Issues in EFL Vol. 10, No. 1: Spring 2014 - *Sookmyung Women's University MA TESOL Journal*

Issues in EFL

Sookmyung Women's University MA TESOL Journal

Spring 2014

Contents

Mission Statement

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

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Special thanks to Professor Stephen P. van Vlack, Sungho Park, and Sukyung Chon for their help and advice throughout the editorial and publication process.

Interested in joining the Journal Committee? We welcome anyone from the Sookmyung MA TESOL course to participate regardless of experience. Details will be posted on the MA TESOL message board when the next committee opens. Alternatively, enquiries can be sent via email to the editor-in-chief, Tom Avery, at tom.s.avery@gmail.com.

Editor's Letter

Tom Avery
Editor-in-chief

The 2014 Spring edition of *Issues in EFL* brings an entirely new format and focus. I have tried to combine a range of interesting and insightful research from students over the previous semester with articles written especially by our student community to help you through the course, provide insight into issues you might not otherwise have considered, and help you find your place in our MA community.

The first four articles are extra contributions written over the Christmas break, which I hope might become regular, helpful features. The first of these, our *TESOL Community Insights*, is a series of interviews with current and past Sookmyung MA TESOL students, and gives a look into what some of our students are doing here, and why. Next is an important piece which delves into the professor-student relationship, revealing what to expect and how students can and should interact with the professors, a relationship which is often not as productive as it needs to be. This is followed by a short article providing some ideas and strategies for surviving the MA course, which will be particularly useful for students in their first semester on the course, though others may well benefit too. Lastly, we have another new article which aims to provide a collection of interesting and pivotal research from various areas of the TESOL field, gathered together from student and professor recommendations. These articles will provide an excellent introduction to a few interesting areas of research, and may just spark a thesis idea or two.

The second section in this journal is dedicated to student research from the 2013 autumn semester. It is comprised of a final paper from each course, and thus provides an excellent view into what it is possible to achieve and research within our program. The first three papers focus closely on the research aspect of our course, with the last four giving a very practical application of such theory. This includes a final paper from the practicum course, which I think will be of great interest to many of our students.

Unfortunately, it is not possible to provide a full thesis here, but all are available through a quick search on the Sookmyung library website. To aid your search, the last section of this journal is a collection of abstracts from the thesis students who graduated last semester. Have a skim through to discover how previous students have spent their time studying, I encourage you to hunt these out should one of the abstracts catch your attention.

Thus we have arranged a selection of papers which cover a broad range of issues from students at different points in their MA studies, both in the theoretical and practical spaces. I owe great thanks to all the contributors and journal committee members who have made reworking this journal possible, and I can only hope that Issues in EFL can find a firm place at the heart of the Sookmyung MA TESOL community, and perhaps even outside, too.

Tom Avery
Editor-in-chief
Issues in EFL, Vol. 10, No. 1 (2014 Spring Edition)
www.tesolma.com

Community Contributions

TESOL Community Insights

Huirok Oh, Seongwon Yoon, & Youngyi Lee

Our MA TESOL course boasts students from a wide range of interests and backgrounds, each with different interests and skills. We interviewed a handful of these students in order to give you an idea of what current and past students have been up to in their time here, and why. We think you'll find their stories and ideas of great interest – we certainly learned a lot from talking to them!

Why did you choose Sookmyung MA TESOL?

Myung-soon Im
I've been teaching at a middle school since 2009, but my students never seemed to be engaged. So I wanted to learn how to teach English in a way which holds their interest. I chose Sookymung MA TESOL because the curriculum was better than other courses and I could study while working full time. Also, I had a good experience studying in the SMU certificate course in 1997. Yes, I was there when it first opened!

Sujung Kim
I wanted to learn more theories and skills related to teaching English for my self-satisfaction and my future career as an English teacher. I chose Sookmyung MA TESOL because of its good reputation, convenient location, and the academic credit transfer from the SMU TESOL certificate course which I also took.

I've been teaching since 2009, but my students never seemed to be engaged

Su-Kyoung Chon
I also applied for other programs, however, at the last minute, I chose Sookmyung MA TESOL because I liked the academic atmosphere. During the interview with professors, I thought 'this is the place that I have been looking for!' - and I was right!

Can you describe some difficulties you have had teaching English in Korea?

Myung-Soon Im

Students think of English as something to study or take tests for. They have no internal motivation. Students who are naturally good at studying only work to get a high test score, and those who struggle with school give up, particularly in English. These students are all mixed together in each class, but the current trend in my school pushes group work. It's hard to get both groups to work together and maintain any decent level of motivation.

Soyoung Lee
I have spent most of my time teaching in academies. Although I have spent my time usefully, the problem is that I have to focus on making money too. If I don't concern myself with making money, I can be fired. So I have to gain popularity and do lots of things at once.

Dahyeon Noh
I'm a TOEIC teacher at an institute, so my students want to study grammar and vocabulary. They are motivated to study English, but usually don't think of English as a second language which they can use. Generally, they hardly speak and write English in their everyday lives, but they strongly want to speak and write English fluently like a native speaker. This is a problem which we discuss a lot in class.

What other careers had you experienced before MA TESOL?

Soyoung Lee
I worked in a trading company for ten years before this. I was in the export department dealing with sales to foreign countries, and we were dealing in products made from gourmet silk, cotton, polyesters and so on, so I was always dealing with foreign customers.

Su-Kyoung Chon
I have taught foreign workers Korean while working at a company called Cartus. It was a good experience knowing how Korean can be acquired from others as a second language.

Sujung Kim
I worked in a financial company for several years. Then, I switched my career to teaching English. I have taught English to elementary and middle school students for a short period of time now.

What do you expect to be doing after graduation?

Dahyeon Noh
I will keep teaching English at the TOEIC institute. I believe that I will be teaching much better than now, after completing this course.

Myung-Soon Im
I have already graduated, and am working towards being a class coordinator. I want to work supporting teachers who are having a hard time by providing them with good ideas and methodology.

This course provides a variety of teaching methods and is very open to new theories

Soyoung Lee
I want to see what I can do at the end. If I can reach up to a Ph.D. then I will go there, but if I fail I will think about other things. Maybe I could go back to teaching adults in different ways in an academy.

Su-Kyoung Chon
My ultimate goal is teaching. However, I still feel I want to learn more, and what I have learned in MA TESOL is not enough to be an expert in language learning and sociolinguistics. I'd like to take a Ph.D.

What did you expect to be studying in the MA TESOL course? What is your main interest?

Soyoung Lee
I expected MA TESOL to be practical and be different from studying English Education at university because I am not that interested in learning literature or heavy theories. This course provides a variety of teaching methods and is very open to new theories which can be applied in the Korean situation. So far I have taken four courses which are closely related to the Korean education situation.

Dahyeon Noh
I was interested in the SLA field. Since I'm teaching English students who are above their twenties and preparing for the TOEIC test, I wondered how students, including me, understand English as a second language.

Su-Kyoung Chon
I always wanted to learn a lot from classes and end up having a lot of knowledge at the end of this program. This is such a hard course to graduate from, however I realized 'no pain, no gain.' I was greatly satisfied even though I still have a long way to go to be a true researcher!

After a few semesters, what specific field are you most interested in?

Su-Kyoung Chon
I am interested in bilingualism and biculturalism. Since Korea has become a more multicultural and multilingual society, and there is more access to other cultures, bilingualism means a lot to Korean society. I'm also interested in how bilinguals integrate their cultural identities and degrees of bilinguality.

I would like to be acknowledged from other universities in foreign countries.

Myung-Soon Im
These days, Korean students are really good at using new technologies, so I thought it would be important to focus on at least one CALL (Computer Aided Language Learning) related course each semester. After four semesters, I had learned how to help students learn language independently using various technologies.

Sujung Kim
I'm interested in Extensive Reading, and techniques for motivating students to learn English and have a continuous interest in English.

Are you planning to take the practicum or write a thesis?

Sujung Kim
Actually, I haven't decided yet. The practicum is a good way to apply the theories and techniques that I have studied so far to a real classroom setting. On the other hand, writing a thesis will give me more opportunities to do thoughtful research on subjects I have wondered about when teaching English.

Dahyeon Noh
I'm planning on doing practicum. Although it could be difficult to apply learning strategies on the students who generally want to get a high score in English tests, I want to practice the skills and theories which I learned in this MA course in the classroom with students.

Su-Kyoung Chon
As I am thinking about going for a Ph. D., I need to write a thesis to prove what I have been researching and continue to study the field that I have been working in.

Soyoung Lee
A thesis of course! I would like to be acknowledged at other universities in foreign countries. I think the practicum is also important, but I have taught for more than fifteen years, and my experience is enough. Instead, I would like to focus on writing something.

Myung-Soon Im
I already had lots of experience teaching, so I thought the practicum would not be very helpful for me. I chose to write a thesis because I wanted to develop materials to help teachers. By experiencing a lot of research, I could have many perspectives in a variety of real situations. Many MA students seem to struggle choosing what to study, but you should have no problem if you begin to think about it from early on and research a wide range of ideas from your third semester!

Isn't it difficult to study and work at the same time? How do you manage the little time you have?

Myung-Soon Im
It is stressful physically and mentally working full-time while studying, but certainly possible. You have to make sure you look after yourself. For example, it is difficult to concentrate when you are sleepy, so try to take a nap when you can, rather than fighting through it; you can't study well when you're tired. It took me an hour and a half each way to get to Sookmyung on the subway, so I made use of this time to sleep or prepare for classes.

Su-Kyoung Chon
I didn't have a full time job during the semester. However, I worked as a research assistant and a teaching assistant, and also tutored some adult students. I suggest that working at the university as I did is a good way to manage your time. You don't need to waste time commuting to school and also can get a lot of advice from professors since you are at school and always in contact with them.

Dahyeon Noh
I taught part-time during the course, so I didn't have a serious problem with time for studying. I think that studying hard is not a problem for students who work a part-time job during the course.

Finally, do you have any advice to give new students?

Dahyeon Noh
I think that it is good for students to get in touch with the professors who teach them. I regret that I did not contact the professors much. If I had communicated with them more often, I could have studied more deeply and with more interest. I think the professors are ready to talk with us and to help our study, so it is definitely beneficial for new students to do this.

Myung-Soon Im
It was very difficult for me to take all the courses in English; even when I concentrated hard it was difficult to follow the lectures, and I started to feel like I was wasting the tuition fee. So I decided to ask questions during class to make sure I understood. At first I was frustrated because the professors fired questions back at me, and I felt quite embarrassed when I couldn't answer them in front of the rest of the class. Eventually I realized that I hadn't given my question enough thought, and so my questions got better throughout the course until I began to understand the content more easily. Even if it is embarrassing at first, it's vital to ask questions!

Even if it's embarrassing at first, it's vital to ask questions!

How Should Students Interact With Their Professors?

Bom-E Kim & Jieun Kim

The importance of interaction in language learning has been discussed in socio-cultural perspectives. According to Lev Vygotsky, interaction is considered as a key element of learning. The purpose of this article is to persuade the readers that visiting the professors outside of class is not only important, but even necessary in completing the MA course well. Currently, many students hesitate to visit professors or talk to them outside of the class. Therefore, we interviewed professors and students about their interaction to find out how students can interact with the professors well. This article discusses the reasons why students hesitate to visit or talk to the professors, and the importance of the interaction with them.

Why do students hesitate to talk with or visit their professors?

At the first class of every semester, professors introduce themselves and their office hours. They encourage students to visit them during their office hours and offer their help with, among other things, completing assignments and understanding lectures. However, many students are scared to approach their professors individually because they are uncomfortable communicating in English, or worried if she or he is the only one who needs help. Most students hesitate to visit professors because of the language barrier and lack of confidence. However, once a student starts visiting the professors, it is not difficult to keep visiting. It is this first step which is the most difficult, and often results in most students waiting until the next class to ask their questions, when there is often insufficient time.

How do students interact with their professors during class?

Instead of visiting professors, most students ask questions during class hours or break time. Fewer people visit the professors' offices to talk except those who are in needs of private conversation, such as thesis or practicum students. Of course, asking questions in class may be very helpful to other classmates, as they can share in what you learn. However, if it is hard to ask questions in class, approaching during the break time is also a good option. According to the professors, most of students prefer talking during class hours and most questions are answered during class hours. Sometimes, if the questions take too long to discuss during the class hours or need more explanation, the students send emails after the class. But not many students visit the professors' offices. Thus, the students often end up with no answers to their questions, and may have difficulty in the course. The most important point to realize is that professors always welcome talking with their students and the students have to realize that the professors genuinely want to help the students.

How do students interact with their professors outside of class?

Dr. Rozells suggests that learning is not just about acquiring information. If that were the case, people could learn anything they needed just by reading books or watching videos. Through relationships, the value of learning increases. The role of the professors should not be limited to providing guidance for students in what they should learn from the top to the bottom. It is very important for professors to know what students really want, which is something beyond what is good for students and a pivotal for running the program successfully. In essence, human knowledge is passed on through personal relationships. In our MA program, not only the relationships among students but also between students and professors are obviously important.

It is important for students to build relationships with the professors for the most part, so that they can receive feedback on particular areas of their own interest. This is the key of using given resources wisely. In South Korea, the students live in an information-rich environment with access to a wide range of various resources. However, it is not easy to figure out how to use the resources appropriately and where to fit them in. Too much information can be rather

overwhelming. This is why interpersonal relationships play an important role. Professors or other students can help with variable ideas and show how people can use the various environments in different ways; this is one big difference between our program and many online programs. The professors are willing to help and give guidance for students as much as they can, but the students need to come forward to make it possible. Professors are not mind readers, although they are usually good at interpreting signals from students.

> *Really, the program itself is only as good as the relationships between the students themselves and the professors. These relationships are stronger and more productive then the program itself.*

What is an ideal way to build relationships with professors?

There may be differences among professors and preferences in making contact. Dr. van Vlack suggests that the best way to build relationships is not just in a formal manner but informally as well. The professors usually go out for lunch on the university campus or nearby. So one of the best ways to meet them is just hanging out a bit and having lunch together. Meetings in the office are also very productive but they can also be quite formal. In addition, there is e-mail. However, e-mail often does not work well as far as building relationships. E-mail can work more as a way of sustaining relationships after face-to-face relationship and addressing specific issues. The best way for people to get to know each other is through face-to-face communication and in less formal environments. The students make the initial effort, and then they will find that the professors in this department are very friendly and approachable. The professors are all aware of the importance of interpersonal relationships for the consistent development in running the program and they really do want to get to know the students.

It is often difficult to spend time building relationships with professors or other students because most students in this program have jobs. However, students should know it would be time well spent. The professors have tried to pull together a group of excellent students and really hope that they can learn lots of things through interactions outside the classroom as well as inside the classroom. Getting involved in different departmental activities, such as the journal committee, is also a good way to get to know other students and the professors. Moreover, it might be a good idea for students visit professors in pairs. Larger groups can be difficult to manage sometimes, but small groups in pairs mean that each person gets enough individual attention and it may lessen the tension as well.

The bottom line shows that building relationships with the professors is something students need to undertake. The professors are here and waiting for students to contact them. Generally, the professors cannot go out and contact students unless there is a good reason, so it really is up to the students to make the leap.

Tips for Students

Here are some tips for approaching professors based on our interviews with the professors.

Professors want to help the students

A very important point is to realize that the professors genuinely want to help the students. Do not hesitate to contact the professors and make an appointment. If the professors are busy on the day we ask, they will simply suggest another time that they are available.

Early than later

If you need help from the professor, visit them as early as possible. Do not wait until the problem becomes bigger and more difficult to solve. If you have any problems or questions, contact them as soon as possible; go and visit them!

Have their contact number, email address and office number

Most students, especially newcomers, do not know the professors' office hours, contacts or location of the office. Knowing the office of the professors would help you to feel more comfortable to visit the professors – this information can usually be found on the course syllabus and course website.

Take advantages of class time or breaks

If you really do not want or are not able to visit the professors' offices, take advantages of class time or break time to ask questions and approach to the professors. Sometimes, asking during class time can help the stu-

dents more by gaining others' opinions. If the students ask something during break individually and the professors think it is necessary to let whole class know, they will talk with whole class.

Get involved in this program

Of course, any endeavor may be the same, but certainly within the MA TESOL Program it is true that the more effort the students put in, the more they can get out of it. The students only have one chance to do this. After finishing this program, students do not want to and should not have to do another one. Two and half years may seem like a long time in the beginning but time moves very fast and very often people wait before they start getting involved or undertaking certain aspects of involvement within the program. But if they only wait, the two and half years will be gone without them having really been involved. This should be a special time in their lives, a time for students to develop themselves. The only way for this to happen is that students push themselves get involved and make a mark on the program in many different ways. Moreover, it is important that people do this early on.

Engage the professors

New students in the program often take a sit-back-and-wait policy in their first semester, and this often leads to a lot of self-doubt. The best way to counter this is by simply not sitting back and waiting. Charge the bull. In this case, not the bull as the program itself but the professors as the heads of this program. Engage the professors! If students put effort into their studies at this point, they will never regret it.

Conclusion

Visiting the professors outside the class for clarification and explanation of a lecture or help with an assignment can help students to accomplish the course requirements better. However, most students, especially new comers, hesitate to visit the professors because of the fear of language among other reasons. To overcome the fear of visiting the professors outside of the class, the students have to know that they are always welcome. Professors want to help their students. We hope that the tips stated above will help students to get closer to and engage with the professors.

The professors can be reached using the following contact details:

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Getting Your Bearings in the MA TESOL Program

Boknam Ahn & Matthew Hobden

Whether you are beginning or already into your TESOL MA, it can be difficult to get your head around the various assignments, courses, and stages you have to complete. In order to help you excel during this program we have written this article as a guide to offer advice throughout the different phases in the course. We hope you find it helpful in some way.

How can I stay organized throughout the coursework?

Keeping up with coursework during a master's program takes a lot of self-discipline. Assignments such as reflections, readings, and reflective questions are administered every class and it is very easy to fall behind. One important tip for any learner struggling with motivation and procrastination is to set goals. Long-term goals help you realize what you are working towards: a better future, a higher salary, or more expertise in your field. Short term goals help you stay on track by forcing you to complete assignments and study for set periods each day.

Finding the right place for you to study may also be helpful. Physically removing yourself from temptations and setting up a schedule that is right for you can make a lot of difference. The university has a nice library, or even studying in one of the many cafes in the area might be a better option than trying to complete the work once you get home. Alternatively, you might consider making a study group with students who are taking the same classes as you.

Making study routines in your busy schedules is essential to completing assignments on time. The professors give plenty of notice when assigning the midterm and final papers. By making a study routine and sticking to it every day, it is possible to write them a little at a time. What many students end up doing is procrastinating and completing their papers in a couple of hectic days right before the deadline. This not only makes you very tired but also makes your work appear incomplete and rushed.

Finally, if you have any questions or difficulties at all throughout the course, ask the professors for help and they will be more than happy to guide and assist you. If you are finding it hard to keep up with the workload, the worst thing you can do is remain silent. Tell the professors and come up with a plan to ameliorate the situation.

How can I keep up with readings and find sources for my papers?

The amount of assigned readings to be completed each week can be daunting and you may find yourself asking, "How can I possibly get through all these readings?" The answer is that you don't read everything. Rather, you closely skim through to find the important information. Each paper consists of an abstract, introduction, literature review, methodology section, results, discussion, and conclusion. When reading a paper it is important to know what the research questions are, who was studied, what was studied, how it was studied, and what the results were. Skimming the abstract and introduction and then skipping to the methods and discussion sections of the paper provides the information most pertinent to understanding the reading. It does take time to get accustomed to skimming through articles and papers to find important information, but this is key in helping you cover a lot of ground, especially when completing weekly assignments and finding sources for your midterm and final projects.

Finding recent and relevant sources for your projects can be a frustrating and time consuming experience. Using Google Scholar is perhaps the most efficient way to search for articles. When searching for articles on a certain topic, it is generally advisable that you limit your search to articles published within the past 5 years. Also, add "L2" or "ESL" in your search. For example, if you are searching for articles on peer feedback in online environments, you could type

"peer feedback, online, ESL, L2" in the search bar. When looking at papers, read the abstract first to see if the study relates to the ideas you wish to explore. Below the description of an article, you will see a tab that states how many other papers have cited that particular article. By clicking on this tab you will go to more recent papers of the same or similar topic. This can help get you on the citation trail.

