8)



On another note, the students in the low-level group could learn English more easily because the members of the same group could guide the others in the group individually, in a way suitable for their respective stages, depending on the structure of the cooperative-learning activity. Also, the fact that their confidence in English was improving helped in their score improvement. In addition, through the presentation between the groupmates, the group members' communication skills improved much, along with their ability to solve problems. Thus, the students who had given up trying to answer questions or who had avoided answering questions in the past made an effort to solve problems by themselves.

#### 5-1-2. Students' Self-evaluation

Academic achievement can be more accurately measured by class participation, the understanding of the class contents, integrity in class, and submission of the appropriate results rather than by simple test scores. Therefore, the achievement in this area was checked

through student self-assessment. Table 1 is a statistics chart for extracting questions about class participation and understanding of learning contents.

<Table 1> **Student's self-evaluation on class participation and understanding of learning contents**

(N=30)

Statement	Intervention	Strongly agree	Agree	Neutral	Mostly disagree	Disagree
<b>1. Participation</b> I participated in group activities enthusiastically, which helped our group.	Before	9	9	5	4	3
	1	13	8	4	4	1
	2	16	7	3	3	1
	3	14	9	5	2	0
	4	17	5	7	1	0
	5	14	8	6	2	0
	6	11	13	4	2	0
<b>2. Understanding learning contents</b> I learned today's key expressions through this class.	Before	9	7	7	4	3
	1	11	8	5	4	2
	2	14	7	4	3	2
	3	12	9	7	2	0
	4	15	7	7	1	0
	5	13	8	7	2	0
	6	13	10	4	3	0

As can be seen from the results in Table 1, more than 70% of the students positively answered the question about class participation, indicating that they actively participated in each class and that they helped their respective groups. It is considered that the responsibility scheme, in which a role is given to each student in all the activities, has a great impact. All of the intervention classes in this study gave each student one of four roles (keeper, recorder, leader, praiser), and required all the students to participate in all the activities because mate activities were sometimes paired with group activities. In addition, it seems a big help to making a fresh learning impact to assign challenging tasks to the students.

On the question about the students' understanding of learning contents, the students indicated that they certainly learned the day's key expressions through each intervention class. Towards this end, a space was placed at the bottom of the assessment form for a new sentence

learned that day, and the students showed their enthusiasm for this by faithfully recording a key expression that they learned each day. The reason that there were more students who gave the answer “usually” to the question about the understanding of learning contents than to the question about class participation was that the students in the low-level group had a learning gap. Even though their class engagement and participation were high, the amount and range of their understanding of learning contents as expressed in one hour would inevitably be limited. Therefore, a systematically structured cooperative-learning activity has to be continually conducted to restore greater confidence in learning on the part of the students, and to help prevent students with poor confidence levels from getting poor English study results, English teachers should identify such students steadily and should make an effort to help them avoid accumulating learning deficits.

### 5-1.3. Teacher’s Observation Assessment

< Table 2> Teacher’s Observation Assessment on forming skills

(Group N=8)

Skills		Week	Skill was present to a greater degree	Skill was present	Skill was present to a lesser degree
<b>I. FORMING SKILLS</b>	1. Move quickly and quietly into groups.	Week 1	2	2	4
		Week 2	3	2	3
		Week 3	4	2	2
		Week 4	3	4	1
		Week 5	5	2	1
		Week 6	4	2	2
	2. Stay with the group.	Week 1	1	2	5
		Week 2	2	3	3
		Week 3	4	2	2
		Week 4	3	3	2
		Week 5	5	2	1
		Week 6	4	2	2
	3. Use quiet voices.	Week 1	0	3	5
		Week 2	2	3	3
		Week 3	3	3	2
		Week 4	3	2	3
		Week 5	3	2	3

	4. Take turns.	Week 6	4	2	2
		Week 1	1	3	4
		Week 2	3	2	3
		Week 3	4	2	2
		Week 4	3	3	2
		Week 5	4	3	1
		Week 6	4	2	2

<Table 3> Teacher's Observation Assessment on functioning skills

(Group N=8)

Skills		Week	Skill was present to a greater degree	Skill was present	Skill was present to a lesser degree
<b>II. FUNCTIONING SKILLS</b>	1. Share ideas and opinions.	Week 1	1	3	4
		Week 2	2	4	2
		Week 3	3	4	1
		Week 4	5	2	1
		Week 5	5	3	0
		Week 6	5	3	0
	2. Look at the speaker.	Week 1	2	2	4
		Week 2	4	3	1
		Week 3	4	2	2
		Week 4	4	2	2
		Week 5	4	3	1
		Week 6	3	4	1
	3. Use each other's names.	Week 1	2	2	4
		Week 2	3	3	2
		Week 3	3	4	1
		Week 4	4	3	1
		Week 5	3	5	0
		Week 6	3	5	0
	4. Express support and acceptance.	Week 1	1	2	5
		Week 2	2	2	4
		Week 3	3	2	3
		Week 4	2	3	3
		Week 5	2	4	2
		Week 6	4	2	2

<Table 4> Teacher’s Observation Assessment on discussion skills

(Group N=8)

Skills		Week	Skill was present to a greater degree	Skill was present	Skill was present to a lesser degree
<b>III. DISCUSSION SKILLS</b>	1. Make your points concisely.	Week 1	1	3	4
		Week 2	3	2	3
		Week 3	3	4	1
		Week 4	4	2	2
		Week 5	3	3	2
		Week 6	4	2	2
	2. Look for areas of commonality.	Week 1	1	1	6
		Week 2	1	4	3
		Week 3	3	3	2
		Week 4	2	3	3
		Week 5	2	4	2
		Week 6	2	3	3
	3. Allow others to speak.	Week 1	1	3	4
		Week 2	2	3	3
		Week 3	3	3	2
		Week 4	2	4	2
		Week 5	2	3	3
		Week 6	3	3	2
	4. Ask for justification.	Week 1	1	3	4
		Week 2	1	4	3
		Week 3	1	4	3
		Week 4	2	4	2
		Week 5	2	3	3
		Week 6	1	5	2

<Table 5> Teacher’s Observation Assessment on working skills

(Group N=8)

Skills		Week	Skill was present to a greater degree	Skill was present	Skill was present to a lesser degree
<b>IV. WORKING SKILLS</b>	1. Stayed on task.	Week 1	2	4	2
		Week 2	4	3	1
		Week 3	4	3	1
		Week 4	5	3	0

		Week 5	4	3	1
		Week 6	5	3	0
	2. Completed individual assignments.	Week 1	3	3	2
		Week 2	5	2	1
		Week 3	4	4	0
		Week 4	5	2	1
		Week 5	5	3	0
		Week 6	4	4	0
	3. Completed the group task.	Week 1	3	3	2
		Week 2	3	4	1
		Week 3	4	4	0
		Week 4	3	5	0
		Week 5	4	3	1
		Week 6	5	3	0

The teacher observation assessment conducted in each class was conducted by checking the forming, functioning, discussion, and working skills. How many of the techniques needed in cooperative learning were utilized, and whether learning was conducted, were investigated by taking advantage of this form. The results showed that the number of students who actively participated in each class increased, and that the number of students who disturbed the class or who did not take part in the class enthusiastically decreased. It was also found that the basic focus signals and promises that the students were trained in from the beginning of the semester had been strengthened by the structure of cooperative learning, where the constant individual-role-sharing system had a great effect on the students. While teaching every class, the researcher directed the students who suffered from the group activities or who did not actively participate in the class, going to them frequently. Also, a class that required the help of friends in all the activities was designed. In the systematic plan formulated by the researcher, the class friends' help and encouragement was shown to have played the biggest role in that the students were immersed in each class and gained joy in learning.

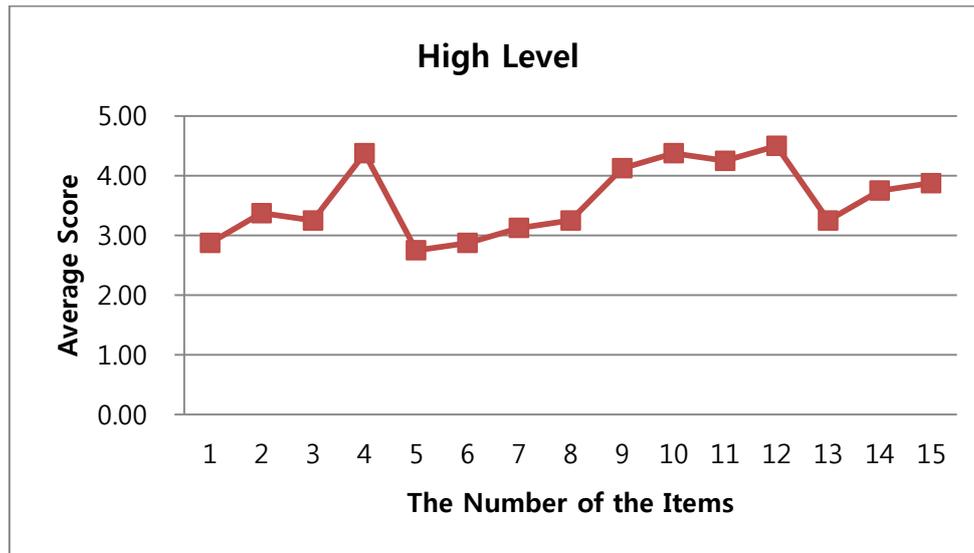
## 5-2. Results of the questionnaire on confidence improvement

### 5-2-1. Post Survey

#### ① High level group

<Graph 5> Confidence improvement in the high-level group

(Ss' N=8)

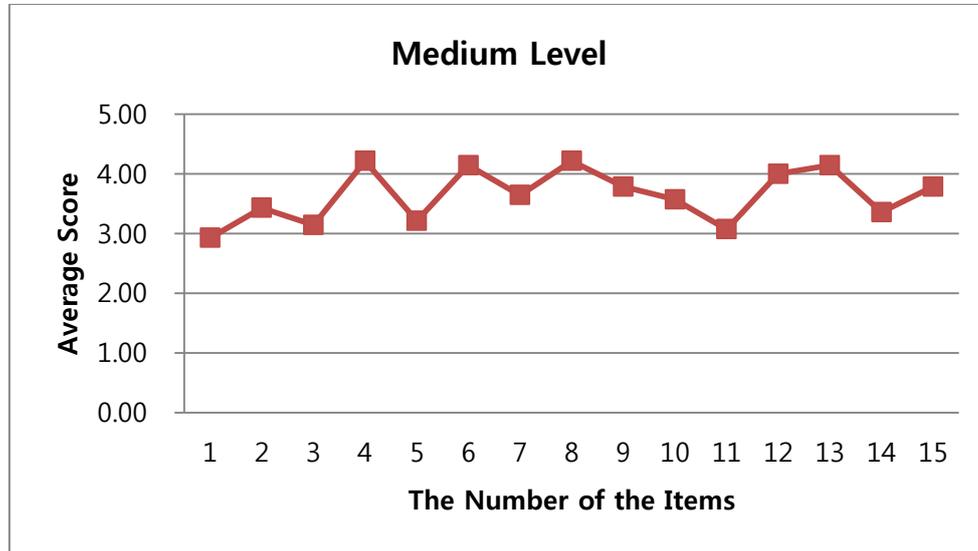


The students in the high-level group were asked 12 questions with an average score of over 3.00 points among a total of 15 items. In particular, regarding the improvement of the ability to solve problems, the average score was 3.76 points, indicating that most of the students were satisfied with the improvement of their ability to solve problems. Most of them showed a positive response to class participation and attitude as they focused on and took part in the class to teach the students in the medium-level group. Many students answered that they developed better peer relations because they talked much to their friends whom they usually did not communicate with at all, while teaching them (they had an average score of over 3.00 points for life with friends). It was considered, however, that not more individual instruction and not more opportunities to make a presentation during the learning process were given compared to the old class. In the general class, the students in the high-level group showed a high understanding of the learning contents and learned with an active attitude, thus having a unique position in terms of the number of presentations made or the positive feedback obtained from the teacher.

② Medium level group

<Graph 6> Confidence improvement in the medium-level group

(Ss' N=14)

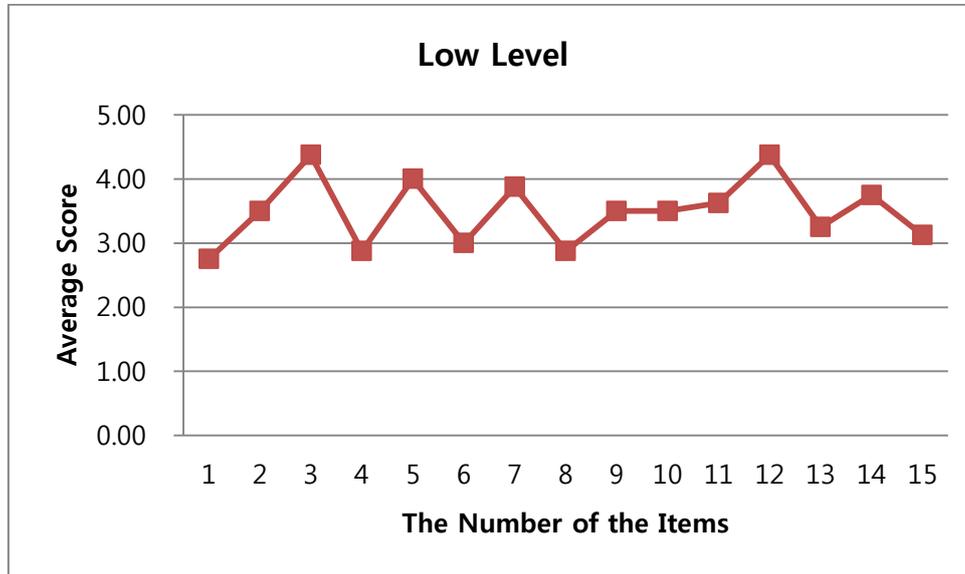


The students in the medium-level group showed a positive attitude change generally about cooperative learning, as shown by their results to the questionnaire items. They were made to answer 13 questions with over 3.00 points among a total of 15 items. Especially, they showed very positive changes in terms of their level of interest, ability to solve problems, degree of commitment, and peer relations, based on the increased opportunities to make presentations in class. In the case of the students in the medium-level group, although they could solve problems in the general class, they hesitated to make a presentation or looked like they had no confidence because they thought that they did not do well compared to the students in the high-level group. The students in the lower- and medium-level groups, however, were given enough opportunities to make a presentation in the cooperative-learning activity, and actively participated in class. This shows that cooperative learning had an effect on the improvement of the confidence to solve problems of the students in the medium-level group, and caused an improvement of the students' active learning attitude. The students were given much time to talk to the other members of their groups naturally in class while sitting facing the desk, unlike in the regular classes, and to solve problems with their friends in the cooperative-learning activity, which played the positive role of providing the students in the medium- and low-level groups with greater opportunities to learn.

③ Low level group

<Graph 7> Confidence improvement in the low-level group

(Ss' N=8)



The students in the low-level group were given 12 questions with over 3.00 points among a total of 15 items, and the survey results showed that such students gave a very positive response to the questions about actively participating in the cooperative-learning activity and about the cooperative atmosphere. In addition, in questions 3, 5, and 12, the students displayed a positive response in that their confidence and learning motivation in all the classes increased. It was difficult to get the attention of the individual students in the low-level group in general classes; they usually sit absent-mindedly in class or did not show much motivation. In the in cooperative-learning activity, however, they received teaching that was suitable for them as the other members of their group mentored them individually. As a result, their learning motivation improved much.

## 5-2-2. Students' Self-evaluation

<Table 6> Students' self-evaluation on confidence and satisfaction

(Ss' N=30)

Statement	Intervention	Strongly agree	Agree	Neutral	Mostly disagree	Disagree
<b>1. Confidence</b> I had confidence on Lesson ( ) and learning in class today.	Before	7	12	4	4	3
	1	11	9	5	3	2
	2	13	6	7	2	2
	3	15	7	6	1	1
	4	13	8	6	3	0
	5	11	8	7	4	0
	6	14	9	6	1	0
<b>2. Satisfaction</b> Today's learning contents were very interesting and deep.	Before	8	9	5	5	3
	1	14	6	5	4	1
	2	16	7	3	3	1
	3	17	8	3	2	0
	4	15	9	5	1	0
	5	16	8	4	2	0
	6	14	10	5	1	0

As shown in Table 6, the degree of the use of the techniques needed in each scope consistently increased. As a result, not only the students' class participation apparently rose but also the students' inner confidence. During each intervention, learning was achieved as the students became naturally accustomed to the cooperative-learning techniques, and as a result, the students' confidence level improved, as shown in their more active participation in the learning activities. Thus, the students played their respective roles more faithfully and gained satisfactory learning in each activity. To improve the students' confidence, the use consistent use of cooperative-learning techniques and of appropriate grouping methods needs to be emphasized. The teachers should form groups by sincerely and consistently identifying the students' peer relations and academic achievement, and should create a system in which the students will do their best in all the group activities and will consider helping and encouraging the students in the high-, medium-, and low-level groups naturally, without the recognition of their learning level. All teachers should not forget that they should strive to

eliminate the fear for learning of all the students in the high-, medium-, and low-level groups, and that they should strive to immerse them in the class by encouraging them to actively participate in class by giving them keen individual attention.