If you cannot gain access to a certain article, it is often possible to reach by logging into the Sookmyung library website – whether you're actually in the library or even off-campus – then adding "http://libproxy.sookmyung.ac.kr/_Lib_Proxy_Url/" before the URL of the article or journal you wish to access. It can still take a little while to find papers, but with a little patience, perseverance, and know-how it gets easier.

How can I write my paper?

There are usually two options for midterm and final papers: literature reviews and mini research projects. Both of them are written in the midterm and can be extended for the final. A literature review is written on the basis of a question related to topics you explore in the course. Thus, when you learn something in your course, you'd better ask yourself what exactly you want to know or what points you are interested in. Then, it will be helpful in deciding the topic of your report. After choosing the topic, and discussing it with the professor, you should review some articles or journals (as mentioned in the previous section) that are closely related to your question. It may be a good idea to write down some questions you find interesting within class as these could become the basis of your research questions for your midterm or final paper. These small preparations will a long way in helping you build a solid report.

You might be tempted to copy and paste certain parts of articles because you believe that the author captured an idea particularly well. However, you must paraphrase or summarize them in your own words.

The research review papers usually consist of three parts: the introduction, the research review, your answer, and the future. Each part closely links to the research question. It is, so to speak, describing the process of answering the research question and the plan for future research. The second type of report is a mini research project. This report is also based on a research question like the research review, but the difference is that it contains the methodology for research like instruments, data collection and analysis, and results. That is to say, it is an action research based on some articles as a point of reference. Both could be beneficial if you plan to write a thesis for graduation. Indeed, many students extend an idea they explored in a final paper into their thesis, thus saving a lot of time and effort further into the program.

How do I use citations?

There are some important things you should keep in mind when you write the report. You should write in your own words. Sometimes, you might be tempted to copy and paste certain parts of articles because you believe that the author captured an idea particularly well. However, you must paraphrase or summarize them in your own words. That is the safe way to avoid plagiarism or copying.

Another way to avoid plagiarism is to use citations. The most commonly used style in our field is the one recommended by the American Psychological Association (APA) and it is this system that is in use in this program. APA style might sound strange to you, but it provides guidelines for general format of research papers and the method of in-text citations and reference pages in the research report. Some of these guidelines stipulate that your report should be typed, 12 pt font in Times New Roman, and double-spaced. When you quote phrases or sentences from articles, you should write quotation marks and page numbers at the end. There are so many things you need to follow, so you should examine the guidelines of APA in detail before writing the report. More information can be found at the Purdue Online Writing Lab (https://owl.english.purdue.edu /owl/resource /560/01/) or the resources board in MA TESOL's homepage.

What is the Symposium?

In addition to papers, there is a special event at the end of the semester called the Symposium (Poster Session). It is made up of three sessions and students are accordingly divided into three groups. Each student makes a poster

containing the outline of one of their reports, sticks it on the wall, and answers questions whenever those who aren't presenting ask presenters about their poster. Each session lasts for thirty minutes. It is very meaningful to see what other students have been investigating as we wrap up the semester.

You will experience and learn many new things here in MA TESOL. It is not an easy task staying on top of things and you might feel disappointed sometimes, but everything depends on your attitude. If you are open-minded, then you can easily overcome the difficulties quickly. We hope that these few tips will be helpful in familiarizing yourself with your new life in MA TESOL.

I'd like to end with a quote from Paulo Coelho who said, "Fortunate are those who take the first steps." The first step here will bring you a successful and happy life in the end. Good luck to all of you!

Hot Topics in EFL

Contributing Professors
Dr. Levi McNeil
Dr. Diane Rozells
Dr. Stephen van Vlack
Dr. Kyoungsook Yeum

Contributing Students
Mike Elliot
Minjung Kang
Youlim Kwon
Inae Seo, Jaehee Seo

Interviews by
Jihyun Yoon
Andrew Langendorfer
Thomas Avery

Welcome to the inaugural addition of Hot Topics. In these pages, we have put together a variety of recommendations from both students and professors that may be of interest or value to current students.

A small team of interviewers sat down with, called, and emailed the participants you'll see here to get their takes on what's hot in EFL right now, what has been useful to their research and specific fields of interest.

We invite you to take a moment and enjoy what your professors and peers have offered up, and hope that you will find this chapter useful. Many thanks are due to the professors and students who were gracious with their time in contributing to this section.

Professor recommendations

Dr. Levi McNeil (interview)

Article Canale, M., & Swain, M. (1980).
Theoretical bases of communicative language approaches to second language teaching and testing.
Applied Linguistics, 1, 1-47.

Issues in EFL (iEFL): This article was written before I was born. It is a hallmark, to be sure, but are there any parts that have been eclipsed by more recent papers - for you?

Levi McNeil: Within the last decade, our field has seen a number of different/alternative approaches to SLA and language teaching. So, in that regard, the article has been "eclipsed." However, it is also important to note that this article served, and still serves, as a theoretical starting point for studies investigating different parts of the model of competence Canale and Swain proposed. For example, current studies (e.g., Nakatani, 2010) use it to investigate the strategic component within the model. In this way, the article continues to be refined.

iEFL: What advice would you give students who find articles from 20, 30 years ago that support their current research? How can they make sure that their references are still valid?

LM: One way to see the evolution of ideas is to search who has cited the original article. This can been done at www.scholar.google.com. After entering the article's title for the keyword search, and finding the article in the results displayed, students should click the "cited by" link. This then shows them who has used the article, and in this process, provides current information for ideas that have evolved or been refined.

iEFL: To what extent can EFL teachers in Korea really take on-board research conducted in the type of immersion studies which helped propel Swain to prominence? Aren't some of the "socio-cultural failures" going to be fairly the same in French- or English-Canadian culture?

LM: I see this as a much larger question that deals with generalizability. To what extent can findings from any context hold for other contexts? In this specific case, the question is about similarities

between Canadian immersion programs and Korean contexts, but from my perspective, we could ask the same question about studies conducted within Korea. Thus teachers anywhere need to read research thoroughly and critically, asking, for example, how does this context relate to mine?, looking closely at, among others, the tasks, proficiency levels, and socioeconomic status of the participants in the study.

iEFL: Going along with the last question, Canale & Swain (1980, p. 27) state that learners have to have the chance to interact with "highly competent speakers of the language." They make this point along with the need for learners to face testing in "more realistic communicative settings," which doesn't seem to go along with what many business professionals in Korea currently face - I mean, the communicative settings for many Korean businesspeople are not necessarily with 'highly competent speakers of the language,' but rather with a hodgepodge of World Englishes. If you had the chance to rephrase this directive, how would you do it?

LM: There are a few ways to respond to this question, and I will touch very briefly on two rather deep topics. First, our field has shifted from a perspective that learners need to acquire native-like competence to one that sets abilities to achieve comprehensibility as a goal. From this perspective, world Englishes have value and people that use them have multiple resources in making meaning. Therefore, in the business environment in Korea, there would likely be many "highly competent speakers."

Secondly, we need to remember that competence can change from moment to moment, topic to topic. In the same conversation, participants might switch roles back and forth between the dominant or competent to the novice. Additionally, there are instances when participants in conversation pool their linguistic and communicative resources together to reach agreement and understanding.

So, while I think that opportunities to interact with highly competent speakers are unquestionably valuable in language learning, we need to recognize that competence is fluid and that competence, or language knowledge, can also be considered as the combined sources among participants in talk.

Dr. Diane Rozells

Both of these articles deal with the implementation of more communicative and meaning-focused activities borrowed from Western traditions and used within classrooms in Asia. They suggest ways in which barriers to their implementation can be addressed: CLT and TBLT in the first article and critical thinking in the second article.

Article 1 Butler, Y. G. (2011).
The implementation of communicative and task-based language teaching in the Asia-Pacific region.
Annual Review of Applied Linguistics, 31(1), 36-57.

"I came across this article after attending a presentation by its author, Yoko Butler, right here in Sookmyung. In her presentation, she made reference to some of the research she has done in Korea that she had published, and I was interested to find out more, so I decided to browse through her publications. This article was one of them."

"The study tells us about the challenges that have emerged when implementing CLT and TBLT in Asian classrooms which the author has classified as (i) conceptual constraints (e.g. conflicts with local values and misconceptions regarding CLT and TBLT) (ii) classroom-level constraints (e.g. various student and teacher-related factors, classroom management practices and lack of resources); and (c) societal-institutional level constraints (e.g. curricula and examination systems). Based on these constraints, the author argues for the need to adapt CLT and TBLT to local Asian environments, embedding them within local practices. Her suggestions include (i) employing more contextually feasible and flexible versions of CLT and TBLT (e.g. Ellis' (1990) task-supported language teaching), (ii) implementing decentralized or flexible language policies, and (iii) creating communities of learning outside of the classroom as well as in the classroom. The author identifies key issues in the implementation of CLT and TBLT in Asia and what can be done to address them."

"In Korea, CLT and TBLT have become increasingly popular among English language educators and even policy makers. It interested me because some of my students were experiencing difficulties implementing strong versions of TBLT and CLT in their classrooms. After I sent it to them, they found it very helpful in working out a 'modified' version of TBLT and CLT for their classes, to which their students responded better. In addition, one of my MA thesis students found in her research that her students actually preferred modified TBLT to TBLT in the strict sense. So, I think it will be interesting knowledge for the rest of the MA students, too," says Dr. Rozells.

Article 2 Li, L., & Wegerif, R. (2014).
What does it mean to teach thinking in China? Challenging and developing notions of 'Confucian education'.
Thinking Skills and Creativity, 11, 22-32.

"Teaching reflection, critical thinking and teaching for wisdom are areas that I am interested in, as they help students become more all-rounded persons and I believe this is very important in education. I am also interested in philosophy, and Confucius, apart from having influenced the culture in Korea to some extent, is, in my opinion, a great philosopher," says Dr. Rozells.

"I chanced upon this article as I was doing a search on teaching reflection/critical thinking in Asia. It proposes a new style of teaching reflection based on Confucian philosophy, which could facilitate reflection and critical thinking in Asian classrooms, where Western models of reflection and critical thinking can sometimes be difficult to implement."

"The authors of this study suggest a Confucian educational approach for teaching reflection and critical thinking in students from Confucian societies, challenging criticisms that Asian students do not respond well to approaches for teaching critical thinking which was based on their review of ELT pedagogical research on Western staff who were recruited to teach English in Asia. Based on interviews with 22 teachers in Chinese secondary schools and video recordings of their classrooms, the researchers identified the following aspects of Confucian philosophy that teachers can emphasize when teaching students to think more reflectively and critically: (i) Inner satisfaction, (ii) Collective identity, (iii) Differentiation, and (iv) Active Silence. They claim that Confucian approaches to teaching thinking have been largely overlooked and misinterpreted in the literature, and holds significant promise for developing reflection and critical thinking in students from Confucian societies."

Dr. Rozells goes on to state that "Korean education, like Chinese education, is influenced to a certain extent by Confucianism." This article deals with issues of importing Western approaches in Asian classrooms, this time in the area of critical thinking and reflection, which often take the form of (though are not limited to) classroom discussion activities. "Teaching students to be reflective is highly important in educating them to be all-rounded persons, and is also in line with incorporating more meaning-based activities in the classroom. Thus, it is of interest to know how we can better foster such reflection in the classroom with Korean students."

Dr. Stephen van Vlack

Article 1 Kang, J. Y. (2012).
Do bilingual children possess better phonological awareness? Investigation of Korean monolingual and Korean English-bilingual children.
Read Writ, 25, 411-431.

In this article, Kang (2012) investigated phonological awareness among monolingual (ML) and Korean-English bilingual (BL) Korean children. The results showed that not only did the BL children demonstrate greater phonological awareness in English, but also in their first language, Korean.

"I like this paper because it studied children who became bilingual in Korea and this is rather hard to find. The results are less than earth shattering but the design of the paper and its methodology

are all fine. Very typical and rather a good model if that is what we are looking for," says Dr. van Vlack.

Many previous studies have been done with bilingualism in languages which are more orthographically and phonologically related to each other, such as English and Spanish. There are many positive effects of bilingualism, even on the first language, and even with the relatively small amount of exposure that young children may have received. "The results are not surprising," stated Dr. van Vlack, "but it's nice to see them validated here, in our context."

"The research in here is well thought-out, and [Kang] controlled it well. She has taken into account things like monolingualism," says Dr. van Vlack, referring to the control group in the study. Kang (2012) acknowledges in her paper that even young children have been exposed to at least some English; they are one of the few groups in contemporary Korean society that can safely bear the 'monolingual' banner. "It gets a lot harder, it may be impossible, to find truly monolingual Koreans from middle school on."

This study also serves as a solid model for students doing research of their own. While many grad students, and no doubt some researchers as well, try to take on too much within a single bit of research, "there's no need to reinvent the wheel," advises Dr. van Vlack. "What [Kang] has done in this study is use some tried and tested tools, like the Peabody (picture vocabulary test), to answer a clear question."

Article 2 Sanz, C, and Leow, R. (Eds.). (2011).
Implicit and explicit language learning.
Washington D.C.: Georgetown University Press.

This is a book with "everything and the kitchen sink ... the good, the bad and the ugly," according to Dr. van Vlack. The contents started as conference presentations, which were then re-worked and edited into the book form. The papers are mercifully short, and hit on fairly diverse topics within the realm of examining implicit and explicit language learning. The book features contributions from better-known names in the field like Ellen Bialystok and Bill VanPatten, as well as a host of others. And yes, there is a Kindle edition available.

"I like these kinds of edited collections because they give students a quick look at a wide range of different things within a specific area or approach and this book does just that. The topic is an important one for us and has both important theoretical and practical implications," says Dr. van Vlack.

As this volume offers ideas and research into many different aspects of SLA, there is really something for everyone – and a good way to gain exposure to a good number of researchers and approaches in a single book. "It's nice to grab a thing like this and rip out a few good ideas from 20 articles, rather than go through one article diligently and decode the meaning of each word, line-by-line," states Dr. van Vlack. "This kind of skill, being able to go through and just get those ideas, is necessary for survival (as a graduate student)."

The other point of interest of this book for students, according to Dr. van Vlack, is the fact that the submissions which originated at a conference aren't necessarily as filtered as what makes it into SSCI-level peer-reviewed journals.

"They're peer-reviewed, but not at the same level as some other stuff. Sometimes the peer-reviewed stuff sounds all the same, because the reviewers want things to match. If ideas are a little bit 'out there,' they may be rejected. It can take years for SSCI-type articles to be accepted," explains Dr. van Vlack. Therefore, the ideas therein may tend to be conservative, and not really at the cutting edge. "The less-reviewed stuff is sometimes more innovative."

For students, this book provides an extra learning opportunity: there are bound to be some submissions with shortcomings. "And that's a good learning tool for students as well, if they can find holes in anything."

Dr. Kyoungsook Yeum (interview)

Dr. Yeum's current research has to do with diagnostic competence. Here, she recommends a few articles that she has found useful to her research, and which students may find interesting as well. Rahimpour (2007) explores the issue of variability among the same learners but different task types. Verspoor et al (2008) likewise examines intra-individual variability, from a Dynamic Systems Theory approach. Ellis (1999) deals with free variation in learner language and the acquisition of new items.

Articles

Ellis, R. (1999).
Item versus system learning: Explaining free variation.
Applied Linguistics 20(4). 460-480.

Rahimpour, M. (2007).
Task complexity and variation in L2 learner's oral discourse.
University of Queensland Working Papers in Linguistics.

Verspoor, M., Lowie, W. & Van Dijk, M. (2008).
Variability in second language development from a dynamic systems perspective.
The Modern Language Journal 92(ii). 214-231.

Issues in EFL (iEFL): Can you tell me about a current article or two that you have found important to your current research?

Dr. Yeum: My current research includes diagnostic competence. By diagnostic competence, I mean in 2004 a couple of scholars used the term as a way to diagnose students' weaknesses and strengths so that they can enhance students' learning outcomes. Before then, I don't think any scholars used the term for that purpose in the field of English language teaching.

iEFL: It kind of sounds like a doctor diagnosing patients.

DY: Right. Teachers should develop their own diagnostic competence to enhance students' learning outcomes. It's not necessarily (to do with) mid-term or final exams, but all throughout the process. I mean, teachers should be aware of certain things, but we decided to use the term and teachers can use it to diagnose their own teaching performance, or other teachers' teaching performance, as well. That's why we extended the term.

iEFL: Kind of as an extension of reflective practice?

DY: Somewhat – that's why, for example, we have teachers videotape their own classes. Then other teachers are supposed to watch each other's performance and provide feedback. But to have teachers provide this kind of feedback and perform this kind of diagnosis for themselves and others . . . the key is to develop their diagnostic competence.

Student recommendations

Mike Elliot

Article

Hattem, D. (2012).
The practice of microblogging.
Journal of Second Language Teaching and Research, 1(2), 38-70.

I found this article when I was doing research for my mini research project in the Internet Based Language Teaching course during my first semester in the MA program. My project utilized Twitter as a teaching tool so I was looking for other papers that did the same. I was able to download the paper for free through the Sookmyung University database.

Hattem (2012) examined how microblogging as a structured grammar task can encourage noticing (Schmidt, 1990) through input, output and interaction, and if students perceive microblogging as beneficial for practice, proceduralization and memorization of new grammatical constructions. In brief, a group of university students were expected to post a minimum of 50 personal tweets during

a seven-week session that make use of the grammatical constructions learned in class. The teacher would then 'favourite' and 'retweet' those that were grammatically correct so that the rest of the class could see them on their homepage or on the teacher's profile page. The teacher also provided feedback in the form of recasts when a grammar error was made. The study found that microblogging had a positive effect on increasing noticeability in input, output and interaction and was seen as a suitable forum for practice and memorization of target grammar forms.

What I liked about this article was that it outlined an experiment that had clear learning objectives and made use of the functions that are unique to Twitter for achieving those objectives. Other L2 research that involves Twitter simply examines learner tweeting habits.

As for advice to new students, I'd say before reading an article, make sure you know what information you are looking for. Usually, a lot of information can be skimmed or even skipped because it is not relevant for your own research or even your homework. Only when you realize that a paper is important do you go back and read each section closely.

Minjung Kang

Article Suh, S., Kim, S. W., & Kim, N. J. (2010)
Effectiveness of MMORPG-based instruction in elementary English education in Korea.
In Proceedings of J. Comp. Assisted Learning. 26, 370-378.

This study aims to examine how massively multiplayer online role-playing games (MMORPGs) based instruction contributes to the improvement of Korean elementary school students' English ability. This study specifically focuses on the efficacy of MMORPG instruction by comparing it with face-to-face teaching and nine independent variables: gender, prior knowledge, motivation of learning, self-directed learning skills, computer skills, game skills, computer capacity, network speed and computer accessibility. The participants were divided into two groups: the treatment group received English lessons using Nori School (a type of MMORPG) while the control group was given lessons including a number of interactive and cooperative activities with only multimedia courseware for two months. After the treatment, their pre-and post-test scores were analyzed. The results of the analysis indicated that MMORPG programs can be useful for developing Korean students' English listening, writing and reading skills.

This study, as the researchers of this study points out, is differentiated from other studies in terms of employing non-commercial online games. Also, this research scrutinizes a number of predictor variables that affect English learning utilizing MMORPGs whereas others focus on only a few variables, such as psychological or external affective environmental perspectives.

This study was carried out on relatively a large size of subjects, 220 students, which is a good size for this type of study. Moreover, this research examines Korean young learners, so many other teachers in Korea could have more practical ideas from this study in their own contexts.

Youlim Kwon

Article Klingner, J. K., Vaughn, S., & Schumm, J. S. (1998).
Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms.
The Elementary School Journal, 99(1), 3-22.

Klingner, Vaughn, and Schumm (1998) investigated the patterns of how students used Collaborative Strategic Reading (CSR) by analyzing the transcript data from 85 heterogeneous and cross-level fourth graders who participated in CSR group work with social studies texts. The study found that students regularly implemented the second strategy, click-and-clunk, for more than half (52%) of all strategy-related utterances, and students liked the strategy the best in that they could get help from other students to know unknown words. As a result, this study showed students' positive perception toward learning vocabulary strategies through CSR.