### 5-2-3. Colleagues' comments

The researcher asked two colleagues of hers if there was any difference in the levels of class participation or confidence of their students and the researcher's, by comparing the researcher's class with their classes after inviting them to visit the researcher's class, to objectify the improvement of the confidence of the researcher's students.

First, the researcher asked for the comments of their homeroom teacher. The homeroom teacher explained the overall flow of the class and the feelings engendered in class by considering the level of the students' class participation, the slow learners' attitudes, and the learning outcomes. She gave the following comment about her class:

*First of all, the mischievous children in my class caught my attention. Some naughty children who were usually thinking only of cracking jokes while looking at me in class looked very busy, actually participating in the English class. It was amazing. Second, I examined the attitudes of the underachieving students. The learning difference in my class is particularly bigger than that in the other classes, but unlike in my lecture classes, in English class, they said something little by little in the couple and group activities, and even I watched as they asked questions. Third, I examined the learning outputs. The learning outputs within an hour were high, and they were excellent in completion degree, as much as the learning outputs realized in two or three classes. In conclusion, through the English class observation, I found great possibilities for my children.*

The following is the comment of the teacher in charge of other subject about the class atmosphere and class attitudes of students with confidence:

*First, the speech and class rules used by the English teacher were impressive. Maximally abstaining from unnecessary words and induction of concentration with the appointed signals were the biggest differences with my classes. Second,*

*the class attitudes of the students were striking, although they were moderated. In fact, in my class, Seongmin, Jeonghun, and Giyoung do not speak a word, but they opened their mouths and spoke, and they joined the study activities, in English class. I thought about what on earth made them participate in the class. Third, the fact that the English teacher called all the students by name was also impressive. I am really curious about how the English teacher, who teaches more than 250 students, could have memorized all her students' names.*

### **5-3. The effects of cooperative learning**

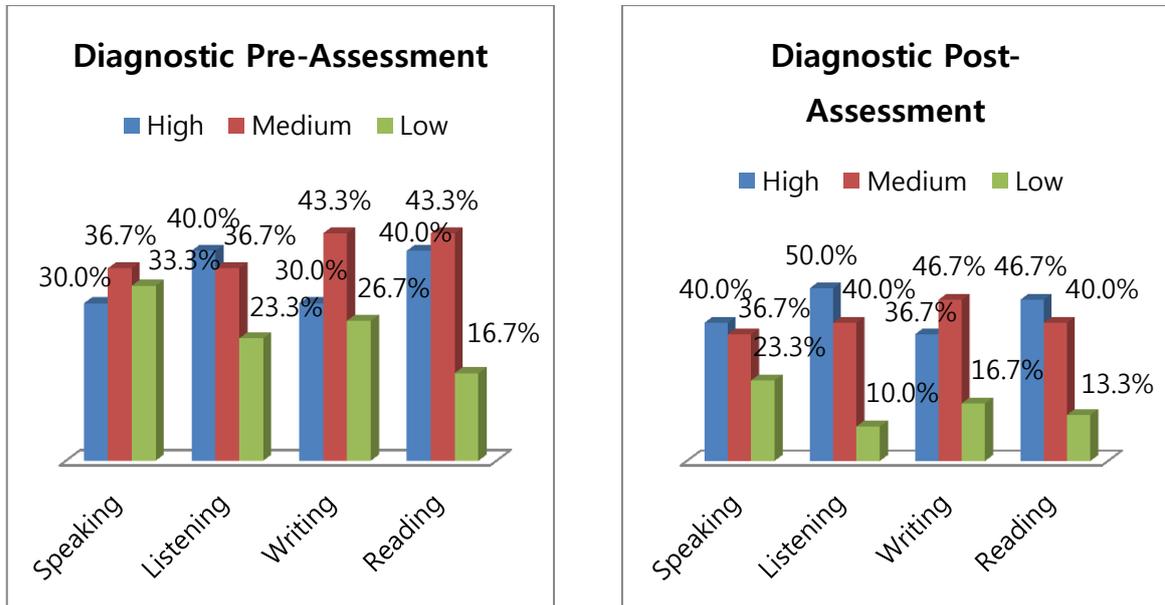
#### 5-3-1. Diagnostic post-assessment

- (1) Diagnosis evaluation date: December 4, 2013
- (2) Purpose: To check the status of the students' listening, speaking, reading, and writing skills, and to find relations with cooperative learning after comparing with the pre-diagnosis evaluation results
- (3) Test areas: Listening, speaking, reading, writing
- (4) Testing zone: 4 lessons (Lesson 10, 11, 12, 13) of the whole learning contexts in the second semester
- (5) Result analysis

<Graph 8> is a graph of the diagnostic pre- and post-assessment results. The diagnostic post-assessment results were analyzed focusing on the lower-level students, who had difficulty understanding the learning contents, using the same method that was used to analyze the results of the diagnostic pre-assessment. The diagnostic post-assessment results showed that the receptive skills (listening, reading) were still higher than the productive skills (speaking, writing), but the students' productive skills in the speaking and writing section showed great enhancement compared to the pre-test evaluation.

<Graph 8> Diagnostic Pre and Post Assessment

(Ss' N=30)



The remarkable results are that 13.33% of the students showed improved listening skills and 10% showed improved writing and speaking skills. In fact, the students were not doing meaningful writing but an activity involving writing the simple target sentence repeatedly in a competitive-game-focused class. In the cooperative-learning class, however, which emphasized the students' serious and deep thoughts, the students did more precise and in-depth assignments and engaged in more discussion activities. Through this, the students were able to experience a more developed form of writing and speaking, and came to understand the key sentence more precisely. It also seems that their listening ability likewise improved, and that they understood the main sentence in a more in-depth way, and that they chose it more naturally through the aforementioned procedure.

5-3.2. Students' interviews

<Table 7> Interview with high-level group

(Ss' N=8)

<b>Before the Intervention (Game Focused Learning)</b>		<b>During the Intervention (Cooperative Learning)</b>	
Strength	Weakness	Strength	Weakness
<ul style="list-style-type: none"> <li>◦ Found the class more enjoyable and capable of making the students learn English through a game.</li> <li>◦ Can help the students identify the exact key point of each lesson.</li> <li>◦ Classes precede fruitfully, and friends who are non-proficient in English can also participate proudly and also have fun.</li> <li>◦ Fosters a high degree of student participation, and allows the identification of the key context to be exercised repeatedly.</li> </ul>	<ul style="list-style-type: none"> <li>◦ It is difficult to know the other parts, except for the key points.</li> <li>◦ Focuses on games more than the class context.</li> <li>◦ Focuses much on the class, but the students' English skills do not get much better.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Raises the degree of cooperation with friends, and the class can be fun.</li> <li>◦ Can enhance intimacy with friends.</li> <li>◦ Can enable the students to learn in an in-depth way, with a single topic.</li> <li>◦ Can make the students learn the key and detailed contexts in an in-depth way.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Makes it hard to study together with a friend not participating in the group activity.</li> <li>◦ The class may be considered not enjoyable.</li> <li>◦ Better in generating interest and in developing concentration ability than game-based activities.</li> </ul>

<Table 8> Interview with medium-level group

(Ss' N=14)

<b>Before the Intervention (Game Focused Learning)</b>		<b>During the Intervention (Cooperative Learning)</b>	
Strength	Weakness	Strength	Weakness
<ul style="list-style-type: none"> <li>◦ Allows the students to participate in interesting and enjoyable classes.</li> <li>◦ Makes it fun and easy to understand the lessons when mixed with a game.</li> <li>◦ The class is always exciting and interesting.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The class gets noisy during the game, and can disturb the study.</li> <li>◦ The class may become chaotic due to the students who always want to win.</li> <li>◦ When a game is played, everyone always wants to win and gets upset when he loses.</li> <li>◦ It gets overheated and may result in arguing and blaming.</li> <li>◦ There is a limit to doing an in-depth study as it focuses only on key sentences.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The calm study atmosphere makes it easier to understand the learning context.</li> <li>◦ Can develop an attitude of thoughtful care to friends.</li> <li>◦ The quietness of the class can enable the students to concentrate on the class.</li> <li>◦ Every student can participate in the class; has a high degree of class participation.</li> <li>◦ The cooperation with friends in carrying out tasks makes it possible for the students to learn English in an in-depth and fun way.</li> <li>◦ Role-playing makes it possible to study and learn with responsibilities.</li> <li>◦ Makes it possible to communicate with friends and to concentrate better.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Less fun than game-focused classes.</li> <li>◦ Some classes are boring.</li> <li>◦ It is not easy to kid around as every member has his own role to play.</li> <li>◦ Hard to understand, and hard to find a friend who has the same opinion as one does.</li> <li>◦ The learning ability may get worse when the group members are not well matched.</li> </ul>

<Table 9> Interview with low-level group

(Ss' N=8)

<b>Before the Intervention (Game Focused Learning)</b>		<b>During the Intervention (Cooperative Learning)</b>	
Strength	Weakness	Strength	Weakness
<ul style="list-style-type: none"> <li>◦ The study time flows fast and in a fun way.</li> <li>◦ The students are so into the game that they lose track of the time, and they participate actively in the class.</li> <li>◦ It is very interesting, and the students want to do more even when the class has finished.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The students may feel afraid when their turn comes.</li> <li>◦ Friends make fun of someone who did a bad job, and this may hurt the person's feelings.</li> <li>◦ The students cannot do an in-depth study but can study only the key points included in the games.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Makes it possible for students to know well what they had not known well previously.</li> <li>◦ Makes it possible to study cooperatively with friends.</li> <li>◦ The class is enjoyable as studying is done step by step, together.</li> <li>◦ The students can ask questions freely about the matters that they do not know or understand.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The group members speak a lot and the class can be noisy.</li> <li>◦ It is difficult to participate in the class when the group members disagree on a topic.</li> <li>◦ Too many things to do in class.</li> </ul>

To investigate the effects of the game-based learning technique before the intervention and the cooperative learning progressed during the intervention, the students were divided into three groups based on their academic achievement (above average, average, and below average), and each group was interviewed. The students said that they could have interesting and exciting classes through both learning methods, and they could describe the advantages and disadvantages of both learning methods in detail, as shown in the table below.

As can be seen in the above table, the students picked as the biggest strength of the game-based class the fact that they could precisely understand the key point of the class and could participate in the class pleasantly. They also pointed out as the shortcomings of the class the fact that the class was noisy and could become chaotic due to excessive competitiveness, and that the students may end up not knowing anything other than the key

point of each unit.

On the other hand, with regard to the cooperative-learning class, although the contents were sometimes more boring than those of the game-based class because the class was calm and quiet, the students picked as its biggest strength the fact that they could have intimacy with their friends, and that they could develop consideration for others due to the teaching method of considering one's friends and of learning through cooperation. Also, they can understand the learning content more deeply than through game-based learning.

Therefore, it cannot be concluded that cooperative learning is definitely better than game-based learning, or is more student-centered. What is clear, though, is that through the cooperative-learning class, the students could study through cooperation with one another, and as a result, they could obtain a positive synergy effect in aspects other than learning, such as friendship, consideration, responsibility, and teamwork. It is expected that these small changes will become the foundation of and hope for the growth of the researcher and her students.

## **6. Summary and Conclusions**

Cooperative learning in a small group was conducted targeting the students in one 6<sup>th</sup>-grade class of Baekmun Elementary School in Gyeonggi province. The previously-carried-out general classes were conducted in a competitive way by teams, by linking with a variety of game-based activities depending on the contents of each subject, while cooperative learning advanced with the intervention for six weeks was executed by applying team-collaboration-based teaching methods. First, pre-and post-academic achievement tests, self-assessment forms for the students, and observation assessment forms for the teachers were utilized to determine the degree of improvement of the students' academic achievement under the two learning styles. Second, self-assessment forms for the students, observation assessment forms for the teachers, colleagues' comments, and a post-survey method were used to determine the degree of improvement of the students' confidence.

The students' academic achievement under the two interventions, and the survey results, were as follows. First, cooperative learning had a positive impact on the improvement of the confidence of all the students in the high-, medium-, and low-level groups, and produced changes in the students' overall attitude towards English. The students in the high-level group

were proud of and liked English; their participation was thus high even in the general classes, and they delivered good presentations. Their confidence score thus showed no relatively significant change in the cooperative-learning class, where the students in the medium- and low-level groups had many opportunities to make presentations. They were satisfied, however, with the improvement of their ability to solve problems, as shown by their answers to the questionnaire, and showed greater class participation with more immersion. The students in the medium-level group also generally displayed a positive attitude change, as shown by their answers to their self-assessment and to the questionnaire after the class. In particular, their confidence improved due to the greater opportunities that they were given to make presentations compared to before, and they showed a very positive change in terms of the degree of their interest, their ability to solve problems, the degree of effort they exerted, and their ability to make friends. The students in the low-level group also showed much improvement in terms of their attitudes, according to their accomplished self-assessment forms and to their answers to the questionnaire, which they accomplished after the class. In the game-centered class, the students in the low-level group did not voluntarily present in class because they did not have confidence in English and in solving problems by themselves. There were also many cases of students not being able to complete the learning task properly, but their passive attitude was slightly changed to an active one in the cooperative-learning class, and they got actively involved in group learning and made presentations or asked questions. The questionnaire responses of the students in the low-level group showed that they made an effort to participate in the cooperative-learning class. In addition, they said that their confidence in learning and their learning motivation were higher than in the previous class because they could learn better through cooperation with their friends in class.

Second, cooperative learning helped improve the students' academic achievement. The comparison of the results of the pre-assessment with those of the post-assessment revealed that the English scores of the students in the high-, medium-, and low-level groups were higher. The students in the high-level group faithfully played the role of the leader and understood concepts in the process of helping their friends, and it was thought that finding their own learning style helped boost their academic achievement. In addition, the students in the medium-level group said that they experienced the synergy effect of learning as they learned how the students in the high-level group studied and were later sent back to the students in the low-level group. They thus learned more when they studied together with the

students in the high- and low-level groups. As for the students in the low-level group, there were many cases of students not being able to understand well the contents of the usual classes due to the significant difference in the degree of pre-learning with other students, and it was more fun and easier to learn than through the teacher-centered, forced teaching style because their friends made them understand from the basics through cooperative learning. It was considered that the major cause of the improvement of the academic achievement of the students in the low-level group while taking part in cooperative learning in a small group was the improvement of their class participation and confidence.

In this study, it was found that cooperative learning had a positive effect on the improvement of academic achievement in particular, and that many changes occurred in the level of the students' confidence and in their overall learning attitude. It was also seen that cooperative learning helped improve the students' communication skills and peer relations in the process of solving problems cooperatively with one another. All these point to the fact that cooperative learning can serve as a driving force in structuralizing and organizing a class to promote the participation of all the students, without underserved students, in the learning activities.

## **7. Suggestions**

This research suggests the following for a follow-up study on cooperative learning based on the contents discussed so far. First, as a result of this study, although cooperative learning had a greatly positive effect on the learning attitude and achievement of the students in the high-, medium-, and low-level groups, some students in the medium- and low-level groups were still not satisfied with their academic achievement and confidence level. Thus, more systematic class plans are needed for a more stable academic achievement and for raising the level of confidence of the students in the medium- and low-level groups. Second, this study was conducted only six times for six weeks and was thus too limited for results generalization. Therefore, a research work involving investigating the effect of conducting cooperative learning in a small group in the long term is needed, and a follow-up study will be carried out to examine the impact of cooperative learning, except on the improvement of students' academic achievement and confidence.