Many studies have examined the effects of CSR on improvement of reading comprehension and vocabulary building (Klingner, Vaughn, & Schumm, 1998; Klingner & Vaughn, 2000; Vaughn, Klingner, Swanson, Boardman, Roberts, Mohammed, & Stillman-Spisak, 2011), but this study especially investigated and organized the use of students' strategies and its patterns through classroom observation.

As for advice for first semester students, when you read an academic article, you shouldn't obsess yourself with the thought that you should understand every single piece of information presented in the article. Before you read the article, make sure you know the key points of what the article is about , find which research questions are related with your questions, and follow the author's answered with research questions throughout the article. Of course, it is not easy at first, but you will get used to it soon.

Inae Seo

Article

Ellis, R. (2008).
Learner beliefs and language learning.
Asian EFL Journal, 10(4), 7-25.

Stewart, J. A. (2010).
Using e-journals to assess students' language awareness and social identity during study abroad.
Foreign Language Annals, 43(1), 138-159.

I came across this journal article while looking for studies that concentrated on individual learner factors such as language awareness, anxiety, motivation, and beliefs. Since my thesis primarily deals with learners' beliefs about language learning in study abroad contexts, it was critical for me to locate academic journals that dealt with similar constructs and find out how they were measured and analyzed.

What Stewart (2010) mainly thrusts is that e-journals or reflective blogs are useful tools in assessing the participants' contextual and individual factors involved in language learning. There were several articles that had similar findings to Stewart, but I found this article most useful in that it explains the process of using e-journals as a data source in detail. I could easily understand what is to be done in order to elucidate the participants' perspectives.

Given that beliefs are complex, dynamic and not as direct as they appear to be (Ellis, 2008), it is vital that researchers closely follow through the participants' experiences as narrated in their journals and keep track of their changes.

Jaehee Seo

I found this article on Google Scholar while I was looking for a related article to my thesis topic: The relationship between drama-based activity, and reading comprehension and writing in L2 class.

Article

Liu, J. (2000).
The power of Readers Theater: From reading to writing.
ELT Journal, 54(4), 354-361.

Basically, Liu (2000) conducted action research with three phases to investigate the effects of Readers Theater on students' writing with 14 ESL students in intermediate L2 writing course in a US Midwestern university for reading and writing skills improvement. The students studied in 10-week class by reading aloud, generating discussion of the text's main idea, and created their own conclusions based on their own interpretations and meanings from the source text. This study pointed towards the positive effects of drama-based activities on language skills improvement.

This article was particularly useful to me, and might be to others as well. The results supported my study involving Readers Theater- reading aloud , voice acting, process drama-playwriting and learners' attitudes toward reading and writing in L2 class. Even though this research provided general benefits of RT, reading text was limited with short stories and narratives.

Final Papers

Designing Valid Intermediate English Speaking Tests While Maintaining the Five Key Principles of Language Assessment

Andrew Bailey
Testing and Evaluation

This article uses Communicative Language Testing approaches to design an intermediate quiz and rubric for university students, focusing on the five basic principles of language assessment - validity, authenticity, reliability, practicality, and washback. The tasks consist of students responding to a text message prompt with unreal conditionals and passive voice information gap tasks using tourists' guidebooks. The two tasks are contextualized in real-world scenarios with clear functional goals. The activities require interaction between students, rather than with the teacher, where the scores are based on demonstrating both grammar forms accurately and communicative competence. The article looks at how the five basic principles of testing affected the planning, administration, and execution of the quiz as well as the compromises that were necessary to maintain its validity.

1. Introduction

Informal or alternative assessment methods, based on Communicative Language Teaching (CLT) principles, have been gaining prominence in education since the 1970s, placing a greater importance on real-world contextualized language scenarios (Schmidt, 1991). While this revolved around communicative rules and norms being implicitly taught, it lacked a more holistic view of the nature of language found in some traditional form-focused methods (Widdowson, 1978). This resulted in the blending of form and function, and, by the mid-1980s, provoked a rethinking of how second language communicative ability could be tested. This movement, buoyed by Canale and Swain's research into communicative competence (1980), was founded on the need for a test of 'real' language (Bingham Wesche, 1983). As approaches to teaching and testing moved away from standardized tests, five core principles of testing emerged (Brown & Abeywickrama, 2010) - validity, authenticity, reliability, practicality and washback.

Ensuring validity in a test means the assessment should be linked to the instructional and learning aims. For the test created here, which is a formative quiz for university students, there was a need to fit what was essentially a grammar form test into an authentic context: an English test for a non-test situation (Bachman & Palmer, 1996) where functional goals and communicative competence in contextualized scenarios drive the need for grammar forms. In order to maintain the validity and authenticity both of the language forms and the test itself, the tasks should require the same functions in which those forms were previously taught, in a clear real-world context.

The students taking this test need to demonstrate language competence, both organizationally and pragmatically. Their language use has to be not only formally correct, but must also 'fit' the context in which it is used. The quiz is a

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task-based assessment where the use of the specified grammar must accomplish a communicative goal and the interaction between students must make contextual sense in order to receive a full score.

The quiz consists of two parts, each with a role-play that has a grammatical norm in a real world context. Role-plays are a normal part of communicative English teaching in the modern classroom, which have clear language functions and contexts. Role-plays are good for tests because they have certain face validity, as students are already familiar with them, and are able to anticipate the need to accomplish a goal. In the case of this quiz, the contexts (described here in 3) are authentic scenarios that specifically require the grammar being assessed. Therefore, both the role-plays and language are appropriate and authentic, and require Strategic Competence (as emphasized by Bachman & Palmer, 1996) to complete.

The quiz is not an isolated, 'stand-alone' test but part of a series of learning processes leading up to the summative final test at the end of the semester. The two tasks described below were chosen because they required students to exchange information with each other, rather than with the teacher. The students are familiar with the format of the task, but the prompts are entirely new and require spontaneous language production. Information gap and Q&A tasks allow students to demonstrate the relevant language skills in context while requiring them to listen to peers' answers in order to respond appropriately. This cuts down on the opportunity to merely memorize an answer before the test, further boosting the validity of the tasks.

The tasks give students valuable experience as similar elicitation methods and contexts are used in the final test, which takes place two weeks after the quiz, allowing the students to first experience the prompts in a relatively low stakes test before the final. This means the quiz has a significant washback effect, where the test-takers benefit from the test – i.e., not just receiving a score or a letter grade – so the experience can actually enhance the learning process. The quiz gives them practice with the task format and provides feedback on their progress, strengths, and weaknesses before the all-important final test.

This move away from traditional paper-and-pencil assessment or memorized student-to-teacher speech into alternative methods was unfamiliar to some students in these classes, who, being freshman, were more acquainted with standardized non-interactive tests. The idea of open-ended questions that required creative responses was a new world for many who would directly ask, "What should I say in the test" as if there were a right and wrong answer that the teacher was hiding from them. The idea that there was no one correct answer was alien and, for some, frustrating at times.

There is a delicate balance needed between validity, authenticity, reliability, practicality, and washback that cause restrictions in the administration of the test. For example, what may have wonderful authenticity is not practical if it takes 20 minutes per student in a class of 24 people. Naturally, there will be limitations and weaknesses in the first version of a test designed completely from scratch, such as the possible effects of interlocutor interference, which are addressed below. However, the tasks, rubric, and scoring system created for this quiz still adhere to those five core elements introduced in Brown and Abeywickrama (2010) as closely as possible.

2. Assessment Context

The test is a formative quiz worth 5% of the final grade and is administered two weeks before the final test, worth 20%. The quiz is weighted to be more grammar-focused in order to build accuracy for the final test which will have more focus on communicative aspects while using the same forms.

This quiz has been designed for an elective university course at the University of Incheon called English Speaking, in which classes are held once a week for one hour and forty minutes. The syllabus was designed with a communicative grammar focus, and uses Worldview 4 – a general English conversation textbook in the usual format of schema-activating mini-discussion, listening activity, grammar focus exercises, then a role-play or activity spread across four pages per unit.

The quiz is focused on the two units that were covered after the midterm test, which are 'unreal conditionals' and 'passive voice.' The function of the unreal conditional lessons is to describe simple unreal ideas (e.g., "If I had a super power, I would/could...") and putting themselves in another person's shoes ("If I were him, I'd…"). The function of passive voice in lessons is to describe works of art, famous architecture and media, e.g., "It was designed by Kim Su Geun" and asking for that information, such as "Excuse me, but where was it produced?".

3. Student Profiles

The students' ages range from freshman to senior, in two classes of 20 and 24 people. There were no placement tests for the students. They are informed of the level requirement of the course before sign-up, so they self-assess themselves as Mid-Intermediate. Their level is not checked by a teacher and there is no opportunity to move out of the group once the course has started other than dropping the class. Predictably, there are a small but significant number of Novice and Advanced level learners, according to the ACTFL criteria (2012), who join the class regardless because they either overestimate their true level or, with Advanced levels, they want an easy grade.

None of the students have a specific English focus in their major, with subjects ranging from technical courses, such as Civil Engineering, to performing arts, to non-English language courses such as Russian or Chinese literature. Only two of the students have had experience living in an English-speaking country and both stayed for less than 6 months. All the students are Korean except one Uzbekistani. Overall, the students' proficiencies reflect this lack of 'real world' language experience.

4. Teaching/Language Objectives

The general objectives of the course are, by the end of the semester, to use the English forms accurately and with appropriate tenses and timing that show communicative competence. More specifically, the objectives are to describe simple unreal situations and put yourself in someone else's position using the unreal conditional, and describe familiar artistic, architectural, or media items using passive voice, all within an authentic context. Not only should students be able to produce the forms themselves but also be competent enough to convert simple present into unreal conditional and active voice in passive voice sentences. This requirement enhances the validity and authenticity of the language by changing forms on the spot to suit the context.

Fig 1. - Part One - example card

The quiz is designed as a way of overtly testing the accuracy of the grammar structures in creative, interactive performances. Scores are heavily weighted towards accuracy. It will be followed two weeks later with a final that is very similar in its structure to this quiz. At just 5% of their overall total grade, this quiz is a low-stakes way of strengthening grammatical foundations and building confidence and experience before a high-stakes final, worth 20% of their final grade.

5. Test Objective

The quiz has two main objectives. Firstly, students should accurately produce unreal conditionals to express simple imaginative ideas or what they would do in another person's situation, and, secondly, passive voice sentences describing famous works of art, architecture and media. Both of these forms are produced in contextualized real-world scenarios that require interaction between students.

They should demonstrate an ability to create responses to prompts spontaneously that is pragmatically appropriate and formally accurate. They must also convert forms into unreal conditional and passive forms, for example, converting active sentence information into a passive sentence based on a question phrased in passive voice.

The final objective is to give them experience of producing the forms in a test context to build confidence for the high stakes final that will use these forms at the end of the semester.

The linguistic features that will be assessed in the criteria are Grammar Accuracy, Coherence of Response, Fact Conversion (active to passive voice), Question (in unreal conditional), Pronunciation, and Fluency. In this article, the criteria terms are capitalized in order to differentiate the criteria category from the language feature.

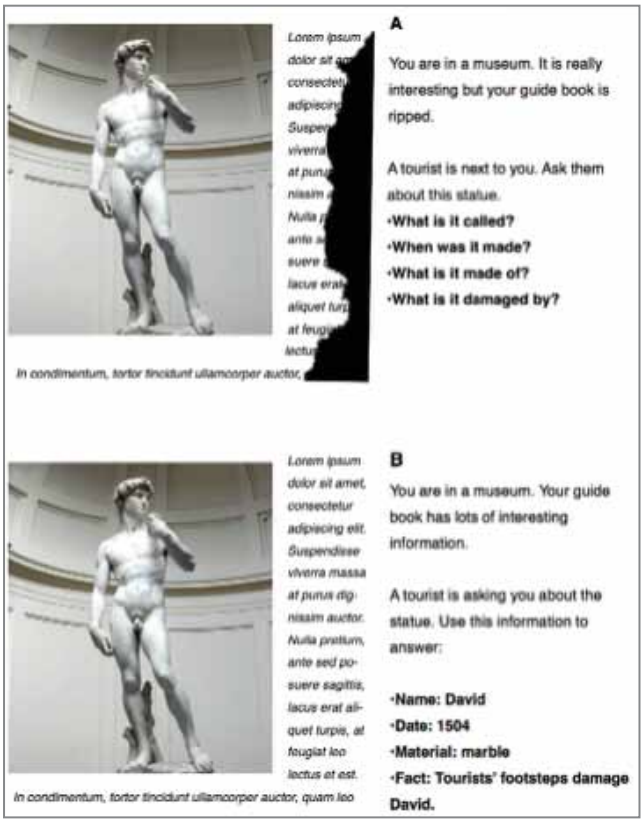
The philosophy behind the test is that students should be able to prepare for the required forms but not prepare and memorize any specific answers for a prompt. The responses to the prompts should demonstrate as clearly as possible

their understanding of the forms in context and ability to produce them spontaneously.

6. Specifications and Procedure

In part one; students will randomly select a card from a box containing ten cards with different messages on them. This will involve two students: the primary student who will respond to the prompt and the secondary student who will ask a question based on the primary student's response. An example message is in figure 1 with further examples in the Appendix.

The scenarios for the role-play cards keep the primary student as themselves (a Korean university student) but uses foreign friends or foreign exchange students as the others involved in order to necessitate English as the language medium. The context is explained in the first paragraph, followed by the situation created by the message, then the student is prompted with "what would you do…?" to elicit the answer. Both the primary student and the secondary student see the card.



Student 1 takes a card and must convert the present tense phrase from the text message into an unreal conditional sentence followed by another two unreal sentences explaining in more detail (three sentences in total). The format is similar to the 'Topic Sentence with Supporting Sentence' English writing structure. Student 2 must then ask a question directly related to the answer given. No general questions such as "Why would you do that?" are accepted, nor questions which merely repeat a student's answer as a question, such as:

S1: ...and I would buy my family gifts.

S2: Why would you buy your family gifts?

These kinds of questions do not demonstrate an understanding of Student 1's answer, as they can either be prepared before the test in the case of general questions, or just 'echoed' from the student's answer with the latter. Both of these question conditions have been explained and made clear to the students in the in-class practice prior to the test. After Student 1 gives their response to the prompt and the question, Student 2 then chooses a card and Student 3 will ask a question. This rotates around until everyone has responded and asked a question.

Figure 2: Part Two - example prompt

Responding to the text message using a specific form with very little time to prepare may seem cognitively demanding for an intermediate test situation, but this format was chosen for two reasons. Firstly, students have had a significant amount of practice using this form and this elicitation method in class, to the point that applying the form to their own idea should be fairly automatic by the time of the quiz. Secondly, the test is relatively low stakes – only 5% of their total grade score – so having these kinds of spontaneous tasks should not be so stressful that it impedes their utterances.

Part Two of the test is an information gap role-play that uses works of art, architecture, and media. This is contextualized in vacation situations where a guidebook, leaflet or magazine has been damaged, requiring the student to get the information from another tourist. In order to necessitate the use of English in the scenario, both students are tourists in foreign countries. Reversing the previous order, Student 1 and 3 will have information cards (see figure 2 with further examples in the Appendix), one with the information and one without, one with a question and one with an active voice answer.

Student 1 (with card A) will greet the other student and ask the passive voice questions and Student 3 (with card B) will answer in passive voice using the prompt information, then thank them for their help and say goodbye. Student 1 will then read the passive question, and Student 3 will convert the active voice fact into a passive voice answer. The

students must respond to all questions using the appropriate tense (only present or past is required in the context of these items). Once the task is completed, the cards are gathered and Student 3 selects the next card randomly for themselves and Student 2 to complete. This rotates until everyone has had cards A and B.

The full passive voice questions are given on role card A in order to minimize the potential negative effect of a student using the wrong form when asking the question. For example, a student asking "What called is it?" could well influence the student responding to mimic the incorrect form they just heard. This has the potential for negative influence that may challenge the validity of the test, therefore, it seemed necessary to give the passive questions in full to the first interlocutor. It could be argued that the first student in each group would have an unfair advantage by being given a visual reminder of the forms they need to produce when it is later their turn to respond, but in order to be fair to the responder in each turn, this is a compromise to maintain the validity of the test.

On the surface, part two appears to be more mechanical – merely putting information into passive forms. However, the students must use communicative language (greetings, thanks, farewells, polite language) and are still making linguistic decisions, such as appropriate verbs, tenses, and prepositions. For example, the difference between "It was painted BY Van Gogh" and "it was painted WITH Van Gogh" are significant and have been covered in class. The forms are related to meaning and are therefore decisions that the students have to make from a communicative perspective. What on the surface could have been a purely grammatical task – "use passive voice" - actually requires the students to approach it from a top-down perspective, using the context to make pragmatic and lexical decisions. The approach that grammar services meaning can be a major washback of this test.

At the end, the students are informed that the test has finished and that they will see their scores in the next class. Plus they are reminded of the homework they need to complete before next week. On the class' Facebook page, individual YouTube video links are posted the evening of the test. They are uploaded with a 'private' setting so it is only viewable with the link. Before the next class they have to watch their performance and use the rubric to make notes on what they did well and what they could do better next time.

7. Test Administration

The test elicitation methods are identical to the methods used to practice in the lessons prior to the quiz. This ensures that the quiz is 'biased for best' (Brown & Abeywickrama, 2010:44) and the students recognize the face validity of the test. Using the same elicitation methods also ensures that the students are already aware of what constitutes an appropriate response. The rubric and the score sheet is available to the students to download via our class Facebook page a week before the quiz. Also on the page, sample prompts similar to those of the quiz are uploaded for the students to post practice responses. This gives the students a chance to post any questions or concerns which can be answered on the site. A combination of all these factors should mean that students who make the necessary effort will be as prepared as possible for the quiz.

Students are tested in groups of three at 10-minute intervals. Ideally, pairs would be better as the set-up of the tasks only require two people per prompt. However, for simplicity's sake, it makes more sense to have them come in threes; otherwise, the slots would be split at strange times like 13:37 and 13:44, and so on.

For part one, student 1 selects a slip of paper at random from a container. On the slip is a scenario, a text message and a prompt (as covered in section 5 above). The student who needs to ask a question, Student 2, is selected and notified as the card choice is being made. Before the student starts, they have the chance to ask any questions about the phrase or what is expected of them. No questions about form will be answered. They are familiar with the format and are aware of what is expected. After Student 1 gives three sentences, Student 2 will ask a relevant question and Student 1 will respond with a minimum of one unreal conditional sentence. The students are not expected to give any more than that. Saying anything more cannot be scored under part one on the score sheet but will be taken into consideration under Fluency. This process is repeated with Student 2 and 3, then 3 and 1. Each student has one turn responding to the prompt and asking a question.

The selection criteria require the text message phrase be immediately understandable at an intermediate level, not require any unusual vocabulary that has not been covered on the course, and be in an ordinary context that is level appropriate. Selections of phrases were trialed during the class activities in order to judge which kind of phrases may be too difficult, too easy, or problematic.

As with any test that is administered on multiple days with multiple classes, and where the students are not tested at

the same time, there is the potential for information on the prompts to spread to those who have not taken it yet. For this reason, the chosen cards are not returned to the box after being selected. This prevents the chances of the same prompt being selected by successive groups. Students tend to choose a piece of paper that is resting on or near the top of the pile, which makes the selection a lot less varied and a lot more predictable. Having to create two sets of prompts for two classes lowers the practicality of the quiz, so the prompts are only returned to the box when they have all been used. With ten prompts for 20 or 24 students, the chances of students being able to easily spot recurring cards and sharing the information is minimized without requiring a second set to be made.

For part two, Student 1 selects a set of cards (cards A and B, clipped together – figure 3) from a selection of six choices. After selecting, the student unclips the paper, keeps the piece marked A, and hands B to the next student. This style of prompt and process is the same as the Production stage of our previous class so is familiar to them. Card A shows a picture of a famous piece of art, architecture, or media next to question prompts in passive voice. Student 1 will ask passive questions from the prompt. Student 3 has just nouns or short phrases with which to answer the questions based on the information on their card. For the final interaction, Student 1 asks the question on the card verbatim, but Student 3 must convert the active sentence on their card into passive.