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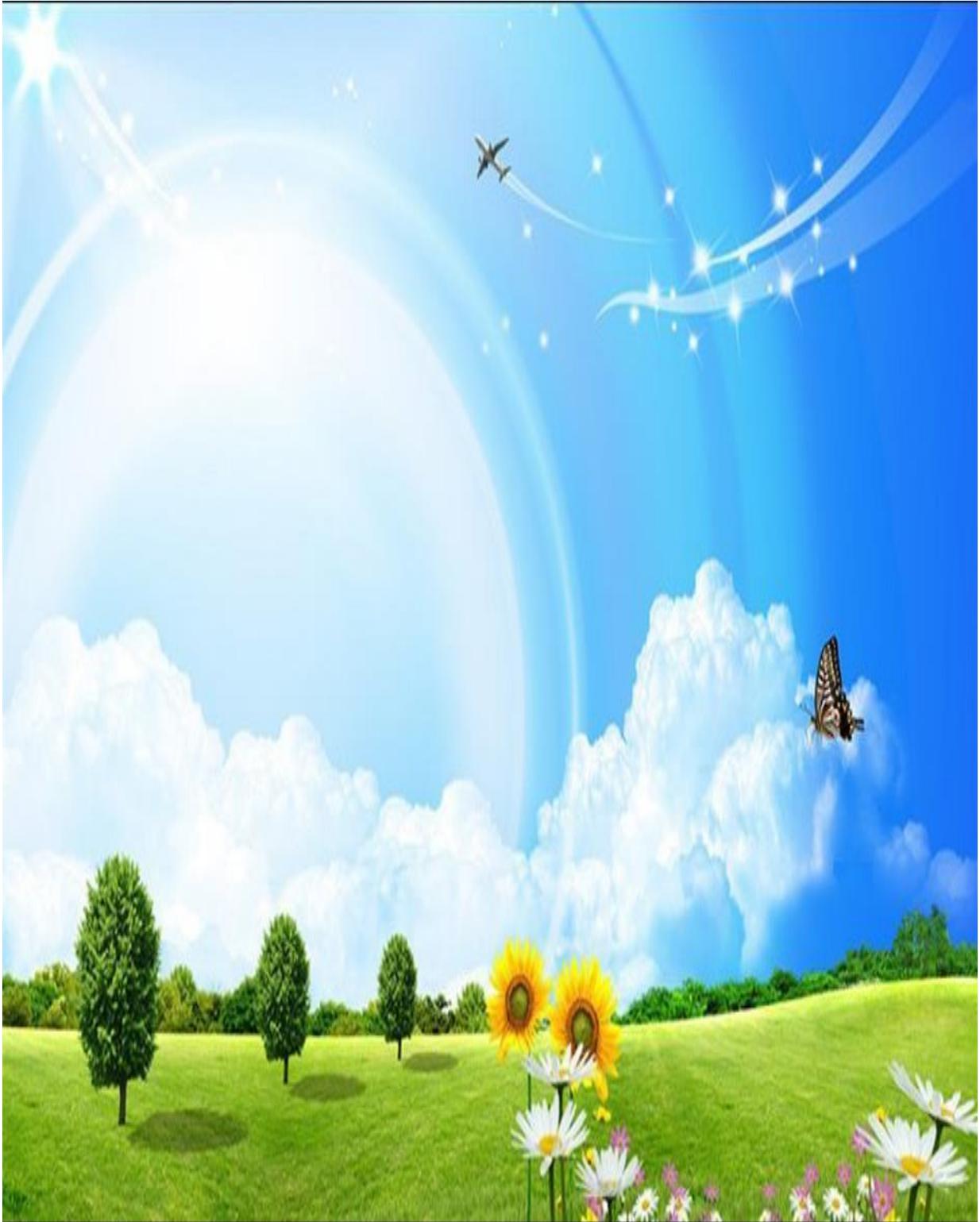
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## V. Epilogue





## Epilogue

*“Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand what he learns and the way he understands it.”*

*- Soren Kierkegaard*

Learning-centered classes respect individual students’ differences and also guarantee the opportunity for individualized learning, so that the students can understand their own learning rather than just passively follow the teachers’ lessons. To implement such learning-centered classes, I have always worked hard to keep the “three learning promises” and the “three class promises.” First, the three learning promises of learning for students include the students setting up their own learning goals, participating in class and cooperating with the other learners, and sincerely expressing what they have learned in each outcome. Second, the three class promises on my part as a teacher include designing learning-centered classes, guaranteeing every student’s right to learn, and checking and supporting their learning.

Eventually, as an action teacher, the whole action research process, with the aim of finding methods to lead learning-centered action classes, gave me and my students a chance to gain pleasure in education filled with learning, growth, and fruitfulness. In the future, I will continue to work hard to plan and implement classes that can develop the students’ true competencies for the benefit of the future society, such as the ability to think, to make decisions and implement them, to build proper human relationships considering other people’s welfare, and to communicate well with others.

Lastly, I gratefully acknowledge my two professors, Dr. Rozells and Dr. van Vlack who helped me safely complete this big and challenging assignment. Their gentle and respectful attitude towards their students greatly impressed me. Despite their busy schedules, they always responded to me with warm and affectionate encouragement and directed my work earnestly. Also, I wish to express my heartfelt gratitude to my classmates, who always encouraged me every time I encountered difficulties and wanted to give up. Although my efforts were never really sufficient, because they were with me, I always had fresh energy to embrace new challenges. I will always remember the precious time I spent with you. Thank you to all.

# Jump into action!



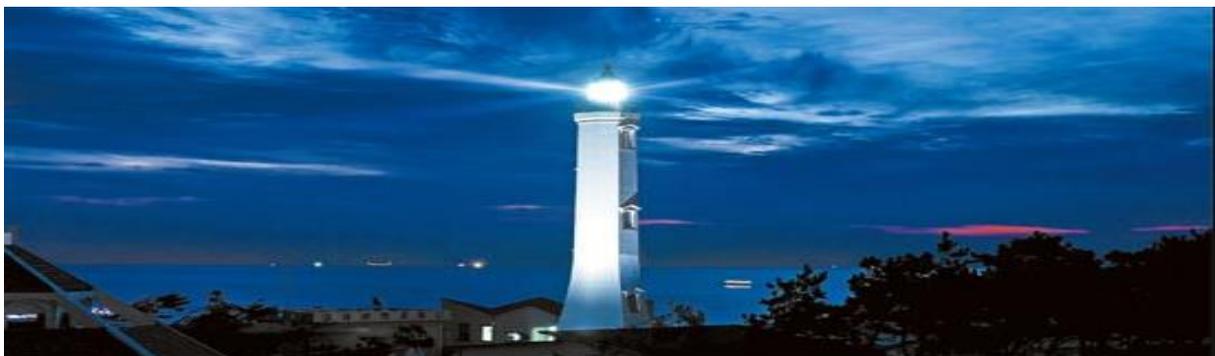
*In which I become a teacher conversant with teaching and find students delightedly immersed in learning...*

*This was the start of my treasure hunt.*

*Circumstance that I can't read a map and don't know where to go at all...*

*It was 'Action!' that I needed in that circumstance.*

*Teachers and students together become a treasure for each other, and there finding values of teaching and learning is the biggest and the most grateful treasure that we want...*



## **VI. Appendices**

- 1. Diagnostic pre- and post-assessment**
- 2. Pre- and post-test academic achievement**
- 3. Students' self-evaluation sheet**
- 4. Observation sheet for teachers**
- 5. Post-survey for confidence improvement**
- 6. Colleagues' comments**





# Diagnostic pre- and post-assessment

## 1. Diagnostic Pre-assessment

### Diagnostic Pre-Assessment Rubric

Baekmun Elementary School

Part	Listening	Lesson	2. How do you spell it?
Goal	When calling or answering the phone, students can understand the expression by listening to it.		
Subject	Understanding the expression by listening to it when calling or answering the phone.		
Type and Method	Paper-based assessment		
Material and Note	<ul style="list-style-type: none"> <li>• Evaluation form</li> <li>• Fun and Fun 1 may be replaced by observation rating of Challenge, Golden bell.</li> </ul>		
Contents	<p>※ Let's listen carefully, mark ○ if having the phone with Alice, mark × if not.</p> <div style="border: 2px solid blue; border-radius: 20px; padding: 10px;"> <p>1. A: Hello, is Ted there? B: Speaking. Who's calling, please? A: Hi, Ted. This is Alice.</p> <p>2. A: Hello. This is Alice. Is Amy there? B: She's not here. Can I take a message?</p> <p>3. A: Hello. B: This is Alice. Is Hodong there? A: Hi, Alice. This is Hodong. What's up?</p> <p>4. A: Hello. This is Alice. Is Jenny there? B: Speaking.</p> </div>		
Standards	Answer all four questions correctly.		High
	Answer 2~3 questions correctly.		Medium
	Answer 0~1 question correctly.		Low
Answers	1. (○), 2. (X), 3. (○), 4. (○)		

## Diagnostic Pre-Assessment Rubric

Baekmun Elementary School

Part	Speaking	Lesson	5. For Here or To Go?
<b>Goal</b>	Students can send and receive words when ordering foods.		
<b>Subject</b>	<ul style="list-style-type: none"> <li>• Listening to representations which students send and receive when ordering foods, and speaking the situation appropriately</li> <li>• By referring to Korean meanings, speaking representations which students send and receive when ordering foods</li> </ul>		
<b>Type and Method</b>	Interview test		
<b>Material and Note</b>	<ul style="list-style-type: none"> <li>▪ Evaluation form</li> <li>▪ Teachers give students enough time to answer without embarrassment when teachers ask.</li> </ul>		
<b>Contents</b>	<p>(1~4) Please listen to the following questions, and answer them correctly.</p> <ol style="list-style-type: none"> <li>1. May I take your order?</li> <li>2. Anything else?</li> <li>3. May I take your order?</li> <li>4. For here or to go?</li> </ol> <p>(5~6) Please speak appropriate sentences corresponding to Korean meaning.</p> <ol style="list-style-type: none"> <li>5. 주문하시겠습니까?</li> <li>6. 여기서 드시겠습니까, 가져가시겠습니까?</li> </ol>		
<b>Standards</b>	Understand the meaning of the words which people give and receive when ordering foods, speak them confidently with the correct pronunciation.(5~6 questions are right)		High
	Understand somewhat the meaning of the words which people give and receive when ordering foods, but students are lack of confidence and pronunciation.(3~4 questions are right)		Medium
	It's difficult to speak the words which people give and receive when ordering foods, and students are lack of confidence and pronunciation.(0~2 questions are right)		Low

## Diagnostic Pre-Assessment Rubric

Baekmun Elementary School

Part	Reading	Lesson	6. I Want to Be a Dancer.
<b>Goal</b>	Students can read and understand articles and words about future hope.		
<b>Subjects</b>	<ul style="list-style-type: none"> <li>• Reading words about jobs and understanding the meaning of words</li> <li>• Reading and understanding articles about future hope</li> </ul>		
<b>Type and Method</b>	Teacher observation assessment, paper-based assessment		
<b>Material and Note</b>	<ul style="list-style-type: none"> <li>▪ Evaluation form</li> <li>▪ It makes teachers figure out and see details by showing a short article with a clear purpose.</li> </ul>		
<b>Contents</b>	<p>(1~5) Please read the following words, write their meaning.</p> <ol style="list-style-type: none"> <li>1. fire fighter</li> <li>2. pilot</li> <li>3. writer</li> <li>4. lawyer</li> <li>5. basketball player</li> </ol> <p>(6~8) Please read a conversation, select words corresponding to its contents.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Minho : Wow! You're good at math. What do you want to be?            Sumi : I want to be a math teacher. What do you want to be?            Minho : I want to be an artist. I like drawing.            Sumi : You're good at drawing. You can be an artist.            Minho : Thank you.</p> </div>		
<b>Standards</b>	Read words representing jobs in confident voice and then identify their meaning, read a short article about future hope and then understand its contents properly.(7~8 questions are right)	High	
	Read words representing jobs and then figure out their meaning somewhat, read a short article about future hope and then understand its contents. (4~6 questions are right)	Medium	
	Read words representing jobs and then it's difficult to figure out their meaning, read a short article about future hope and then it's impossible to figure out its contents. (0~3 questions are right)	Low	

## Diagnostic Pre-Assessment Rubric

Baekmun Elementary School

<b>Part</b>	Writing	Lesson	3. I have a toothache.
<b>Goal</b>	Students can complete and write sentences which represent pictures.		
<b>Subject</b>	Completing and writing sentences which represents pictures		
<b>Type and Method</b>	Paper-based assessment		
<b>Material and Note</b>	<p>Students complete sentences by looking for and writing words corresponding to the contents of the picture.</p> <p>Teachers guide basic rules such as writing the first letter of a sentence as a capital letter, etc in advance and reflect them in grading.</p>		
<b>Contents</b>	<p>※ Let's complete the conversation by finding reasonable saying in [Examples].</p> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">&lt; Answers &gt; _____</p> <ol style="list-style-type: none"> <li>1. Why / Because</li> <li>2. I have a cold.</li> <li>3. headache</li> <li>4. medicine</li> </ol> </div>		
<b>Standards</b>	Write more than 8 words correctly, and complete a sentence.		High
	Write 4~7 words correctly, and complete a sentence.		Medium
	Write 0-3 words correctly, but students don't know their use well.		Low

## 2. Diagnostic post-assessment

### Diagnostic Post-Assessment Rubric

Baekmun Elementary School

Part	Listening	Lesson	10. You're Taller than Me
Goal	To evaluate whether expressions made for the comparison of two subjects and admiration could be properly understood.		
Subject	To understand of expressions made for the comparison of two subjects as well as admiration expression.		
Type and Method	Interview or Paper Test		
Material and Note	Evaluation Form		
Contents	<p>(1~4) Listen to the following questions (1-4) and then mark 'O' if it is correct, and 'X' if it is incorrect.</p> <p>&lt; Script&gt;</p> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> <li>1. The boy is taller than the girl.</li> <li>2. Elephants are bigger than hippos.</li> <li>3. How tall it is!</li> <li>4. How fast he is!</li> </ol> </div>		
Standards	4 questions are answered correctly.		High
	2~3 questions are answered correctly.		Medium
	1 question is answered correctly.		Low
Answers	1. ( O )   2. ( O )   3. ( O )   4. ( X )		

## Diagnostic Post-Assessment Rubric

Baekmun Elementary School

Part	Speaking	Lesson	11. This Is My Blog
<b>Goal</b>	To evaluate whether expressions are made properly to ask opinions/information and answer.		
<b>Subject</b>	To ask opinions/information about the figure and to respond with appropriate answer.		
<b>Type and Method</b>	Interview		
<b>Material and Note</b>	With a group of two, they should prepare Q&A for 3 figures or more for the evaluation. (Evaluation criteria should be notified in advance along with samples)		
<b>Contents</b>	<p>※ Let's ask each other's opinions for the given figure.</p> <p style="text-align: center;">&lt;Script&gt;</p> <div style="border: 2px solid blue; border-radius: 20px; padding: 10px; margin: 10px auto; width: 80%;"> <p>A: Can you tell me about <i>hanbok</i>?</p> <p>B:</p> <p>(High) <u>It's a dress. In Korea, people wore it in the old days. These days, people wear it in holidays like a wedding day.</u></p> <p>(Medium) <u>It's a Korean traditional dress. People wore it in the old days.</u></p> <p>(Low) <u>It's a Korean dress.</u></p> </div>		
<b>Standards</b>	Responded to questions with appropriate answers and actively participated in the conversation.	High	
	Responded to questions with appropriate answers but failed to answer questions 1 to 3 times. Lack of confidence.	Medium	
	Much effort was required to maintain the conversation. Lack of confidence.	Low	



## Diagnostic Post-Assessment Rubric

Baekmun Elementary School

Part	Writing	Lesson	12. Do You Remember?
<b>Goal</b>	To express the given figure in writing.		
<b>Subject</b>	To fill the blank to express the given figure in writing.		
<b>Type and Method</b>	Paper Test		
<b>Material and Note</b>	<ul style="list-style-type: none"> <li>▪ Make a sentence with proper word choices</li> <li>▪ Basic sentence elements such as the capitalization of the first letter of a sentence should be notified in advance.</li> </ul>		
<b>Contents</b>	<p>※ After closely examining the figure 1 and 2, fill in the blanks.</p> <p style="text-align: center;">&lt;Answers&gt; _____</p> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>1. A: Do you remember my friend Han Yuna? B: Yes. I saw her on your blog.</p> <p>2. A: You have to do your homework by five o'clock. B: Okay.</p> </div>		
<b>Standards</b>	Complete a sentence by filling in the blanks to support the stated or implied position (4)	High	
	Complete a sentence by filling in the blanks to support the stated or implied position (2~3)	Medium	
	Complete a sentence by filling in the blanks to support the stated or implied position but errors (1)	Low	



# Pre- and post-test academic achievement

## 1. Pre-test academic achievement

### 마무리 Test

▶ 1번부터 15번까지는 듣고 답하는 문제입니다.

1 다음을 듣고, 물음에 알맞은 대답을 고르세요.

- ①
- ②
- ③
- ④
- ⑤

2 다음을 듣고, 물음에 알맞은 대답을 고르세요.

- ①
- ②
- ③
- ④
- ⑤

(3~4) 대화를 듣고, 물음에 답하시오.

3 여자아이가 산 것은 무엇인지 고르세요.



4 여자아이가 산 물건의 가격을 고르세요.

- ① \$3
- ② \$4
- ③ \$5
- ④ \$6
- ⑤ \$7

5 다음을 듣고, 남자아이가 사려는 물건과 사게 될 곳을 고르세요.

- ① 양말, 장갑 - 옷가게
- ② 책, 공책 - 서점
- ③ 책, 양말 - 인터넷 쇼핑
- ④ 책, 신발 - 인터넷 쇼핑
- ⑤ 바지, 양말 - 인터넷 쇼핑

학년 반

(6~7) 대화를 듣고, 물음에 답하시오.

6 대화가 이루어지고 있는 장소를 고르세요.

- ① 수영장
- ② 학교
- ③ 옷가게
- ④ 식당
- ⑤ 꽃가게

7 대화의 내용과 일치하지 않는 것을 고르세요.

- ① 남자아이는 파란색 바지를 사기를 원한다.
- ② 점원은 바지 하나를 권해주었다.
- ③ 남자아이는 그 바지를 입어보지 않았다.
- ④ 남자아이는 점원이 권해준 바지를 샀다.
- ⑤ 바지의 가격은 20달러이다.

8 다음을 듣고, 어색한 대화를 고르세요.