Figure 3: Part Two – a set of cards (cards A and B, clipped together)

The cards have an abstract pattern copied on the backs in order to prevent any identifying features from being visible and influencing the selection process. To make sure that the same prompts are less likely to be selected by successive groups, selected cards are replaced on the edges of the 'fan' (for example, left-to-right in positions 1, 2, or 6 in figure 3). Students tend to select from the middle of a 'fan', something so predictable that magicians call it a "card force" or "magician's choice" (Anneman, 1993) because they are effectively making a participant select a desired card. In this text context, however, the reason for the positioning of the cards is for the opposite. By keeping recently selected cards on the edge of the fan, the likelihood of the same card coming up is only around four times per class, again maintaining practicality and reducing the need to have a second set of cards for the second class and validity because students cannot predict the prompt using leaked information.

One possible issue with a test that requires spontaneous language production is the effect of having an assessor standing close by with a clipboard, visibly scoring the responses as they happen. This could raise the affective filter (Krashen, 1982) of students and negatively influence their performance. To overcome this, once the card has been selected and any queries dealt with, the teacher should move away out of the students' eye-lines for the duration of their response. After that, the teacher can move back in order to offer the next student a card choice. Therefore, the teacher should either be standing up for the quiz or have a chair positioned out of sight from the students but within clear earshot.

The tests are individually videoed and will be used for washback as part of their homework in the next class. The students have been videoed multiple times across the semester so will not be anxious about the camera. As an added precaution, the camera is placed at a distance from the students, zoomed in, and the microphone set to "shotgun" so as to record good audio at a distance. The recording can be triggered by a remote control for extra discretion.

8. Scoring Scheme and Rubric

This test is a criterion-referenced quiz and the rubric is intended to be used by both the teacher and students. Students can use it for reference and preparation before the test and with their score sheets as part of the washback process after the test. The principle behind the rubric was that students are not scored for 'knowing' but for 'doing' (Bingham Wesche, 1983), meaning that they actually demonstrate the form that fits the context in a communicative way. The rubric was created from scratch with the philosophy of combining being 'legalistic' and a certain amount of being 'human' (Davison, 2004), meaning the rigidity of scoring-to-the-criteria and the empathy for students in a test environment. When scoring students, there is always the threat (and often, the reality) of subjectivity creeping into judgment (Davison, 2004). Whether it is conscious or not, there is the possibility of "he's a nice guy" causing the assessor to ignore or gloss over errors that should be penalized according to the criteria. In a university context where the final grades are relative, it seems appropriate that a certain amount of 'legalistic' grading is necessary to prevent subjectivity from potentially overrating a 'nice' student while punishing a less affable student. The rubric tips the balance more towards 'legal' scoring but has some 'human' flexibility.

There are two parts to the scoring rubric (see figures 4 and 5) which reflect the necessity for 'legalistic' and 'human' scoring. The grammar section is a binary right-wrong score which counts the number of unreal conditional and passive sentences that each student uses accurately. Scores are only given for grammatically correct unreal conditional and passive voice forms and questions with no half-points. Grammar errors not related to those forms do not affect the score. For example, "If I could see mountain" would not be penalised for the missing article, whereas "If I can see mountain" would be penalised for the form error. Although this is a spoken quiz rubric, the binary nature was inspired by the reliability of standardized written tests, but re-framed in an alternative spoken test context.

Coherence of Response in the rubric attempts to bridge the two sides of form and function, what Widdowson (1978) called 'cohesion of discourse', where the structural choices meet the communicative intensions to form clear information exchanges. This was added to the rubric to ensure that the students were not just producing 'correct' unreal conditionals, but rather producing an interactive answer that used the form because it was appropriate for the meaning. This is also shown in Question, where the question needs to be both formally accurate and relevant to the other student's response. The need for cohesion is that the constraints of having to use the unreal conditional form should still aid the students' communicative intentions.

Fig 4 - the rubric

	0 points	1 point	2 points	3 points
Unreal Conditional	No use	Used correctly **once**	Used correctly **twice**	Used correctly **three times**
Coherence of response	ideas are unconnected	ideas are connected by overall keyword	One main idea with supporting sentences	
Question	Asked an incorrect, general or irrelevant question	asked a correct, relevant question		
Passive Voice	No use	Used correctly **once**	Used correctly **twice**	Used correctly **three times**
Fact Conversion	No use of passive voice	used passive voice correctly		
Pronunciation	Very difficult to follow	can understand half od utterances	can understand most utterances	
Fluency	Very slow. Below expectations for this level	Pauses in places but mostly level appropriate / some pauses in unnatural places	Level appropriate / pauses in appropriate places	
Total	___/14			

Fig 5 - scoring

Quiz 2 Monday Tuesday

Score Sheet

Name: _____
Number: _____

	0 points	1 point	2 points	3 points
Unreal Conditional	0	1	2	3
Response Coherence	0	1	2	
Question	0	1		
Passive Voice	0	1	2	3
Fact Conversion	0	1		
Pronunciation	0	1	2	
Fluency	0	1	2	
Total	___/14			

The other section scores Fluency and Pronunciation in a more intuitive way, allowing for professional and more 'human' judgment. The rubric for these categories was inspired by rubrics such as in Brown (2001; as cited in Brown & Abeywickrama, 2010) which allow for errors or linguistic fumbles. Because the classes are relatively large (20 – 24 people), it is not possible to teach pronunciation in any meaningful one-on-one way, therefore Pronunciation focuses more on understandability rather than native-like accuracy. Due to the intermediate level, Fluency definitions also allow for hesitation, so long as the pauses come in 'natural' places. For example, "If I had more time…I would start a hobby" pauses at the end of a word group, whereas "If I had more…time, I would start a hobby" does not. This element of the criteria was inspired by Brown & Abeywickrama's (2010) speaking microskills referring to "speech in natural constituents" (p. 186).

The final score is out of a maximum 14 and is converted to a score out of 5%. This is added to their total percentage which will become a relative grade at the end of the semester.

Figures 4 & 5: The rubric & Scoring

9. Limitations

A limitation of this test is that there is always one student doing nothing during the role-plays. In future versions of this quiz, the roles could be expanded to include a third person where the information gaps are distributed between them. Another limitation is the passive voice question prompts, except for the polite greetings and so on, does not require the student to do anything other than read the questions. This may be modified to only include some of the questions with prompts for others, or perhaps an 'out-of-date' guidebook where the information is different between the two books, requiring the students to negotiate a final version of the information. This could be expanded to include all three students where each piece of information corresponds only with two of the three cards and a final correct set of information must be negotiated between them.

10. Conclusion

The quiz designed here was planned using the five elements of testing as laid out in Brown & Abeywickrama (2010).

The test has validity because it tests precisely the forms and functions that were covered on the course and uses the same methods to elicit the responses. This also gives the testing process face validity for students because they know the required steps and outcomes. The scoring criteria is binary for the grammar-focused part meaning that scores have reliability and constancy across classes. A student is primarily judged on the number of correct contextualized grammar sentences they utter, and any intuitive judgement in Fluency and Pronunciation still allows for level-appropriate limitations.

The test rates well for authenticity as the language needs are presented in a real-world context that would genuinely require those responses. A speaker should use unreal conditional to put themselves in another person's shoes and passive voice is a norm for describing the items in the prompts, therefore, the scenarios and the utterances are authentic and reflect natural usage.

The test has practicality as the unreal conditional sentences are easy to create and print from a smart phone template. The passive voice images and information are famous enough to find easily, are familiar to students, and can be added to the 'ripped' template very quickly. Using the 'security' methods mentioned above, there is no need to create multiple sets of prompts because the number of students who see each one is controlled. One of the few time-consuming steps is transferring and uploading video files to YouTube but, for the most part, it is a process that runs in the background.

Washback is given the week after the test, using the videoed quizzes for self-evaluation followed by the students seeing their score sheets alongside the criteria in order to reflect on their performance and see what they need to improve. As this quiz is intended to reinforce the forms ready for the final, we will go through a sample of the prompts, the appropriate responses, and some common errors to avoid.

When planning any kind of test, it benefits us to consider our assessment literacy. We should question every element of the test as to exactly what we are testing, how appropriate it is, how we are testing, and how we are scoring. Assessment literacy is not an insignificant factor, as assessments are required in almost all kinds of language teaching and take up a considerable amount of time (Cheng, 2001). Because the majority of teachers plan and execute tests without any specific training (Stiggins, 2007), it is important to bear in mind the principles of assessment if there is to be no conflict between teaching goals and testing goals. With lower assessment literacy, it is easy to overlook the fact that it is extremely difficult to test only one feature of language. For example, testing listening requires either a written or spoken response, or in the case of this quiz, speaking requires students to read and understand the prompts. Creating a test requires the teacher to consider multiple factors that are drawn from their assessment literacy.

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Appendix

Examples of prompts for Part One

Appendix A - examples of prompts for Parts A & B

You are at university with your Canadian friend, waiting for a test.

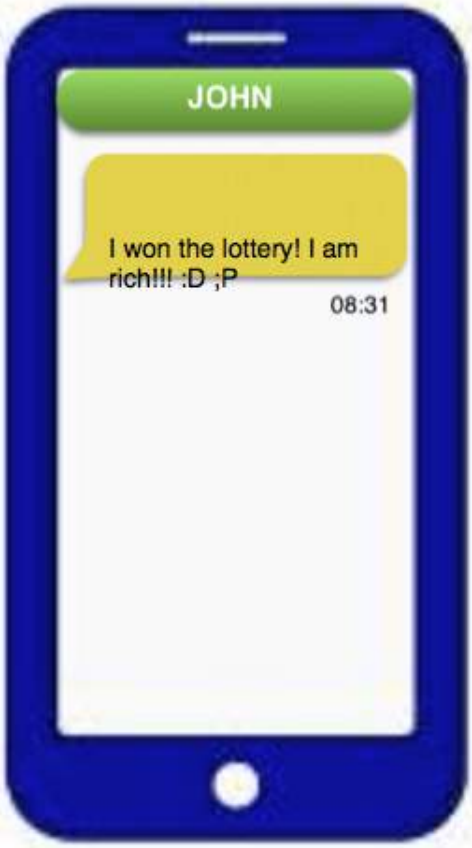
You get this message from another friend, John.

What would you do if you were John?
Give three unreal conditional sentences,
and answer the question from your friend.

You are at a coffee shop with your American friend. You are both waiting for John. He is already late.

You get this message.
You are annoyed.

What would you do if you were John?
Give three unreal conditional sentences, and answer the question from your friend.



You are working with your English friend at your part time job.

You get this message.

What would you do if you were John?
Give three unreal conditional sentences, and answer the question from your friend.

Today, you will go to the beach with three foreign exchange friends from university. Two of you are waiting for your other friend, John.

You get this message.

What would you do if the weather were better?
Give three unreal conditional sentences, and answer the question from your friend.

Examples of prompts for Part Two

Lorem ipsum dolor sit amet, con- sectetur a iscing e Suspe viverra sa at pu digniss auctor pretium sed posue sagittis, lac erat aliq turpi giat leo lectus et est. In condimentum, tortor tincidun

A

You are in a museum. It is really interesting but your guide book is ripped.

A tourist is next to you. Ask them about this statue.

- **What is it called?**
- **When was it made?**
- **What is it made of?**
- **What is it damaged by?**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse viverra massa at purus dig- nissim auctor. Nulla pretium, ante sed po- suere sagittis, lacus erat ali- quet turpis, at feugiat leo lectus et est. In condimentum, tortor tincidunt ullamcorper auctor, quam leo

B

You are in a museum. Your guide book has lots of interesting information.

A tourist is asking you about the statue. Use this information to answer:

- **Name: David**
- **Date: 1504**
- **Material: marble**
- **Fact: Tourists' footsteps damage David.**

A

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse viverra massa at purus dignissim auctor. Nulla pretium, ante sed posuere sagittis,

You are in a museum. It is really interesting but your guide book is ripped.

A tourist is next to you. Ask them about this statue.

- **What is it called?**
- **Who was it painted by?**
- **What was it painted with?**
- **Where is it displayed?**

B

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse viverra massa at purus dignissim auctor. Nulla pretium, ante sed posuere sagittis, lacus erat aliquet turpis, at feugiat leo lectus et est. In condimentum, tortor tincidunt

You are in a museum. Your guide book has lots of interesting information.

A tourist is asking you about the painting.
Use this information to answer:

- **Name: The Starry Night**
- **Painter: Van Gogh**
- **Material: Oil paint**
- **Fact: The New York Museum of Modern Art displays it.**

Collaborative Writing in L2 and Noticing

TaeEun Kim
Second Language Learning Theories

This literature review explores the relationship between collaborative writing in second language (L2) and noticing. It has been argued by researchers for over 5 decades whether collaborative writing can lead to second language learners' noticing of form and meaning of the target language. The purpose of this report is to describe various ways L2s can collaboratively write, such as in-class or online interactive writing exercises, and their negative and positive impact on noticing. For instance, according to researchers like Swain (2011) and Sotillo (2006), scaffolding, cooperative mismatch finding, and corrective feedback, either in-class or online helped the writing quality of the participants' L2 writing. On the other hand, Kessler (2009) mentioned that online interactive writing can encourage the learners to notice not meaning, but only forms of the target language according to results in his research. This literature review connects those various results about the relationship between collaborative writing in L2 and noticing.

1. Introduction

For more than five decades, the importance of noticing as well as interaction in second language acquisition (SLA) has been argued by researchers. To be specific, Schmidt (1990) claimed that noticing is the only way in which learners can learn to use or produce the second language (L2). According to Storch (2011), output can be comprehensible or target-like through interaction with other people in the process of learning a second language. In particular, this literature review will handle these two concepts, interaction and noticing, in the specific area of L2 writing. In other words, it will focus on the relationship between collaborative writing in L2 and noticing. This can lead to implications for L2 writing classes in South Korea since these two concepts have not been dealt with sufficiently in the standard curriculum. I believe that in stressing the autonomy of practical L2 lessons, interaction and noticing need to be emphasized in South Korea.

1.1 What is noticing?

Noticing refers to initial recognition of some general principle, rule, or pattern. It is different from understanding; "conscious registration of the occurrence of some event" (Kasper, 2001, p. 14). For instance, when second language learners apperceive a feature of contrastive vowel length or its importance in the target language, it refers to noticing or attention. On the other hand, if they analyze the same input it can be regarded as comprehension. This means understanding to determine what the vowel length is in some particular contexts or to relate the particular vowel length to a specific meaning.

1.2 What is collaborative writing?

Collaborative writing is an overall joint production of a text, which is made through the interaction of two or more people sharing responsibility (Elola & Oskoz, 2010). It can also include parts of the writing process, such as group planning as well as peer feedback (Storch, 2011). Storch, as well as several other researchers, have argued that group writing can be meaningful since it is a real-world task. In addition, the collaboration or interaction can afford second

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language learners more reflective thinking and awareness of real audiences of their composition.

2. Theoretical Background

2.1 Noticing hypothesis

The main argument of the noticing hypothesis is that input must be noticed or detected under awareness to become intake (Kasper, 2001). Cross (2002) mentioned that the initial process when noticing language features in the input allows some of them to be stored in short term memory (STM) consciously and selectively. According to the noticing, a decision is made as to which input is going to be stored in STM. Noticing can make people compare the absorbed information to their produced output as well.

When it comes to selectively-noticed input, it can be understood by the learners' past experiences. There can be four aspects which can affect how information is noticed while the rest of them are not. First, frequent exposure to input can make items noticed more easily. In other words, familiarity to new information influences a person's selective attention. Second, emotion can also be a constraint. For instance, if a learner has a psychological hindrance such as anxiety in their language learning, it can interrupt their noticing. Also, motivation as well as attitude can also have an impact on noticing in a similar sense. Third, prior knowledge can limit noticing. According to knowledge that the students already had, relating or underlying input, the result of noticing can be either successful or unsuccessful (Gass, 1988). Robinson (2002) claimed that "individual differences in memory and attentional capacity can also affect the extent of noticing" (p.182). Meanwhile, students with high proficiency levels can notice more mistakes, which results in significantly higher scores in both pragmatics and grammar (Bardovi-Harlig & Dornyei, 1998). Fourth, the degree of concern can also affect selective noticing or attention. For example, the more learners pay attention to their readjustments, such as modification of grammar, the more they can notice the mismatches between the target language model and their production. In addition, the factors mentioned above can jointly affect selective noticing and attention.

2.1.1 Noticing and second language acquisition (SLA)

There are some claims which emphasize the importance of noticing in SLA. Specifically, Schmidt (1990) mentioned that noticing is the conscious acceptance of a target language system that is necessary for the appropriate production of its form. Language-making can be expanded according to the degree of attention or noticing (Schmidt, 1990). Schmidt found that "the learners' attention to the language's properties can facilitate language learning" (p. 129). Furthermore, without attention, information that passed through the unconscious process, such as sensory information, cannot be stored in short term memory (STM) consciously. This means that input cannot reach further processes without noticing. To be specific, some of the information stored in short term memory, which is still present - obtained in the attention stage - can be stored in long-term memory (LTM). The stored knowledge in LTM needs working memory to continuously rehearse and retrieve the information (Schmidt, 1990). In order to enhance attention and noticing, it was also argued that providing learners with comprehensible input is important. Having new information just beyond the learners' current level of competence in the language can enhance students' noticing.

2.2 Sociocultural theory

Vygotsky's body of sociocultural work defines learning as the result of social processes between people. It especially focuses on children's cognitive development, which is partly a product of the assistance provided by higher-level group members during interaction (Storch, 2011). In other words, collaborative learning, compared to individual work, gives novice learners a degree of scaffolding, or graduated guidance to help people perform beyond their current competence, and into their zone of proximal development (ZPD). Indeed, Donato (1994) describes ZPD as the gap between what they have mastered and what they can achieve with help.

There are other researchers who mention benefits of the sociocultural process as well. For instance, Storch (2011) argued that pair or group work can encourage collective scaffolding. Furthermore, according to Elola and Oskoz (2010), knowledge is created and re-created in discourse between people doing things together. When it comes to sociocultural views on language learning, Collier (1995) asserted that students' language acquisition can be affected by their social surroundings as well as the cultural environment occurring in everyday life. In other words, language acquisition needs to contain various contexts, such as home, school, community, and societal views.

2.2.1 Collaborative learning and writing

Collaborative learning, which is rooted in the sociocultural perspective, emphasizes not only simple co-operation but also a whole learning process: learners are responsible for one another's learning as well as their own. Aside from the teacher, students can teach each other (Dooly, 2008). According to Dooly, it can give them more responsibility for their own learning process. Furthermore, when it comes to language learning, Zuengler and Miller (2006) mention that development of intelligence or knowledge can be facilitated by communication with others. In the same sense, the foundation of collaborative learning, constructivism, can be understood as well. According to this notion, knowledge is both constructed and transformed in interaction among people. The activity activates learners' existing cognitive structures so that new input can be accommodated in their learning process (Dooly, 2008).

In particular, the benefits of collaborative writing were also mentioned in previous research, even though writing is generally considered as a solitary exercise in traditional second language classes. Compared to speaking, which contains verbal as well as nonverbal signs, writing can lack external feedback. It can result in less stimulation and modifying further thought or language production (Yarrow & Topping, 2001). However, collaborative writing can increase engagement on task, metacognitive prompting, modeling reinforcement, and goal specification through enough interaction (Ibid.). Not only can it can give the students more immediate feedback compared to individual work, but through negotiation of content as well as organization they can generate more ideas and share constructive knowledge. It can encourage more mutual problem solving as well, which can in turn allow learners to produce better texts (Erkens, Jaspers, Prangsma, & Kanselaar, 2005).

2.2.2 Interaction and motivation in language learning

The interaction hypothesis refers to the significance of interaction in second language acquisition (SLA). According to the argument, allowing learners to have conversational as well as linguistic modifications through discourse can result in the development of accuracy in their language production. They can learn how to use the language more correctly through negotiation, and it can also provide them with crucial input (Mackey, 1999). For example, they can receive feedback not only on their production but also on grammar that they have not yet mastered from their peer. Mackey (1999) argued that "as linguistic units are rephrased, repeated, and reorganized, learners may have more chances to notice features of the target language" (p. 558). Furthermore, according to Storch (2011), through interactive negotiation of meaning, learners can make their output comprehensible or more target-like.

Interaction has a significant role in improving motivation as well. The formulation of shared intentions as well as purposes through social interaction or participation can develop motivation. According to Griffiths (2008), social practices or activities can encourage and improve motivation, leading to successful language learning. Good language learners depend on the degree and quality of access to a variety of conversations in their communities (Griffiths, 2008). There are other notions which emphasize the influence of social processes on individual motivation and learning as well. For example, the benefits of developing motivation include making the creative thinking process more efficient, creating a wider range of problem-solving strategies and interact with and retaining material (Griffiths, 2008).

2.3 Output hypothesis

The output hypothesis refers to the importance of making output, or oral or written production, comprehensible in second language acquisition. In other words, not only comprehensible input but also understandable output, which encourages learners to use the target language in an appropriate way, can facilitate L2 learning. According to Lantolf (2000), output theoretically plays several roles in second language learning and one of them is to promote noticing features of a target language, such as form. Moreover, interaction with other people can help students notice various syntactic forms in their production. As a result of the interaction, accuracy of production can increase (Storch, 2011). Furthermore, output encourages the learners to reflect on their knowledge of the target language, which can help in constructing meaning.

2.3.1 Information processing and output

When it comes to the practice or production of output, it can also be understood with information as well as memory processing. For instance, new information can be stored effectively in long-term memory (LTM) only through continuous production of output. In other words, repetitive activation can encourage working memory to reorganize as well as store new input in LTM. In order to make the repetitive process more interesting, Bloom's taxonomy, various thinking skills in remembering, understanding, applying, analyzing, synthesizing, and evaluating can create some

implications. It can make repetition more meaningful by providing learners with opportunities to use various level of cognition. In addition, some relevant topics that relate to the real world can also stimulate continuous output practice in information processing.

3. Pre-existing research

3.1 Noticing and collaborative learning

Some pre-existing research mentions the effects of collaborative learning on people's noticing and attention. For example, Bardovi-Harlig and Dornyei (1998) claimed that ESL learners who have more potential to interact in the L2 showed increased noticing. Robinson (2002) asserted that interactive collaboration or feedback can connect input, selective attention, and output in productive ways. According to Schmidt (1993), interaction with native Portuguese speakers helped him notice new verb features of the target language. Moreover, construction of communicative tasks were also emphasized in collaborative learning since that can improve the learners' awareness of the grammatical properties of the L2 (Ibid.). Schmidt also mentions that interactive negotiation tends to make input comprehensible through more noticing. For example, negotiation may facilitate vocabulary acquisition by inducing learners to notice unknown words in the input and produce that in their output (Blake, 2000).

3.2 Noticing and class collaborative writing in L2

There is some research concerned with the relation between collaborative writing in L2 and noticing. Scaffolding and collaborative partners finding mismatches represent the major elements of collaborative writing activities, which affect noticing in the research. According to most of the results, collaborative writing leads learners to do more conscious control over writing and noticing second language forms effectively (Erkens et al., 2005).

3.2.1 Scaffolding

Scaffolding in collaborative writing increases noticing (Yarrow & Topping, 2001; Storch, 2011; Wigglesworth & Storch, 2009). First, with the specific form 'paired writing system,' Yarrow and Topping (2001) found scaffolding to have positive effects on noticing. Above all, 'paired writing system' refers to a structured form for peer-assisted learning in writing. There are several principles behind a worksheet consisting of six stages: generating ideas, writing a draft, reading, editing, best copying, and evaluating (Appendix 1). First, learners need to be split into two groups of tutees and tutors. After that, each tutor assists their partner (a tutee) with various given prompts at each writing stage of the worksheet. Tutors then can encourage their partners to generate more ideas through 10 questions given on the paper during the planning stage. Within this process, the worksheet also encourages tutors to 'praise' their tutees.

For the study, 28 children (aged 10 or 11) were assigned under interaction or noninteraction conditions. In the interaction condition, the more able writers became 'tutors' for the less able according to pre-test writing scores. In the noninteraction condition, the more able writers acted as the control group for the tutors and the less able for the tutees. Over a six-week period, the paired writers collaboratively produced five pieces of personal writing while students in the non-interaction condition did so alone. As a result of this study, a significant increased quality was observed in collaborative writing conditions compared to the non-interaction environment. For instance, all children in the interaction condition showed more pre- and post-gains, ranging from 2 to 9 points on a 35 point scale. This illustrates that the tutors' assistance and scaffolding in interaction could stimulate the tutees to notice the features as well as the meaning of the target language more effectively. Moreover, children who wrote in pairs had higher scores of positive self-esteem as writers. In addition, in a post-interview, the children mentioned improvements of ideas, organization, and structures in collaboration.

Second, Storch (2005) investigated pair and individual writing. The study was conducted with 23 ESL students from various countries (including Thailand, Japan, and South Korea) in a large Australian university. The task was to compose a short one- to two-paragraph text with a given graphic prompt. 18 participants chose pair work while 5 wanted to work individually. According to the results, increased noticing was observed. For example, in terms of the accuracy and complexity, texts produced by pairs seemed better than those produced by individual students. When it came to the qualitative scores, three of the texts produced by pairs scored 4 or above, while the individual texts scored above 3.5. The pair production had a better complexity of sentences, 16 versus 12, measured by the length of the T-units in words. The ratio of clauses to T-units in pair writing was 0.25 higher than that of the individual writers. In addition, the percentage of dependent clauses was also 14% higher than solo writers. Meanwhile, the length of the text of the paired groups tended to be shorter than the individuals' texts: 112 versus 137 words.

In particular, the results suggest that collective scaffolding in collaboration improves noticing. When it comes to the contribution of time in each process of writing (planning, writing and revision) pairs spent most of their time on the writing phase. During the writing phase, most of the pairs collaborated in composing text by sharing their ideas, offering alternative suggestions, and linguistic feedback. (Storch, 2005) For example, a correction of 'is' to 'was' could be observed in the paired interaction. Meanwhile, 16 out of 23 students expressed a positive attitude in the collaborative composition task. On the other hand, the rest of the participants had negative perspectives regarding the task. They felt that collaborative writing seemed more like a competition between the partners.

Third, Wigglesworth and Storch (2009) compared essays of two groups of second language learners: one group worked individually, and the other group worked in pairs. 96 out of 144 participants chose to do pair work while 48 people worked individually. The task was to write an argumentative essay debating the advantages and disadvantages of exam-based assessments. Their performances were compared on detailed analytic measures of fluency, complexity and accuracy (Wigglesworth & Storch, 2009). According to the results of this study, collaborative writing led to more accurate texts even though the collaborative writers did not produce longer or more complex texts. The scaffolding or interaction in the pair essay group increased the learners' noticing of English forms. Paired essays produced more error-free T-units than that of the individuals': 334 versus 244. The pairs spent on average 30% of their time discussing language issues which resulted in greater grammatical accuracy than the independent writers. Furthermore, according to the analysis of the procedure, the pooling of linguistic knowledge in interaction allowed learners to produce significantly more accurate texts than those who were working individually (Wigglesworth & Storch, 2009). In addition, it provided them with more opportunities to generate and share ideas about the content of their essays during collaboration.

3.2.2 Collaborative finding mismatches

The research of Watanabe & Swain (2007) and Thornbury (1997), showed that cooperative mismatch finding in collaborative writing can increase noticing. First, Watanabe and Swain (2007) emphasized the importance of recasts as well as reformulation in collaborative writing. For this study, 12 Japanese ESL learners joined in a three-stage task involving pair writing, pair comparison (between their original text and the native speaker's reformulated version of it), and individual writing. The study was designed with four different core participants interacting with higher- and lower-proficiency non-core participants. Each pair's collaborative dialogue was analyzed in terms of language-related episodes (LRE) and patterns of pair interaction as well as individual learners' post-test scores (Watanabe & Swain, 2007).

According to the results, it increased the post-test scores of individual writing that collaboratively found mismatches between the learners' output and the native speakers' reformulations. The degree was significant compared to the case of non-collaborative orientation: dominant/dominant and dominant/passive. Moreover, they had a higher frequency of language-related episodes according to the procedure analysis. This could imply that chances to find problematic features of the target language can improve noticing, which can lead to more comprehensible output. According to the research of Song (2007), learners noticed morphological and syntactic changes that occurred in recasts which are implicit corrective feedback of their non-target like utterances in the context of dyadic oral interaction. Furthermore, according to Kang (2010), group note-taking on the mismatches can also be a way to facilitate noticing.

Second, Thornbury (1997) stressed reconstruction in collaborative writing. The starting point of reformulation is the learner's text, but reconstruction is from the teacher's text. According to this notion, noticing needs to be improved through reconstruction too, since noticing alone is not enough. The comparison between original text and reconstruction of that in collaborative writing can make the learners develop fluency as well as accuracy. The cooperative mismatch finders can stimulate proper usage of the target language in context, while simple corrections of the students' compositions by a teacher can only emphasize surface features of the text. 'Dictogloss' can be a case in point. There are three steps to this activity in collaborative writing. First, learners listen to a short text once or twice. Second, they reconstruct it from memory in pairs or groups. Third, they compare that with the original text. There are several benefits of using dictogloss. For example, it can provide students with positive evidence of yet-to-be acquired language features (Thornbury, 1997). If they repeat different cooperative findings between the former and the latter, more attention to syntactic processing and interlanguage development can occur. According to Thornbury (1997), it would be more effective to encourage learners to keep a list of noticed significant mismatches in order to prevent the same mistakes.

3.3 Online Collaborative Writing in L2 and Noticing

There is research that mentions the relationship between online collaborative writing in L2 and noticing. Some emphasize the positive perspectives while the others focus on the negative aspects. For instance, there was a notion that

task-based interaction via text-chat helps learners gain knowledge of the target form in context. There were also different results which showed computer-mediated collaborative writing had negative impacts on noticing.

3.3.1 Corrective feedback

There can be a lot of different types of corrective feedback in collaborative writing. For instance, according to an error treatment sequence (Appendix 2) from Lyster (1998), as a previous stage of learners' uptake, corrective feedback, such as recast, metalinguistic clues, elicitation, clarification requests, and repetition were mentioned.

The research of Sotillo (2006) and Kessler (2009) found the effects of implicit or explicit corrective feedback in collaborative writing on noticing. First, Sotillo (2006) used Yahoo! messenger for his research in which 5 ESL learners were matched to each tutor among three advanced non-native speakers (NNSs) and three native speakers (NSs). The five groups were given communicative tasks, such as using the chat message box to solve a technical problem related to the messenger. According to the results, the NNS tutors provided the learners with more explicit corrective feedback such as explaining grammatical items or correcting linguistic forms. On the other hand, the NSs gave them more implicit corrective feedback, such as recasts, clarification requests, and comprehension checks. As a result of that, the percentage of total learners' successful uptake was 75%, which implies that both of the feedback types helped the learners notice the gap between their output and correct target forms. With the additional functions of video and audio in Yahoo! messenger, the students were able to negotiate not only linguistic forms, but also the message meaning, contextually and in the target language (Sotillo, 2006). Overall, the research showed that comprehensible output in written and spoken forms, which implies increased noticing, increased effectively through corrective feedback in collaborative online writing.

There has been similar research that handled the interaction between native speakers and non-native speakers. To be specific, Smith (2012) observed that pairs of university-level learners of English shared their intensive and explicit corrective recasts in online interaction. As a result, their noticing of semantic as well as syntactic targets increased through online writing and speaking. Smith also emphasized benefits of computer-mediated communication for second language acquisition. Online interaction can increase students' participation, quantity as well as quality of learners' output, and willingness to take risks with their second language. Attention to linguistic form can be increased through such activities.

Second, the findings of Kessler (2009) illustrated the negative effects of collaborative online writing, contrary to Sotillo (2006). Kessler constructed a wiki – a web application which allows people to add, modify, or delete content in collaboration with others. In this study, 40 students in their final year of a BA program in English Language Teaching in Mexico cooperatively constructed the wiki as a reflection of what they had learned in the class as a community. According to the results, even though the students were satisfied or interested since there was no explicit grammar teaching, the development in accuracy failed. The participants generally focused on meaning more than form. The informal context of the online collaborative writing environment can be the cause for failure of noticing (Kessler, 2009). For this reason, Kessler (2009) also mentioned the need of teachers' intervention in online collaborative writing as an implication of his study on pedagogy.

There are other online sources that learners and language teachers can use for their collaborative writing. For instance, Quilt is an asynchronous collaborative authoring system developed at Bellcore. It provides various explicit facilities to support collaborative writing process. Prep is also an asynchronous editor for preparation, which emphasizes natural collaboration such as fluid and continually re-negotiated. Finally, there is Grove, which is multi-user editor for the creation and editing of outline documents. It has audio communication support as well as the function to show other users' texts.

4. Conclusion

4.1 Summary

Based on three major theoretical backgrounds – noticing, sociocultural, and output hypothesis – this literature review focused on the relationship between noticing and collaborative writing in L2. In particular, there were various elements of collaborative writing which affected noticing in the research of classroom and online environments. First, when it comes to class collaborative writing, scaffolding and collaborative mismatch findings between their output and target language model were mentioned. According Yarrow & Topping (2001), Storch (2011), and Wigglesworth & Storch (2009), scaffolding encourages learners to improve their noticing of features of the target language. Watanabe

& Swain (2007) and Thornbury (1997) showed the positive relation between collaborative mismatch finding and noticing as well. Second, for online collaborative writing, the effect of corrective feedback on noticing was mentioned in other research. Sotillo (2006) handled both implicit and explicit corrective feedback and found that these influenced the development of noticing. Overall, even though Kessler (2009) mentioned that in computer-mediated writing, learners could not share enough feedback on accuracy, the relationship between noticing and collaborative writing were mentioned in a positive way.

4.2 Implications on pedagogy and future research

There are some implications on pedagogy and future research. First, for pedagogy, the need for second language teachers to acknowledge the importance of collaborative writing as well as noticing was emphasized. Traditional second language classes regard writing as solitary work. However, there are some positive benefits of using collaborative writing in the classroom as well as the internet. For this reason, second language teachers would need to think of the best way to apply practical collaborative writing exercises in their classes. Second, for noticing and attention, the effectiveness of collaborative L2 learning needs to be researched more deeply. For instance, there have been a lot of theories which support collaborative learning, noticing and attention in second language acquisition but do not have practical findings in the area. There has been a lot of research about pair work but not much investigation about working in larger groups. In my point of view, the disadvantage of collaborative writing, when it comes to noticing and attention, would also need to be explained through future research.

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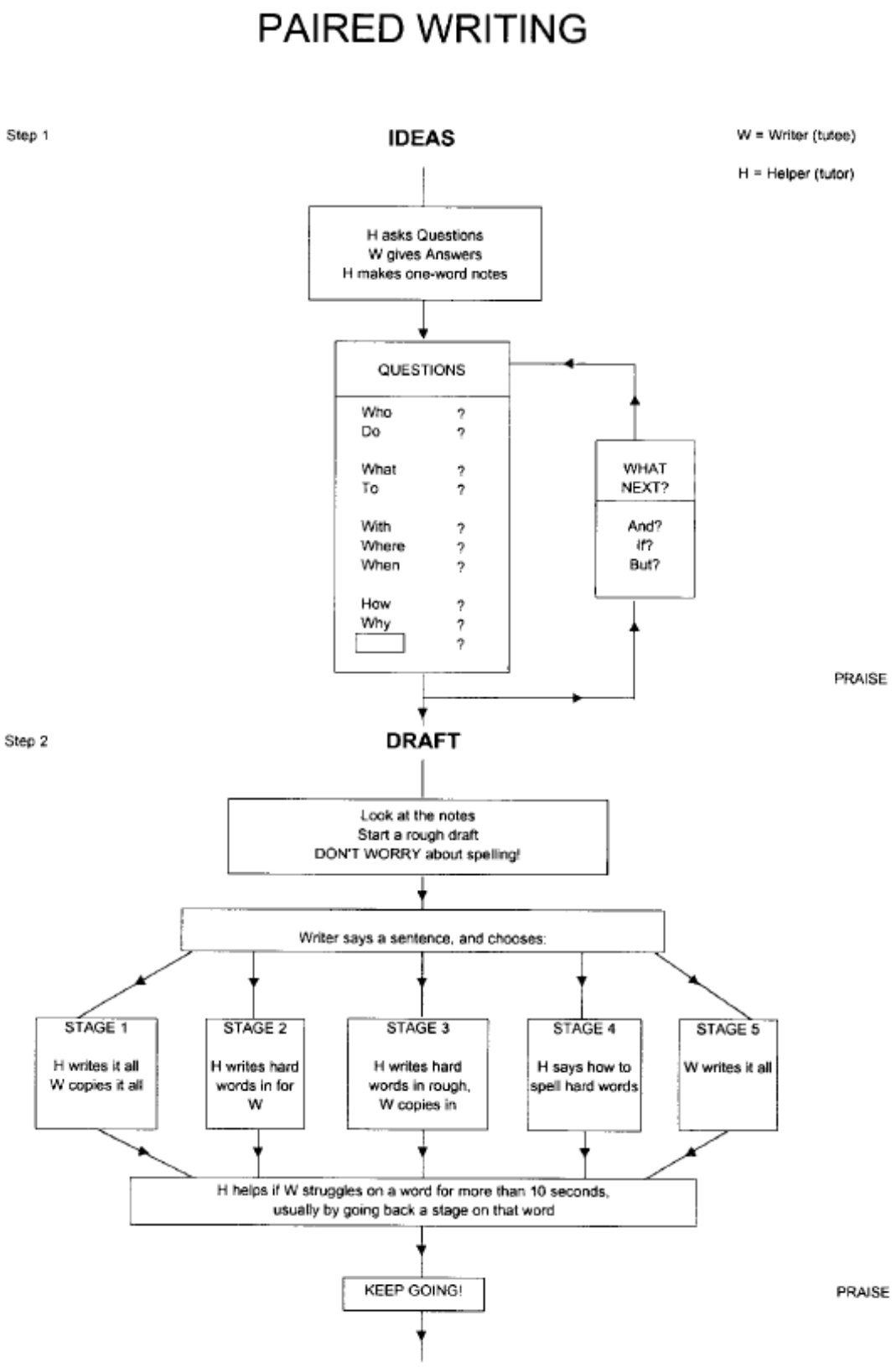
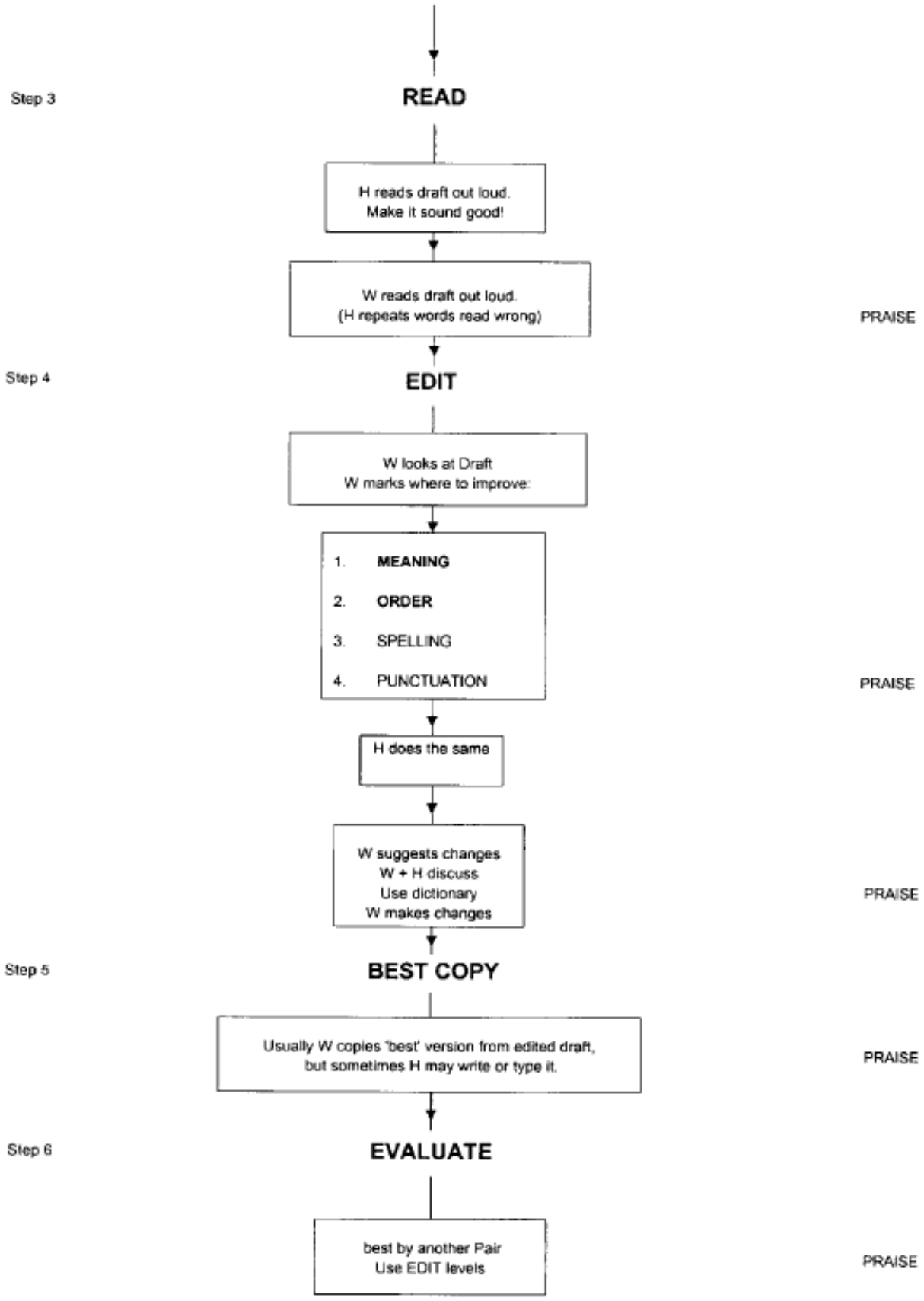
Appendix 1