- ①
- ②
- ③
- ④
- ⑤

(9~10) 대화를 듣고, 물음에 답하시오.

9 대화의 내용에 알맞은 것을 고르세요.



10 여자아이가 산 물건의 색은 무엇인지 고르세요.

- ① 분홍색
- ② 흰색
- ③ 노란색
- ④ 녹색
- ⑤ 파란색



18 다음을 읽고, 자연스러운 대화가 되도록 바르게 나열한 것을 고르세요.

- a. I'm looking for a camera.  
 b. How about this?  
 c. May I help you?  
 d. It's nice. How much is it?  
 e. It's 50 dollars.

- ① b - d - e - c - a  
 ② c - a - b - d - e  
 ③ c - a - d - b - e  
 ④ c - b - d - a - e  
 ⑤ e - b - c - d - a

(19~20) 대화를 읽고, 물음에 답하십시오.

A : I'm looking for a present for my mom.  
 B : How about this pink bag?  
 A : It's nice, but she has many bags.  
 B : Then what about this blue scarf?  
 A : It's nice. How much is it?  
 B : It's twelve dollars.  
 A : Okay, I'll take it.

19 손님 상점에서 구매한 물건은 무엇인지 고르세요.

- ① 스카프                      ② 가방  
 ③ 치마                        ④ 장갑  
 ⑤ 블라우스

20 내용과 일치하지 않는 것을 모두 고르세요.

- ① 점원은 분홍색 가방을 권했다.  
 ② 점원은 파란색 스카프를 권했다.  
 ③ 손님은 파란색을 좋아하지 않는다.  
 ④ 손님은 점원이 권해준 스카프를 샀다.  
 ⑤ 손님이 산 물건의 가격은 20달러다.

21 대화를 읽고, 빈칸에 알맞은 낱말을 쓰세요.

A : I like this blouse. How much is it?  
 B : It's 30 dollars.  
 A : Good. I'll \_\_\_\_\_ it.

(22~23) 다음 우리말을 보고, 대화를 완성하십시오.

22 A : Can I \_\_\_\_\_ them on?  
 (신이 봐도 될까요?)  
 B : Sure.

23 A : \_\_\_\_\_ is it?  
 (그것은 얼마예요?)  
 B : It's 20 dollars.

(24~25) 다음 낱말들을 바르게 배열하여 문장을 완성하십시오.

24 \_\_\_\_\_  
 ( try / it / may / on / I )?

25 \_\_\_\_\_  
 ( looking / I'm / a scarf / for ).

## 2. Post-test academic achievement

### 마무리 Test

▶ 1번부터 15번까지는 듣고 답하는 문제입니다.

1 다음을 듣고, '나는 그림을 그렸다.'는 표현으로 알맞은 것을 고르세요.

- ①      ②      ③      ④      ⑤

2 다음을 듣고, 주어진 말의 질문을 고르세요.

Yi Sunsin made it.

- ①      ②      ③      ④      ⑤

3 다음을 듣고, 질문에 알맞은 응답을 고르세요.

- ①      ②      ③      ④      ⑤

4 다음을 듣고, 어색한 대화를 고르세요.

- ①      ②      ③      ④      ⑤

5 다음을 듣고, 남자아이가 어제 한 일을 고르세요.

- ① 축구를 했다.  
 ② 친구와 피자를 먹었다.  
 ③ 집에서 피자를 만들었다.  
 ④ 친구와 숙제를 했다.  
 ⑤ 집에서 TV를 보았다.

학년      반

(6~7) 대화를 듣고, 물음에 답하십시오.

6 두 사람이 어떤 책에 대해 대화하고 있는지 고르세요.

- ① 키다리 아저씨      ② 작은 아씨들  
 ③ 마지막 잎새      ④ 신데렐라  
 ⑤ 마지막 수업

7 들려주는 내용과 일치하는 것을 고르세요.

- ① 헨리는 위대한 작가이다.  
 ② 남자아이는 헨리를 잘 안다.  
 ③ 여자아이는 헨리의 작품에 대해 알지 못한다.  
 ④ 남자아子和 여자아이는 좋아하는 책에 대해 얘기하고 있다.  
 ⑤ 남자아이는 헨리의 책을 읽었다.

(8~9) 대화를 듣고, 물음에 답하십시오.

8 다음 질문에 알맞은 응답을 빈칸을 채워 완성하세요.

Q : What did the boy eat?

A : He \_\_\_\_\_ a lot of \_\_\_\_\_.

9 대화의 주제로 알맞은 것을 고르세요.

- ① 주말에 했던 일      ② 취미 활동  
 ③ 좋아하는 음식      ④ 바다  
 ⑤ 제주도

(10~11) 다음을 듣고, 물음에 답하십시오.

10 여자아이가 갔던 곳을 고르세요.

- ① 도서관                      ② 동물원
- ③ 레스토랑                  ④ 동물병원
- ⑤ 미술관

11 내용과 일치하는 것을 고르세요.

- ① 여자아이는 지난주 토요일에 동물원에 갔다.
- ② 여자아이는 호랑이를 보았다.
- ③ 여자아이는 햄버거와 우유를 먹었다.
- ④ 여자아이는 동물 그림을 그렸다.
- ⑤ 여자아이는 동물원에서 지루한 시간을 보냈다.

12 다음을 듣고, 어색한 대화를 고르세요.

- ①                      ②                      ③                      ④                      ⑤

13 다음을 듣고, 그림에 알맞은 응답을 고르세요.



- ①                      ②                      ③                      ④                      ⑤

(14~15) 대화를 듣고, 물음에 답하십시오.

14 남자아이가 만든 음식이 바르게 짝지어진 것을 고르세요.

- ① 초콜릿, 주스
- ② 케이크, 키위 주스
- ③ 쿠키, 사과 주스
- ④ 초콜릿 쿠키, 키위 주스
- ⑤ 초콜릿 쿠키, 초콜릿 케이크

15 남자아이가 어제 한 일에 대해 빈칸에 알맞은 말을 쓰세요.

He \_\_\_\_\_ to the \_\_\_\_\_ class.

▶ 16번부터는 읽고 푸는 문제입니다.

16 그림을 보고, 바르게 설명한 것을 고르세요.



- ① He rode his bike.
- ② He bought a book.
- ③ He took a picture.
- ④ He made a model airplane.
- ⑤ He ate some cookies.

17 대화를 읽고, 빈칸에 공통으로 들어갈 낱말을 고르세요.

A : Who \_\_\_\_\_ the windows?  
 B : I \_\_\_\_\_ my room in the morning.

- ① saw                              ② drew
- ③ took                              ④ bought
- ⑤ cleaned

18 다음을 읽고, 응답에 알맞은 질문을 고르세요.

A : \_\_\_\_\_  
B : I rode a roller coaster.

- ① Who bought a roller coaster?
- ② Who made a roller coaster?
- ③ What did you do?
- ④ Who went to the zoo?
- ⑤ What did you draw?

19 다음을 읽고, 질문에 알맞은 응답을 고르세요.

A : What did you do in the house?  
B : \_\_\_\_\_

- ① I draw some flowers.
- ② I made bibimbap.
- ③ I take some pictures.
- ④ I clean my room.
- ⑤ I play the piano.

20 다음을 읽고, 내용과 일치하지 않는 것을 고르세요.

I read a book about the Wright Brothers. It was interesting. They wanted to fly. So they made the first airplane. They were great inventors.

- ① 라이트 형제는 날고 싶어했다.
- ② 라이트 형제는 비행기를 최초로 만들었다.
- ③ 나는 라이트 형제에 대한 책을 읽었다.
- ④ 라이트 형제에 대한 책은 지루했다.
- ⑤ 라이트 형제는 위대한 발명가들이다.

21 대화를 읽고, 빈칸에 알맞은 말을 각각 쓰세요.

A : \_\_\_\_\_ painted this picture?  
B : Van Gogh \_\_\_\_\_ it.

22 다음 괄호 안의 낱말을 바르게 고쳐 써서 글을 완성하세요.

I (go) to the Worldcup Stadium yesterday. I (watch) a soccer game there. Do you know about Park Jisung? He is a very famous Korean soccer player. He (do) a great job yesterday. I am proud of him.

(23~24) 우리말에 맞게 빈칸에 알맞은 말을 쓰시오.

23

A : What did you do?  
B : \_\_\_\_\_  
(나는 쿠키를 만들었다.)

24

A : What did you do?  
B : \_\_\_\_\_  
(나는 축구를 했다.)

25 다음 낱말들을 바르게 배열하여 문장을 완성하세요.

(Sejong / what / king / did / invent)?