PAIRED WRITING
Step 1
IDEAS
W = Writer (tutee)
H = Helper (tutor)
H asks Questions
W gives Answers
H makes one-word notes
QUESTIONS
Who ?
Do ?
What ?
To ?
With ?
Where ?
When ?
How ?
Why ?
?
WHAT NEXT?
And?
If?
But?
PRAISE
Step 2
DRAFT
Look at the notes
Start a rough draft
DON'T WORRY about spelling!
Writer says a sentence, and chooses:
STAGE 1
H writes it all
W copies it all
STAGE 2
H writes hard words in for W
STAGE 3
H writes hard words in rough, W copies in
STAGE 4
H says how to spell hard words
STAGE 5
W writes it all
H helps if W struggles on a word for more than 10 seconds, usually by going back a stage on that word
KEEP GOING!
PRAISE


Step 3
READ
H reads draft out loud.
Make it sound good!
W reads draft out loud.
(H repeats words read wrong)
PRAISE
Step 4
EDIT
W looks at Draft
W marks where to improve:
1. MEANING
2. ORDER
3. SPELLING
4. PUNCTUATION
PRAISE
H does the same
W suggests changes
W + H discuss
Use dictionary
W makes changes
PRAISE
Step 5
BEST COPY
Usually W copies 'best' version from edited draft,
but sometimes H may write or type it.
PRAISE
Step 6
EVALUATE
best by another Pair
Use EDIT levels
PRAISE

Appendix 2

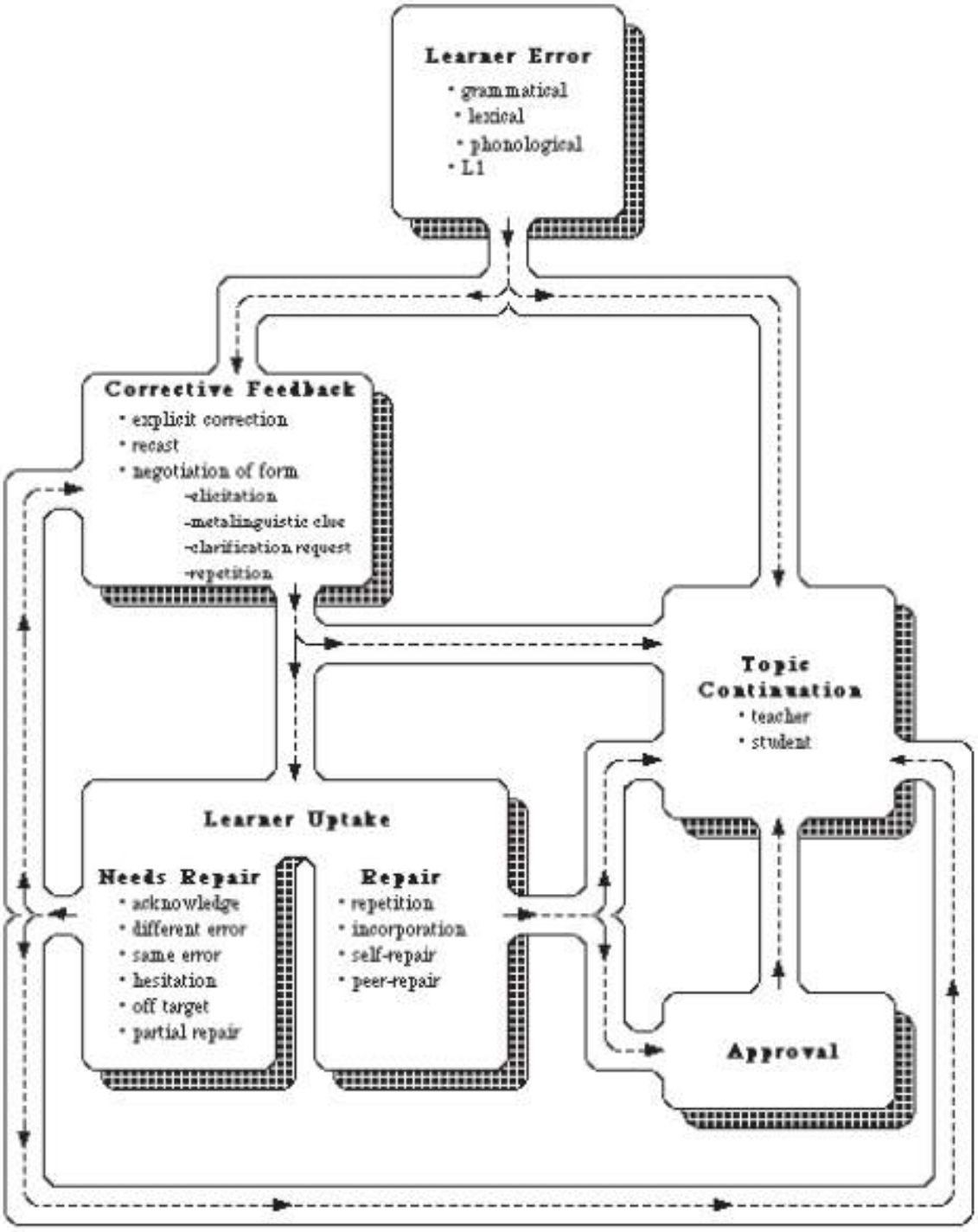


Figure 1. Error treatment sequence (From "Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms," by R. Lyster and L. Ranta, 1997, *Studies in Second Language Acquisition*. Copyright 1997 by Cambridge University Press. Adapted with permission.)

Intra-generational Variances in the Histories, Habits and Expectations of Korean Digital Natives in an English L2 Class

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Computer-Mediated Language Teaching

This article examines the extent to which the characteristics of digital natives (Prensky, 2001a, 2001b; Tapscott, 1998; Howe and Strauss, 2000), especially regarding amounts and proficiencies in the use of information communication technologies (ICTs), can be found in a small group of South Korean university freshmen; and, whether there are any corresponding insights into these students' expectations for using ICTs in the EFL classroom. This paper draws on previous research conducted into the skills and expectations-of-use for students of varying ages (Ransdell et al, 2011), with varying levels of access to technologies (Brown & Czerniewicz, 2010), and with different self-declared proficiencies in ICTs (Corrin et al, 2010), and used a questionnaire to gain insight into any intragenerational variances in students' histories, habits, and expectations of technology use. The data were then analyzed to attempt to determine any patterns. Age, gender, access to technology and self-declared usage patterns and proficiency levels did not show an impact on expectations for ICT use in the EFL classroom. Prior experience with using digital technologies in the classroom was the only factor which appears linked to an openness and a desire to use ICTs among this particular group of 78 students.

1. Introduction

1.1 Theoretical Background

In the late 1990s and early 2000s, the notion of a generation of 'digital natives' came about. Prensky (2001a, 2001b) ascribed many skills to this group, as well as proffering that the then-current pedagogies and classroom environments were distinctly unsuited to the digital native's abilities and preferred methods of learning. We will further explore Prensky's (2001a, 2001b) and Tapscott's (1998) initial suppositions, and more recent examinations of them, in the literature review below. At the core, though, the alleged gap between what younger students were currently being offered and what they were capable of – indeed, what they needed to thrive academically – caused at least the start of a new conversation on students' needs and at worst a kind of academic moral panic at the dawn of the 21st century.

Newer research in the field, some of which will be mirrored in this paper, suggests that there is far greater variance within this generation, and this paper examines variances across a small group of students, both in terms of their experiences and expertise with digital tools, as well as their expectations for the use of digital tools in the classroom. The relevance of the current study is discussed below, followed by a review of recent literature on the subject.

Andrew has been working with South Korean EFL organizations for the last decade in a variety of capacities and with a range of learner and school types. His interests include CALL and situated learning, and having students develop projects where they can execute creativity with digital tools. He places high value on being able to empathize with his students, and what the practical implications are for language learning theories.

1.2 Contextual Relevance

While much research has been done regarding digital skills and implications for educators among L1 students in Western countries (Jones & Cross, 2009; Margaryan, Littlejohn, & Vojt, 2010; Jones & Shao, 2011; Gui & Argentin, 2011; Corrin, Bennett, & Lockyer, 2010), as well as divisions and similarities between digital natives and immigrants (Ransdell, Kent, Gaillard-Kenney, & Long, 2011) and between younger students with varying degrees of access to digital technologies (Brown & Czerniewicz, 2010), very few studies have looked into the histories, habits, and expectations of Korean L1 digital natives as pertaining to English L2 studies at the postsecondary level.

This study concerns students who are digital natives in the original Prenskyan sense – that is, simply being born after 1980 and with the assumption that these people would have ready access to different digital tools as they emerged throughout their lives. Other dates have been used by other academics, but birthdates from the late 1970s to early 1980s mark the oldest of the developed world's digital natives. In the current study, the participants were all born between 1987 and 1995, with 69% of them having been born in the years 1993 or 1994. 96.2% of them have their own internet-connected smartphone and 93.6% have their own desktop computer; the majority of them spend no fewer than 15 hours per week online (including all types of online connectivity). The current study aims to gain insight into the experiences, skills, and educational preferences of such students by asking the following questions and considering the participants' responses to a survey in relation to the current literature as outlined below.

1. To what extent do my university freshmen students fit a current definition of digital natives in terms of their technological skills and usage patterns?
2. To what extent do my university freshmen students expect to be able to use digital and web 2.0 tools in the language classroom?

Some background is required, and I will first look at the earlier assertions about digital natives followed by more recent literature on digital natives as a group and as compared to older digital immigrants. I will then lay out details of the current study's participants and the routes through which we attempted to answer the research questions immediately above, followed by reporting the data acquired for one particular group of students and offering some analysis of what relevance this data might have for teachers of similar groups of students.

2. Review of the Literature

In this section, both the traditional (what I will call 'Prenskyan' for lack of an existing term) definitions of digital natives and more recent and more specific features of digital natives will be explored in an attempt to lay the theoretical foundations of the research questions immediately above. Both skills and expectations for use of information communication technologies (ICTs, also referred to in this paper as 'digital tools') according to Prenskyan claims and more recent studies are laid out.

N.B. Various terms have been used to describe the generation of learners that Prensky (2001 a, 2001b) dubbed 'digital natives,' including the 'Net generation' (Tapscott, 1998) and 'millenials' (Howe & Strauss, 2000). For consistency's sake, this paper will use the term 'digital natives' to denote students born between 1980 and 1996 (all participants in the current study).

2.1 Early Assertions about Digital Natives

A growing body of research is showing far greater variance among groups of young, similar-aged students than was acknowledged in early theories about digital natives and, importantly for educators, their abilities and needs in the classroom. Prensky (2001a) proffered that digital natives use information communication technology (ICT) so differently from previous generations that far-reaching, fundamental changes to education systems were necessary to accommodate this generation. Prensky (2001a, 2001b) and others (such as Tapscott, 1998; Oblinger, Oblinger, & Lippincott, 2005) believed digital natives to be experiential learners and expert multitaskers, but that their skills could only come to the fore in the educational sphere if they were afforded access to and incorporation of ICTs in coursework. According to Prensky (2001a; as cited in Bennett & Maton, 2010), 'Our students have changed radically. Today's students are no longer the people our educational system was designed to teach' (p. 1, emphasis in original). Bennet & Maton (2008) note that early claims such as these were supported anecdotally rather than empirically, but have nevertheless, continued to be referenced by other academics (p. 777).

Such claims would appear to run counter to sociocultural theory, which – to frame Lantolf's (2006, p. 68) summation

in the context of the study at hand – would include the activity (education), artifacts (digital tools including web 2.0 technologies and interfaces) and concepts (communities which accept digital tools as a part of language acquisition), and which would be difficult to ascribe to an entire generation of learners, and even to a single year-of-birth within a single region and even – to take it further – studying the same major at the same university. Hence, this study aims to identify what intragenerational variances there might be within a small group of learners with seemingly much in common, and whether or not there might be cause for concern for teachers of such students regarding the need to accommodate those learners as having different needs from other groups, according to the Prenskyan claims about digital natives.

Of course, if such claims are indeed true, any changes to the educational system would not be so difficult and painful if not for the tandem claim that nearly the entire community of educators – as older 'digital immigrants' – did not possess the same ICT savvy and were ill-equipped to accommodate such learning styles and implement relevant teaching techniques. Luckily for teachers, much recent research has shown that a) those who fit the temporal definition of digital natives do not necessarily possess great skills in a range of ICTs, and there is great intra-generational variance among the generation of digital natives, their skills, and expectations; and b) inter-generational comparisons reveal that being a digital immigrant does not necessarily preclude one from being able to harness and exploit ICTs either as a student or a teacher.

We will examine both of these items in turn below, before zooming in on a particular group of so-called digital native learners in a Korean university.

2.2 Recent Research on Skills and Habits

Several studies (e.g. Kvavik, Caruso, & Morgan, 2004; Kennedy, Krause, Judd, Churchward, & Gray, 2006; Oliver & Goerke, 2007; all as cited in Bennett, 2010) have shown that while almost all digital natives own technology such as personal and handheld computers, a significantly lower percentage of them use such tools to create web-based content and multimedia and that "a significant proportion of students had lower level skills than might be expected of digital natives" (p. 778). Similarly, Corrin et al. (2010), in a study of Australian university students born from 1980 onward, found that, while 92.4% had exclusive or shared but not restricted access to a desktop computer and only 1.7% had no access to broadband internet, audio-video editing and blogging were done at least weekly by only 15.7% and 7.3%, respectively. The same study showed that 40.4% of participants had never made an online purchase, and only 4.5% bought or sold items online either daily or weekly. Data such as these might suggest that even with a technology that does not require advanced digital literacy (i.e. online shopping) it has not penetrated many students' lives to the point where it is taken for granted; that it is a 'native' skill in any other sense of the word. However, it is also possible that access to credit cards may have been a barrier to online shopping. The current study addresses this among students in Korea, where many online purchases can be made through a wire transfer from a bank account, as opposed to through a credit card provider.

In terms of students' expectations for the incorporation of ICTs in their coursework, Jones, Ramanau, Cross, & Healing's (2010) survey of digital natives across five English universities of different types provides a snapshot. In short, the online, digital availability of items of the greatest importance are also some of the most basic – that is, without requiring any skills above basic computer literacy; skills that are possessed by many people born long before 1980 who also have access to modern computers.

Indeed, Jones & Cross (2009) found that slightly older students – 25 and above – performed the more active task of uploading media than students even two or three years younger. While it deals with a relatively small range of ages, the current study also seeks to identify any trends that correlate with age among university freshman Korean EFL learners.

2.3 Recent Research on Digital Natives and Digital Immigrants

This then brings us to the question of whether inter-generational differences can be found in the literature to date, and if so the extent to which they impact the realm of education as compared to other factors.

While most research about digital natives has been confined to that generation, the Jones & Cross (2009) study above sheds light on possible micro-level (i.e. between students just a few years in age apart) variations. Ransdell et al. (2011) set out to more directly compare digital natives and digital immigrants, and found that older learners born 1951-62 fared, in fact, better than digital natives at knowledge application, or "answering questions that go 'beyond the

information given'" (p. 931). The authors attributed this to the fact that members of the 'boomer' generation were more socially-reliant learners, and that this social reliance and active participation led to better application of knowledge. Therefore, while digital natives may have grown up accustomed to having access to a wide variety of online information sources, it does not necessarily lead to better performance in education if other skills necessary for learning have been left to atrophy as a result.

However, there are myriad other factors that influence a student's potential for success in the L2 classroom. In addition to traditional face-to-face classroom factors such as motivation, quality/appropriateness of feedback, and character, access to technology is a factor in many parts of the world such as South Africa (Brown & Czerniewicz, 2010) – though not as strongly in South Korea, where some 97.4% of 20-29-year-olds are smartphone users (European Travel Commission, 2012). As Brown & Czerniewicz (2010) put it, the binary opposition of digital natives and digital immigrants "makes the concept less flexible and more determinist in that it implies that if a person falls into one category, they cannot exhibit characteristics of the other category" (p. 357).

The current study, then, offers a snapshot of a group of South Korean digital natives' histories, skills and expectations regarding digital tool use in education. It does not purport to offer any cure-alls for EFL educators using technology in their curriculum; rather, it hopes to highlight some intra-generational variations with the goal of helping educators keep in mind that, as with all students, it is imprudent to ascribe or assume the skills of so-called digital natives.

3. Methodology

3.1 Participants

The participants in this study were 78 freshman students enrolled in a two-year diploma program at a major Korean university. They were all aged 18-26, with the majority (69%) aged 19 and 20. Male participants numbered 47, or 60%, and the number of female participants was 31, or just under 40%. The students study English at the university for two 2-hour blocks each week of a 14-week (excluding exam weeks) semester. At the time of the survey, the students had received a maximum of 92 hours of formal in-class instruction at the university. Many students had received less than this, as absences are common in this program and missed classes are not made up. Their exposure to English prior to the start of this program is unknowable, due to the myriad after-school education or private tutoring programs they may have taken part in, but intake tests at the start of their first semester placed a high majority of students in the Beginner-Mid and Beginner High (ACTFL, 2012) ranges, with a few outliers as high as Intermediate-Mid level. Due to the English proficiencies of the participants, the survey outlined below was distributed and completed in Korean.

Unlike previous studies, data on socio-economic factors was not collected due to cultural concerns. However, it is noteworthy that 82% of Korean students enter two- or four-year colleges (Korea Educational Development Institute; as cited in McNeill 2011), and therefore it should not be assumed that the participants are generally of higher-than-average socioeconomic standing as may be true for post-secondary students in other countries (Brown & Czerniewicz, 2010; Gui & Argentin, 2011).

3.2 The Survey

The survey used in this paper was designed to gain insight into three key areas of the digital natives debate and the focus of the current study: students' experiences with and access to various digital technologies, their levels of skill with digital technologies, and their desires for inclusion of such technologies in the sphere of education (see Appendix A for the full survey, in English. The actual survey was completed in the participants' L1, Korean). As all three of these form part of what is considered to be a digital native, the survey sought to answer both of the research questions posed in the current study.

The first and third areas (experiences and expectations, respectively) were ascertained by a combination of self-reported histories and patterns of use 5-point Likert scales. The second area, level of digital skills, was to be determined through participants' self-reported abilities to complete various tasks (as simple as using a search engine's advanced search features and as complex as writing a web page in HTML) and the extent to which they use more efficient keyboard shortcuts as opposed to a graphical user interface (GUI). Keyboard shortcuts were selected because of their correlation to experience with computers, although it should be noted that social factors also determine the extent to which even some experienced users opt for GUI commands, such as clicking on a printer icon to print a document with default settings, over keyboard shortcuts such as CTRL+P or ⌐+P to do same (Peres et al., 2004). Other research, such as that by Lane, Napier, Peres, & Sandor (2009) has found that even many experienced users favor the GUI over

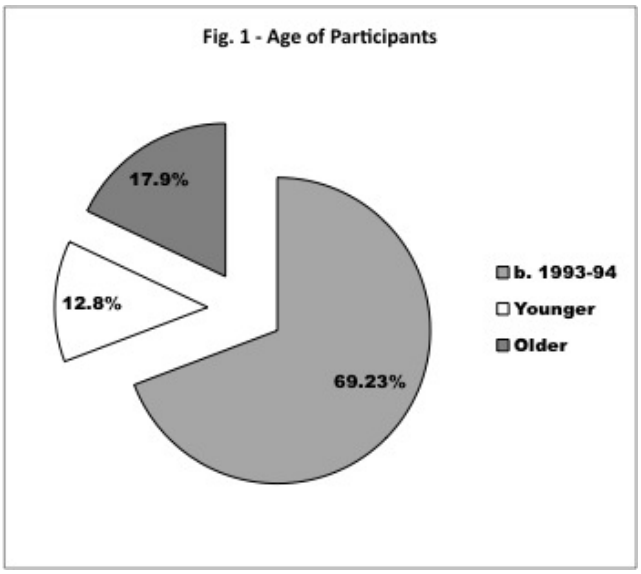


Fig. 1 - Age of Participants
17.9%
12.8%
69.23%
b. 1993-94
Younger
Older

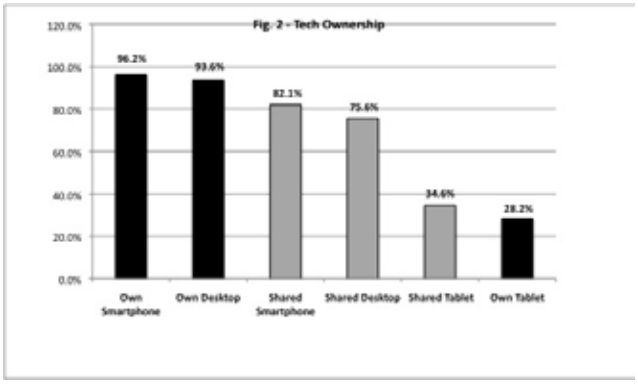


Fig. 2 - Tech Ownership
120.0%
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
96.2%
93.6%
82.1%
75.6%
34.6%
28.2%
Own Smartphone
Own Desktop
Shared Smartphone
Shared Desktop
Shared Tablet
Own Tablet

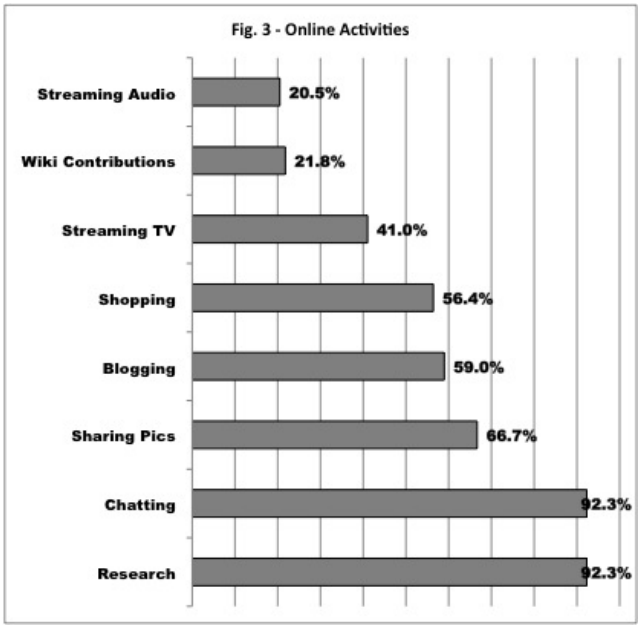


Fig. 3 - Online Activities
Streaming Audio
20.5%
Wiki Contributions
21.8%
Streaming TV
41.0%
Shopping
56.4%
Blogging
59.0%
Sharing Pics
66.7%
Chatting
92.3%
Research
92.3%

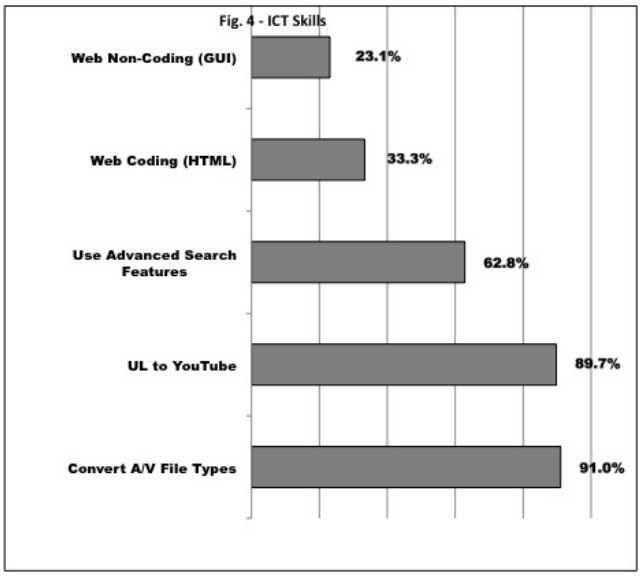


Fig. 4 - ICT Skills
Web Non-Coding (GUI)
23.1%
Web Coding (HTML)
33.3%
Use Advanced Search Features
62.8%
UL to YouTube
89.7%
Convert A/V File Types
91.0%

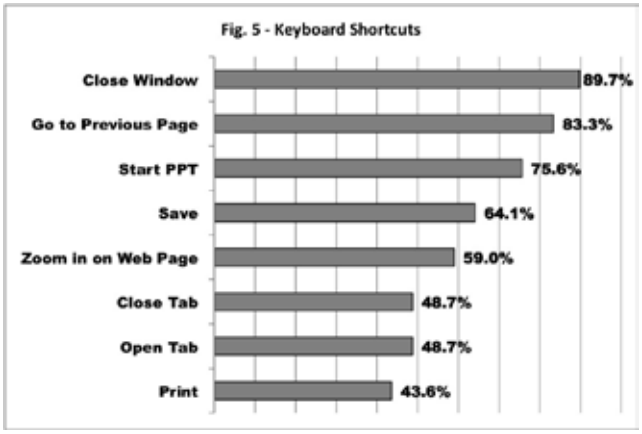


Fig. 5 - Keyboard Shortcuts
Close Window
89.7%
Go to Previous Page
83.3%
Start PPT
75.6%
Save
64.1%
Zoom in on Web Page
59.0%
Close Tab
48.7%
Open Tab
48.7%
Print
43.6%

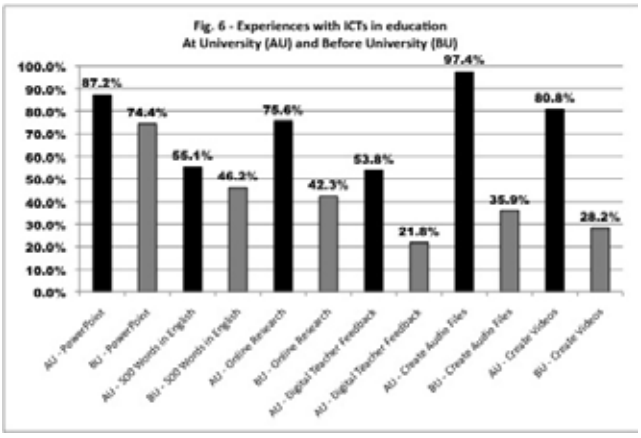


Fig. 6 - Experiences with ICTs in education
At University (AU) and Before University (BU)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
87.2%
74.4%
55.1%
46.2%
75.6%
42.3%
53.8%
21.8%
97.4%
35.9%
80.8%
28.2%
AU - PowerPoint
BU - PowerPoint
AU - 500 Words in English
BU - 500 Words in English
AU - Online Research
BU - Online Research
AU - Digital Teacher Feedback
BU - Digital Teacher Feedback
AU - Create Audio Files
BU - Create Audio Files
AU - Create Videos
BU - Create Videos

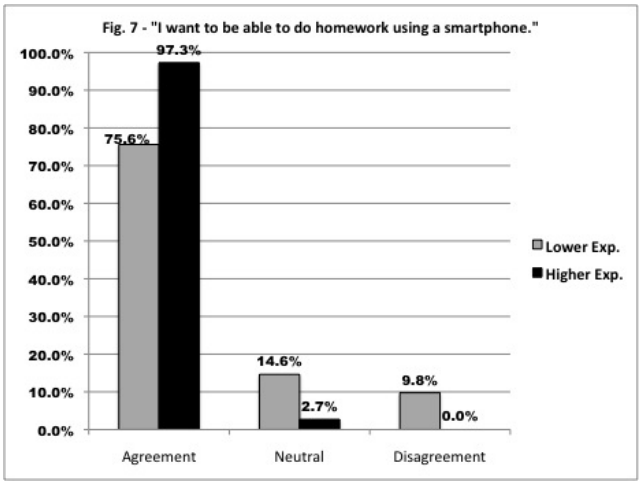
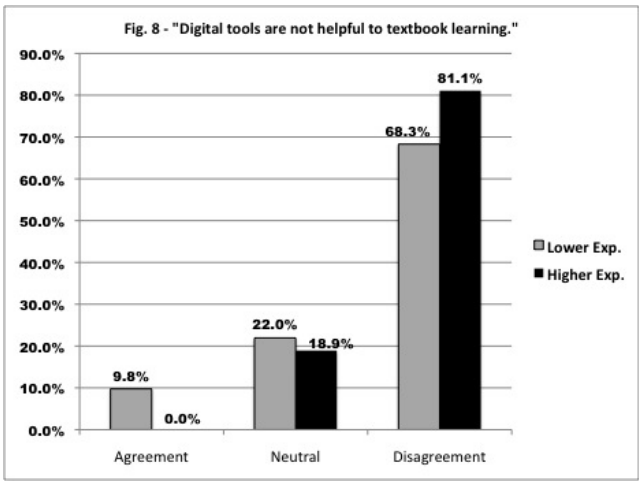
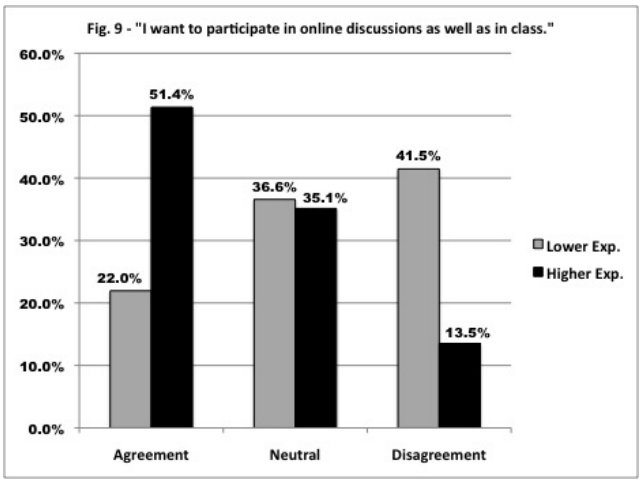


Fig. 7 - "I want to be able to do homework using a smartphone."
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
75.6%
97.3%
14.6%
2.7%
9.8%
0.0%
Agreement
Neutral
Disagreement
Lower Exp.
Higher Exp.





keyboard shortcuts; in the current study, it was assumed that many participants would indicate high levels of experience and use, and so keyboard shortcut use may be used to distinguish significantly more proficient users from others who merely spend a large amount of time using computers, but for basic tasks.

3.3 Procedure

The survey was completed anonymously. Participants were given hard copies of the survey in class and given 15 minutes of class time to complete it. In order to disassociate participation in the survey from graded coursework, students were told verbally, and it was emphasized in writing on both the consent forms and surveys that the survey was completely anonymous and that it had no effect on their course grades. The surveys were collected and the responses were entered and tabulated in a Microsoft Excel spreadsheet. First, the overall responses were tabulated, and then the results were sorted by gender, age, major, and previous experiences in order to examine any trends that might exist among these sub-groups as compared to the overall results.

4. Results

4.1 General Results

To address our first question, this group of students – as a whole – seems to be made of up digital natives. By age alone, the participants in the current study fit the bill for being digital natives. The majority are aged either 17 or 18 at the time of this study (born in 1994 or 1993, respectively), as shown in Figure 1.

They also have a high level of ownership (and therefore access to) digital tools, as shown in Figure 2 below. They participate in a range of online activities using those digital tools, as shown in Figure 3, and they are able to perform a variety of specific tasks using those tools online (Figure 4).

A majority of users also expressed that they are able to use at least a few keyboard shortcuts, as shown in Figure 5.

4.2 Results by Gender, Age, Major, Skills, and Activities

When split into responses from male and female respondents, no significant differences were found in terms of attitudes and expectations regarding the use of technology in the classroom. As shown in responses to two key questions, 85.1% of males and 87.1% of females indicated a desire to be able to complete homework assignments using a smartphone; 74% of males and 77% of females did not agree that the use of digital tools was not a helpful supplement to textbook activities.

No significant differences in attitudes towards the use of technology in the classroom were shown under the following divisions: by age (year-of-birth 1993-1994, older, and younger students); by major (programming, digital storytelling, graphic design, and management); by skills (see Appendix A, Questions 1.2-4 and 1.2-5: able to perform 2 or fewer activities on a computer or 3-4 activities, and, use of 2 or fewer or 3-5 keyboard shortcuts); or by activities (see Appendix A, Question 1.2-3: 1-4 online activities or 5-8 online activities within the past 30 days).

4.3 Results by Previous Exposures to Digital Tools in the Classroom

The one area in which some clearer differences in attitudes and expectations regarding the use of digital tools in the classroom emerged was when looking at responses from students with higher or lower amounts of exposure to such tools prior to entering university (see Appendix A, section 2.1). The participants in this study reported a variety of experiences with ICTs prior to and at university, as illustrated in Figure 6 below, where "AU" denotes experiences at university, and "BU" denotes experiences gained prior to entering university.

Below, in Figures 7-9, are the results for three questions regarding current attitudes and expectations for using ICTs in the language classroom, as answered by students with experiences in either higher numbers – noted as "Higher Exp." (4+) or lower numbers – noted as "Lower Exp." (1-3) of ICTs prior to entering their freshman year at their current university.

5. Discussion

5.1 Characteristics of Digital Natives

In terms of this group of students fitting a current definition of digital natives, then, it would not be prudent to claim or expect a degree of uniformity in students' self-declared abilities or activities in any subdivision of respondents. Ownership and access to digital tools is high. The students in the current study indicated significantly higher participation in online shopping (56.4%) and blogging (59.0%) than in a survey of Australian university students born after 1980 by Corrin et al. (2010), which revealed rates of 4.5% and 7.3%, respectively.

We can see that the participants in this survey have near-uniform ownership of both private smartphone and desktop computers, with variation more or less limited to the ownership and access to tablet computers. However, ready access to technology is just one part of what has traditionally constituted a digital native. In terms of students' self-reported activities and skills, the participants in this study – even those born in the same year – showed a range of tendencies. This small study does not satisfactorily investigate all aspects of digital nativism – it does not, for example, address claims that were not possible for me to evaluate empirically at this time, such as the multitasking capabilities claimed by Prensky (2001a, 2001b).

However, it is clear that other practices such as content creation through web 2.0 technologies such as blogs, wikis, and social video sites are varied among the young adults in this study, and as such it would be imprudent for teachers to simply assume that similarly-aged students who grew up in a technologically-advanced, post-industrial, relatively rich country such as modern South Korea are already equipped to implement such tools in their English learning.

5.2 Expectations of Classroom Use

Similarly, given the variations in students' opinions regarding use of digital tools in the classroom, it would be unwise for teachers in this or similar programs (i.e. university freshmen with a major related to technology, taking English as a compulsory language course) to suppose that the digital is favored over the analog by a majority of students. Certainly, this study has not shown that its respondents would not be able to flourish in a classroom following more traditional methods, counter to the fears expressed by Tapscott (1998) that then-current education systems were simply unable to appeal to students' skills and allow them to flourish academically. While the current study did not include detailed questions about preferences for ICT use for a wide variety of purposes (only homework and teacher feedback were addressed), the variety of responses among students does not suggest any uniformity in preferences.

Of practical concern for teachers might be the last finding discussed in section 4.3 above. The one breakdown of student responses that showed responses to questions of expectations trending higher than the average, and with less deviation within this student group, was for those students who indicated a greater amount of exposure to the use of technological tools prior to university. The higher-experience group expressed greater interest in being able to use smartphones for homework and receive feedback from teachers digitally in addition to in class, and less agreement that ICTs were not helpful to their learning. Even with a small sample size and more cohesive results, it should not be assumed that simply using ICTs in high school has led this group to express greater affinity to them in university, nor that the reason for students to currently have lower interest in ICTs is due to a lack of experience. There are myriad unknown variables, such as how much a part of their education each ICT was, and for which classes; whether the teachers of the classes with ICTs were better liked by the students and therefore increased the positive connotations; whether the students with fewer experiences with ICTs had been denied them or had been afforded the choice to use

them or not; the list is almost unending.

However, this last finding again reinforces that there is no small amount of variance even within the small group with many other similarities in this study and that teachers should be cognizant that their students will arrive to class with a variety of attitudes and expectations. Therefore, regardless of the degree to which a group of students fits the definition of a digital native, there can be great intra-generational variance. Teachers should be prepared to give technical training to students with less experience using ICTs, whether in-class as part of the curriculum (e.g., creating a lesson where the language goals include using ordinal numbers and imperatives and the students are tasked with teaching each other how to perform a given task on a classroom computer or smartphone). Teachers wishing to incorporate more ICTs to their classroom should not assume that their students will automatically greet them with enthusiasm and thanks; it may even be advisable to explicitly ask students' opinions and preferences, and then demonstrate the value of the tools the teacher wishes to use.

The findings of this small study seem to indicate that students' expectations are more related to their experiences than to any demographic factor, even at a fairly micro-level, and that their previously-experienced activities, artifacts and concepts (Lantolf, 2006) have more of a bearing on their expectations and require more attention from teachers than age or self-declared skills and abilities with ICTs in the EFL classroom.

5.3 Limitations and Future Studies

In an effort to glean a snapshot of one group of learners, or rather a series of intragenerationally-varied snapshots, this study focused on self-declared and essentially quantitative data. It was also carried out anonymously, which negated any chance of follow-up interviews with participants belonging to one micro-group or another in order to gain further insight into their attitudes and more qualitative details about their previous experiences and what effects, if any, these had for individual learners.

In addition, the attempt to analyze responses based on groups of respondents with lower or higher technical abilities with ICTs may have been stymied by the fact that all such data was gathered through self-reporting. To wit, students were asked which keyboard commands they were able to use over the less-efficient GUI equivalents, but not asked to provide any proof that they could perform some. Nor was any evidence gathered of respondents' abilities to perform the tasks they said they could, such as video file conversion.

Similar studies carried out in the future might consider three recommendations:

1. Do not include any questions regarding participants' current teachers that might make them uncomfortable to answer without anonymity (i.e. Question 2.2-6, "My teacher doesn't know how to use technology well"). This would facilitate follow-up interviews with participants of interest to the researcher.
2. Incorporate open-ended questions, in particular regarding participants' attitudes towards using technology in the language classroom.
3. If attempting to measure skills, require proof of skills through participants' descriptions of things such as keyboard commands rather than declarations of abilities which may or may not be true.

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How Have Studies in CALL Investigated Learner Beliefs in Study Abroad Contexts?