# Students' self-evaluation sheet

## Evaluation Sheet (for students)

Sixth grade ( ) class, Name ( )

### 1. Evaluating class

	<b>Evaluation Content</b>	Strongly agree	Agree	Neutral	Mostly disagree	disagree
1	Today's learning contents were very interesting and deep.					
2	I learned today's key expressions through this class.					
3	Our team members took their roles sincerely and worked hard.					

### 2. Evaluating myself

	<b>Evaluation Content</b>	Strongly agree	Agree	Neutral	Mostly disagree	disagree
1	I participated in group activities enthusiastically, which helped our group					
2	I sincerely took my role and worked hard.					
3	I had confidence on Lesson ( ) and learning in class today.					

### 3. Please write comments about this class.

What was good	What was not good
1.	1.
2.	2.
3.	3.



# Observation sheet for teachers

*Task:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**Key:** √ = skill was present; √+ = skill was present to a greater degree;

√- = skill was present to a lesser degree

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
<b>I. FORMING SKILLS</b>								
1. Move quickly and quietly into groups.								
2. Stay with the group.								
3. Use quiet voices.								
4. Take turns.								
<b>II. FUNCTIONING SKILLS</b>								
1. Share ideas and opinions.								
2. Look at the speaker.								
3. Use each other's names.								
4. Express support and acceptance.								
<b>III. DISCUSSION SKILLS</b>								
1. Make your points concisely.								
2. Look for areas of commonality.								
3. Allow others to speak.								
4. Ask for justification.								
<b>IV. WORKING SKILLS</b>								
1. Stayed on task.								
2. Completed individual assignments.								
3. Completed the group task.								

**General Notes/Observations:**



## Post survey for Confidence Improvement

### Questionnaire

This questionnaire was designed for a research purpose. It has no relation with a respondent's school record and will never be disclosed to others. Please read the followings and answer frankly.

No	Question	Strongly agree	Agree	Neutral	Mostly disagree	Disagree
My thought on an attitude in class						
1	Cooperative learning class was more pleasant than the old class.					
2	I have confidence through cooperative learning rather than the old class.					
3	I participated more actively in cooperative learning class than the old class.					
4	I learned with more immersion in class than the old class to teach group members.					
My thought on class courses						
5	I could receive more suitable attention for my ability in cooperative learning than the old class.					
6	I had many opportunities of presenting in cooperative learning rather than the old class.					
My thought on class contents						
7	I understood the class contents in cooperative learning more than the old class.					
8	I had the interest on the class contents in cooperative learning rather than the old class.					
Changes in my ability of solving problems						
9	I found out a way of study suitable for me while doing cooperative learning rather than the old class.					
10	I had confidence on solving problems for myself while doing cooperative learning rather than the old class.					
11	I felt a sense of achievement in cooperative learning more than the old class.					
12	My ability of solving problems improved by explaining the process of solving problems several times (or listening to it).					
My thought on life with friends						
13	I felt close with more friends in cooperative learning than the old class.					
14	I felt cooperation by solving problems together with friends while doing cooperative learning.					
15	When doing cooperative learning rather than the old class, it bothered my studies due to plenty of time to talk to friends.					



### 1. From homeroom teacher

As a homeroom teacher of class 3 of the 6th grade, I will tell class impressions after observing the English lesson of my class students. I do not know correctly how English classes were normally in fact. I just heard a superficial saying that students are looking forward to English classes. At that time, I thought, "All English lessons are just generally something of the kind, and it is not too bad that sixth grade students who are easily annoyed at everything and do not like to do anything are anyway pleasant with English class." But, visiting the English class, I could not help being surprised by seriousness of my students. I thought they were just showing looks of enjoying games or were callow children who everything were accepted to only when they were happy. Watching they join the class seriously as much as other demonstration classes and participate in group activities sincerely, I had an impression that they had really grown a lot.

Thinking of these kinds of things, I compared with looks of students between my class time and English class time. First, overall participation degree of students was looked into. First of all, mischievous children of my class caught my attention. Some naughty children who were usually only thinking making jokes while looking at me in my class times were acting busily, joining the English class. It was amazing. The children could so quietly focus on the class... Later, hearing something from the English teacher, English class was being processed by the principle of cooperative learning that emphasizes on individual roles. I also often use cooperative learning. Since seeing students increase concentration in a unit time like this, it was known that this class had not been progressed only by a short-term training. Also, I usually use cooperative learning only in social science, mathematics, and science. However, watching the case that the principle is used diversely in English class, I came to think of vitalizing the structure of cooperative learning in my overall classes.

Second, I have examined attitudes of underachieved students. In my class, learning difference is particularly bigger compared with other classes. Thus, learning gaps between children who take lessons for gifted people and other children whose underachievement in English had been accumulated were irreducible realistic walls in a way. But, I always hoped that the retarded children were not infringed even in their self-

confidence which should be gained fairly. By the way, different from my teaching lessons, in the English class, they said something little by little in couple and group activities, and even I watched that they asked questions. Is this the power of cooperative learning too? I know it was not realized only by the difference of the applied learning method. Not only long-term morning supplementary lessons that incessant interest and consideration of the English teacher were smeared, but also her careful every word of encouragement which was conveyed to them in normal times was motives for them to make a more progress in their learning aspect. Attitudes of them that were afraid of responses of friends and hesitated to say something in general lessons before have been cured even by a little interest and consideration, I truly thank for the fact. With this enhanced confidence, I expect that they can say naturally and join in my classes too.

Third, I examined learning outputs. Busily-spent learning outputs of an hour were high and excellent in completion degree as much as other outputs were realized in two or three times classes. Watching this, I was so greatly admired by detailed teaching plans and implementation of the English teacher. Above all, I could not but be deeply moved by my class students who have completed fruitfully their learning. While seeing them, I came to have a notion that I should more often apply various operational activities and direct participation activities in my classes. Delight of children caused from English classes and thoughtful learning outputs became opportunities to increase pride of my students, in the end.

In conclusion, through the English class observation, I found possibilities of my children. Rather than I am suffered from outspoken disobedience of adolescent children and exhausted by meaningless fights with them, I would pay more attention to work of heightening qualities of my teaching and be a happy teacher enjoying my lessons to be structuralized, by accomplishing my essential duty more firmly as a teacher. During the left two semesters, I expect my students will develop positively in all subjects including English.

*Miyoung*

## **2. From other subject teacher**

As I know students of class 3 of the sixth grade and their class attitudes in normal times, I came to see and feel diverse aspects after watching the class of the English teacher.

Above all, grasping the class atmosphere, compared with my classes, it was impressive that lots of students participated in the class seriously. Watching students who had destroyed class atmosphere in ordinary times joining the class in somewhat controlled actions, I could not help looking into them closely about what made their attitudes. First, speech and class rules used by the English teacher were impressive. Maximally abstaining from unnecessary words, induction of concentration with appointed signals was the biggest difference with my classes. From the moderate class, students seemed to maintain somewhat feeling of tension and be sensitive to the process of the class. As a teacher teaching the same students, I came to think of giving tension and applying class rules that can raise concentration on teachers to them.

Second, class attitudes of students were striking though they were moderated. In fact, in my class, Seongmin, Jeonghun, and Giyoung are students who do not say any word. Because the children that usually stay quietly and spend an hour, I did not hear their voices almost. Therefore, if they were made to present their views or did group activities, they were looked down on by other friends. But, they spoke with opening their mouths and joined the study activities in the English class. I thought what on earth made them participate in the class.

I consider it is 'trust'. Normally, through studying times of students together with the English teacher besides regular class times, they opened their minds to the teacher who recognized their existence. Through the course, they came to recognize themselves in presence, ask for helps naturally, and not to be ashamed of being helped. Also, through the course of showing and recognizing themselves naturally, their self-confidence increased gradually and positive minds to do anything came to be had. Of course, in here, thoughtful consideration of surrounding students would take a large

share. Nonetheless, I think it is also thorough prior education of the teacher and power of training in normal times.

Third, the thing that the English teacher called all students' names was impressive too. I was really curious about how the English teacher who teaches students of more than 250 could memorize all the names. As I asked the reason, whenever their locations change, the teacher memorized their names again by writing and called them repeatedly, always with seating charts of them. Maybe, with this effort, students felt friendlier about the English teacher and trusted the teacher. I try to make an effort to use seating charts thoroughly from a new semester.

At these times when occasions that some students alienate and bully others by abusing their weak points are a lot, it is really a disadvantage that given home backgrounds are not good and preparation degrees of learning due to private education are low. Maybe, to those children, self-confidence may be an empty dream which cannot be settled fully from the start. However, I thought self-confidence was their divine right that even it can be recovered from careful efforts of teachers, after observing the English class. Clear educational philosophy and firm education execution of teachers can be driving forces to make all children participate in their study activities and learn something.

*Jiseon*

Thank You!