Inae Seo
Research Methodology

This paper reviews different studies that have examined individual learner factors such as motivation, anxiety, and beliefs in attempts to find out how studies in CALL (Computer Assisted Language Learning) investigated learner beliefs in study-abroad contexts. Studies that have made use of blogs or e-journals as a data source were chosen and reviewed in detail. Data collection and analysis methods were the major focus of the review. The review of six studies revealed that reflective e-journals were effective tools in assessing learner factors that may influence language learning. Also, several ways of analyzing qualitative data such as journal entries were presented.

1. Introduction

Today, empirical studies that have investigated factors that influence individual learners' language acquisition, such as motivation, anxiety, and beliefs, are common. The reason why such variables have been receiving this spotlight is because the extent to which learners get to manage them dictates the success and failure of language learning (Ahn & Yang, 2009). Of the affective variables that are at play in the language learning processes, learner beliefs are an important concept to consider in understanding how learners make sense of their experiences and organize their learning (Hüttner, Dalton-Puffer, & Smit, 2013).

In fact, Ellis (2008) clearly states that the influence of learner beliefs is far-reaching because they impact not only affective states such as confidence and anxiety involved in language learning, but also learners' behaviors such as the choice of learning strategies. This claim is supported by Richards and Lockhart (1996), who also maintain that learner beliefs affect learners' motivations and expectations about language learning along with learners' preferences of learning strategies. Given this, many scholars affirm that learner beliefs play a major role in both linguistic and nonlinguistic outcomes of language learners (Benson & Lor, 1999; Ellis, 2008; Lockhart, 1994; Huang, 2006; Gabillion, 2005; Cotterall, 1999). It is also vital to note that the learner's perspective on beliefs and his/her organization of that perspective is of primary importance to researchers and teachers because it is their beliefs that affect their learning behaviors (White, 1999; Hosenfeld, 2006). The stance that learner perspectives are important in SLA research is also sustained by Miller and Ginsberg (1995) who state that "outside the classroom, during study abroad in particular, it is the learner's views that matter, for they shape the learning opportunities that arise and the learning strategies that will be employed" (p. 243).

Bearing in mind the significance of learner beliefs and learners' own perspectives about them in language learning, the

Choosing a thesis topic is a difficult process, and many students leave it too late. Inae Seo's contribution is a good example of using a final paper as thesis research. She is currently writing her thesis about changes of learner beliefs in study-abroad contexts. Inae has spent almost half of her life in the Philippines as a study-abroad student, and so has always wanted to examine the Philippines as a venue for studying abroad. While thinking of a thesis topic, she came across a journal article that dealt with learner beliefs in study-abroad contexts and found it so intriguing that she began reading further. This led her to use her thesis to investigate the extent and ways in which students' language learning beliefs change as a result of short-term studies abroad. She is currently doing a case study of two Korean participants studying in the Philippines based on the research in this paper, and is excited to find out what the results will be.

thesis topic I chose is on learner beliefs in short-term study-abroad experiences. Specifically, I opted to investigate to what extent and in what ways learners' beliefs about language learning change over time as a result of the study-abroad experience. I am planning to study two middle school students who are going to Manila, Philippines this winter for the purpose of short-term studies abroad.

In an attempt to find out what beliefs learners hold toward language learning before going abroad and how they change over time, it is critical to find out how learner beliefs have been measured in scholarly undertakings. Given that my study is going to be a case study in which multiple perspectives and triangulation of data matter (Nunan & Bailey, 2009), I will have to collect both participants' and observers' perspectives at regular intervals. However, as I am not going to be physically present at the study-abroad site, I will have to take advantage of the Internet in collecting the data. To this end, I intend to find answers to the following question by reviewing the literature:

1) How have studies in Computer-Assisted Language Learning (CALL) investigated individual factors such as learner beliefs in study-abroad contexts?

This paper is divided into 4 parts, namely: the introduction, review of the studies, discussion and the future, and references. The review of the studies is divided into two subsections, the first part focusing on data collection methods and the latter on data analysis methods. Next, I describe the answers to my question as drawn from the literature review.

2. Review of the Studies

Looking at study-abroad studies that examined learner beliefs and how they change (Amuzie & Winke, 2009; Kim & Yang, 2010; Tanaka & Ellis, 2003; Yang & Kim, 2011), common data collection methods were questionnaires, language learning autobiographies, journals, and interviews. They were usually done through e-mail exchanges. Following Ellis's (2008) proposal that qualitative research methods such as diaries and interviews as the best way to investigate learner beliefs, I traced the literature that dealt with the use of e-journals. The first part of this section concentrates on how e-journals were used as a data source and the second part centers on how the collected data were analyzed.

3. Data Collection Methods

In my attempt to find out how learner beliefs were measured, I was able to find three useful articles that provide insightful ideas on how blogs were utilized as a data source.

Stewart (2010), in an attempt to discover students' language awareness and social development during studies abroad, examined: 1) how certain program features (classroom instruction, living situation, and internship in community) might facilitate the students' language awareness, and 2) what role personal identity (gender, motivation, and personality) plays in their interaction with native speakers.

The participants of this study were eight students, aged 19-32, from different universities in the United States, who studied abroad in a Mexican university for one semester. The main task given to them was to write two to three times per week in a personal electronic journal. The online space in which journals were to be written was created for each of the participants by the Center for Advanced Language Proficiency (CALPER) at the Pennsylvania State University. The participants began journaling in the second week of the 16-week semester, which shortened the journaling period to 13 weeks. When students wrote their journals, they responded to a set of questions that was posted in the margins by the researcher.

The results of Stewart's study suggest that the use of e-journals found is successful in assessing the participants' language awareness and social identity development. Being able to closely observe and analyze the students' journal entries, the researcher could follow students' progress and the factors that may have affected their learning in the study abroad context.

Even though Stewart (2010) did not measure learner beliefs, the essence of his study is very similar to mine. The constructs that he opted to measure were language awareness and social identity development, which are part of the contextual and individual factors involved in language learning in studying abroad (Isabelli-Garcia, 2006). Given that beliefs are complex, dynamic and continually changing, and not always as direct as we might think (Ellis, 2008); it seems that closely following the learners' experiences as narrated in the journal is critical, just as Stewart (2010) did.

Another researcher who mainly made use of participants' reflective blogging as a comprehensive data source is Allen

(2010). Allen examined how the participants' language learning motivation evolved during a six-week study abroad program. The participants in this study were six intermediate-level students of French. They were all Americans who spoke English as their first language. The study was carried out during a 6-week study abroad program in Nantes, France. One of the three required courses for the participants was French Creative Writing. As a component of this course, the participants were required to complete learning blogs twice a week focusing on foreign language and cultural learning, how and with whom time was spent outside class, and how personal goals evolved.

This study primarily found that the degree to which participants' motivation enhanced depended on whether their initial motivation was due to linguistic reasons or pragmatic ones. Those who held language-oriented motivations developed more motivation to continue studying or using French personally through study abroad than those who merely viewed the study abroad as a cultural and travel experience.

Just like Stewart (2010), Allen (2010) did not attempt to measure learner beliefs. Nevertheless, Allen's study serves a significant role for my study because, again, it examined motivation, an affective variable involved in language learning that lines with learner beliefs. The study takes place in a study-abroad context very similar to my own and it makes use of reflective blogging as a means of documenting participants' perceptions, understanding the meaning of their actions from their perspective, and interpreting how the learner perceptions relate to their motives and goals.

The last study I carefully examined was Shively (2010). In her attempt to propose a model for pragmatic instruction in studies abroad, she carried out a study with seven American undergraduate students who studied abroad for one semester (14 weeks) in Toledo, Spain. The primary data used in the study was naturalistic digital recordings of participants' service encounters. Although the chief task that the students had to do was not journal writing (as it was in the first two studies I reviewed), Shively did make the students write one journal entry per week for 11 weeks. The students were given guiding questions in order to reflect upon their learning of pragmatics during each week. Shively (2010) mentions "the purpose of the journals was to obtain students' emic perspectives about their language learning experiences" (p. 131).

By analyzing the recordings, the author concludes that each individual formed a unique developmental path in terms of the use of requests. As a result of the study, Shively (2010) proposes a model of pragmatic instruction for studies abroad. The major thrust of the model is that teachers and researchers are to take advantage of the affordances of the pre-departure, in-country, and post-study abroad.

Aside from this study making use of e-journals to attain participants' own perspectives of their learning experiences, another important concept to draw on for my study is where it acknowledges all of the study abroad stages: before, during, and after. Since my study deals with changes in learner beliefs of the participants, it is vital that I carefully document things that signal their beliefs about language learning all throughout the three study-abroad stages. In this respect, Shively's article remains very informative for my study.

In the three articles I reviewed in this section (Stewart, 2010; Allen, 2010; Shively, 2010), the use of reflective blogging was explicated in detail. They all showed how e-journals were used to document participants' experiences in study-abroad contexts and how the student-derived data were employed in interpreting the meaning of their action as connections with their own respective research focus were made.

4. Data Analysis Methods

In this section, I review how journal data were analyzed in the studies that were examined in the previous section. Furthermore, I bring in three more studies that made use of journal entries as a major data source and describe how data were analyzed in their studies.

Stewart (2010), whose major data source was e-journal entries, proceeds with the presentation of the results without explicit explanations on how the collected data were analyzed. Therefore, all I could gain from this article was how to present qualitative data. First, I observed that the author gave rich, thick descriptions of each student. As Creswell (2003) puts it, it was so detailed that it gave me an "element of shared experiences" (p. 196). Second, the actual language of the participants was used extensively by inserting excerpts from student journals whenever necessary. Next, to show differences between each participant, comparisons were made quite often. Lastly, it is worth noting that Stewart (2010) points out important changes in their journals and explains them.

Allen (2010) provides a detailed description about what he did in analyzing the journal entries. First, he identified

patterns and themes found in the participants' blogs using inductive techniques demonstrated in Strauss & Corbin (1990). Second, he coded them using a qualitative analysis program, QSR NVIVO. Once the coding was done, he clustered them into categories containing multiple subcategories. Allen mentions that the coding process was recursive, resulting in multiple recoding. In order to deal with reliability and validity issues, he cited Creswell (1998) to explain that he used multiple data types. He collected data over a year-long period and did member checking.

Since Shively (2010) used the journal data only to establish confluence of evidence for recordings, which was the major data source, he does not provide explanations on how the journal data were analyzed. However, he shows how the journal entries were used in asking follow-up questions in the interview sessions. Since the purpose of the interview was to find out more about students' experiences, the journal data were said to be useful in gaining deeper insights of the students.

Elola and Oskoz (2008) reviewed a program that utilized blogs as a cultural liaison between American students studying in Spain and American students studying at home in a Spanish language class. The students who were abroad used a blog as an e-journal to reflect on their daily experiences. The project became interactive, because the students at home were required to comment on their peers' blog entries as part of their normal class work. The analysis of the blog entries was two-fold in this article. First, content-analysis was done in order to assess intercultural experience. The second analysis involved several steps. The researchers maintained a steady correspondence to share their findings and discussed cases in which there were doubts or discrepancies until reaching agreement on how to treat the data. The researchers individually analyzed all ten sets of blogs to achieve an inter-rater reliability of .96.

Even though the purpose of the study differed, Elola and Oskoz's (2008) study is of great use to me because they describe in detail how they tried to protect against possible threats to reliability by continually talking to each other about the findings and adjusting differences.

Lee (2011) carried out a study with 16 American undergraduate students who spent a semester in a study-abroad program in Spain. The aim of the research was to explore the extent to which blogging and face-to-face interaction with native speakers of Spanish supports autonomous learning as a result of reflective and social processes. The participants were given three types of tasks: personal, class, and project blogging. Since my research question does not require interactive blogging, I looked into just the personal blogging task. The participants were given detailed instructions on what they had to do when writing reflective observations about Spanish culture and cultural differences from their own perspectives. They had to come up with three entries per week, each approximately 150-200 words. They were strongly encouraged to take pictures and incorporate them in the blogs. As a result of the study, they found out that blogs afforded participants the opportunity to work independently and reflect upon cross-cultural issues.

Looking at how they analyzed the blogs, it was revealed that analyses were undertaken by means of descriptive statistics and content analysis. The coding for the content analysis was derived from the Four-Phase Practical Inquiry Model created by Garrison, Anderson, and Archer (2001, as cited in Lee, 2011). The blog entries were read and analyzed by the researcher and a trained graduate student. The two coders first worked on 10% of the data to identify "the smallest unit of delivery, linked to a single theme, directed at the same interlocutor" (Henri & Rigault, 1996, p. 62, as cited in Lee, 2011) and established an inter-rater reliability of .91. The rest of the data (90%) was equally divided into two sections and each coder analyzed one of the sections, which made up 45% of the data. It was also mentioned that the two coders constantly compared and discussed discrepancies until they reached an inter-rater reliability of .87.

Lee (2011) suggests a relatively new way of analyzing qualitative data, which involves using only 10% of data in an initial analysis, with the rest dealt with after a certain reliability rate is established. Even though I am not sure whether I am going to undertake this analysis method, it was worth finding out a different way of analyzing the data.

The last study I reviewed was Vogt (2006), whose aim was to find out whether attitudinal components of intercultural competence could be measured quantitatively in telecollaborative environments. It involved 64 German upper-secondary students at a vocational school who were to exchange e-mails with students in the USA and Japan. They were also asked to keep reflective journals. The results of the study suggest that it is not possible to measure attitudes with the instruments such as e-mails and journals, but that they can help teachers to describe evidence of attitudes in interaction and trace developments to provide a basis for feedback.

Vogt (2006) employed Maryring's (1999, as cited in Vogt, 2006) qualitative content analysis in analyzing both the e-mail and journal entries. The first few steps of data analysis resemble other analysis methods as it starts off with reading and taking latent meanings to develop categories or themes. The German and American instructors compared

findings by categorizing findings from the data and comparing and discussing categories for analysis to ensure inter-rater reliability. After summarizing the text, ambiguous or unclear passages were made comprehensible by supplementary data such as follow-up interviews. After that, relevant extracts were chosen for subsequent analysis.

The most important information that I gathered from Vogt (2006) was the use of supplementary data to find out meanings for unclear items from the journal data. I believe it is very likely to happen in the analysis process. As my study also involves post-interview, the interview data can be used as back-up data.

5. Discussions and the Future

Learner beliefs, along with other individual difference factors such as language aptitude and motivation, are key elements that influence both the process and product of language learning (Ellis, 2008). Also, it is important to keep in mind that learner beliefs are changeable and context-dependent (Amuzie & Winke, 2009; Kim & Yang, 2010; Tanaka & Ellis, 2003; Yang & Kim, 2011). In examining changes of such dynamic-natured learner beliefs, specifically in study-abroad contexts, it is imperative that I make use of online communication tools at hand.

In search of ways to measure learner beliefs with the use of available technology, I was able to find out that blogs or e-journals were useful online tools (Stewart, 2010; Allen, 2010; Shively, 2010). Ducate & Lomicka (2005) define a blog as "an electronic journal kept by a blogger, who regularly updates the journal (known as blogging)" (p. 410). Moreover, in understanding blogging, it is important to take note that it is an asynchronous activity, generally dominated by one person.

As I begin collecting data for my thesis, I plan to have my participants use blogs as a means of recounting their experiences of language learning during the short-term study abroad. I plan to do so in the hope of discovering how their language learning experiences affect their beliefs. In implementing the plan, the purpose of the web log will remain a reflective one on the part of the students, not an interactive one. In Stewart (2010), several students reported on how the journal helped them reflect on their experience. When students wrote their journals, they were guided by a set of questions that Stewart posted in the margins. One key point to note here is the role of the researcher as a prompter and at the same time, a reader of the journals. The researcher never provided any form of feedback.

Many ways of analyzing the journal entries emerged from the six studies I reviewed. Although each study differed from the others in the way they analyzed the data, they all involved the formulation of recurring themes and multiple stages of coding and recoding the data. One distinctive way of analyzing the data was to analyze only part of the data until inter-rater reliability was achieved. Another approach that was taken was to use extra data, such as interview data, to confirm ambiguous parts from journal entries.

Despite the various online communication tools that are available, such as email, instant messaging, blogs, and wikis, I conclude that blogs will best serve the purpose of my study. In further carrying out my thesis, I plan to ask my participants to keep an e-journal during their study-abroad period. The collected journal entries will be analyzed using inductive techniques, and unclear parts will be clarified with the use of interview and survey data (Stewart, 2010; Vogt, 2006).

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Grammar Think! Act!

Min Jung Kang, Young Yi Lee, & Jae Hee Suh
Curricula and Materials Development

In general, grammar is essential for language acquisition in EFL. However, it is well known that lots of students have low interest in grammar and have difficulty in learning grammar with grammar materials in Korea. Since learners want easy and clear grammar support for accuracy in improving all four language skills, well-organized grammar instruction is becoming more necessary to make appropriate structures for developing language than before. For this reason, the trend of publishing grammar books has been changing rapidly to meet learners' needs. First, we examined a number of current English grammar materials in Korea, and found out the strength and the weakness of the materials. Then, we devised a new sample grammar material, 'Grammar Think! Act!', according to publishing trends in design aspects and pedagogical inductive approaches based on CLT, TBLT, and CBLT. 'Grammar Think! Act!' was designed to meet the needs of elementary students from fifth to sixth grade of beginner proficiency. After that, our material was evaluated through piloting it in L2 classes and conducting surveys. Drawing upon feedback from peers, teachers and students, we recreated it with the hope that Korean young learners can enjoy learning grammar.

1. Introduction

Even though involvement in communicative events plays a central role in developing language, grammar instruction is necessary in making appropriate sentence structures. The role that grammar materials play in L2 continues to be an important issue to examine, as they support accuracy in improving all four language skills. In spite of the importance of learning grammar, lots of students show less interest in learning grammar. Also, students have difficulty in learning grammar by studying with conventional grammar materials. For this reason, the trend of publishing grammar books has been changing. We have found two streams of publishing trends in design aspects and pedagogical approaches that have been evolving. However, we could still see some problems in current grammar materials. Most grammar materials still include traditional exercises such as repetition, deductive instruction, lack of content and tasks, and unrealistic content. Fortune (1998), Ellis (2002), and Islam (2003) researched how grammar instruction was presented in current English as a Foreign/ Second Language textbooks. The three researchers found similar trends in their respective studies. Fortune (1998) observed de-contextualization, fill-in-the gap activities, mechanical exercises, and explicit explanation in grammar materials, as we have found in Korean grammar materials. Islam (2003) found there were repeated activities in EFL textbooks. Also, Ellis (2002) analyzed two predominant features in the textbooks: explicit description and controlled production practice.

We used the above observations to examine current grammar materials in Korea, and then created our own grammar book based on CLT, TBLT, and CBLT. Also, with peer feedback and teachers' and students' feedback, our material was evaluated. We adopted some of their feedback and subsequently revised our grammar book.

2. Analysis of other grammar materials in Korea

We examined over 30 grammar materials from Korea and identified some of their features based on theory.

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Lee, Young Yi: *is in her 5th semester in MA TESOL at Sookmyung Women's University and she is currently working on her thesis. She has been teaching English as a private tutor for 3 years. With her efforts, she really wants her students to enjoy learning English.*
Suh, Jae Hee *has been teaching English to middle and high school students as a private tutor for 9 years. She is in her fifth semester taking MA TESOL at Sookmyung Women's University. Her teaching focus is on learners' self-motivation and self-confidence in learning English..*

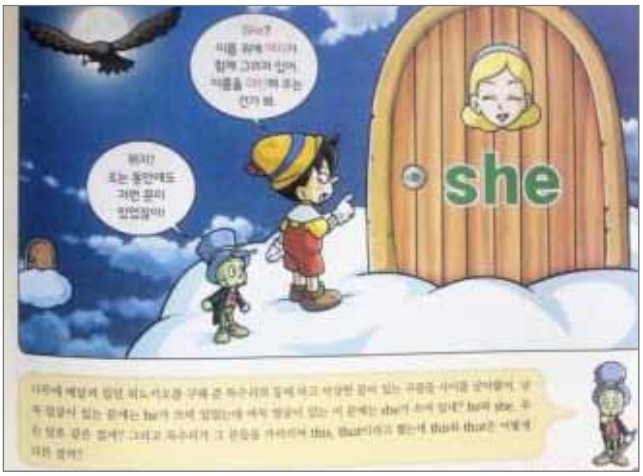


Figure 1: Sample from Grammar Town

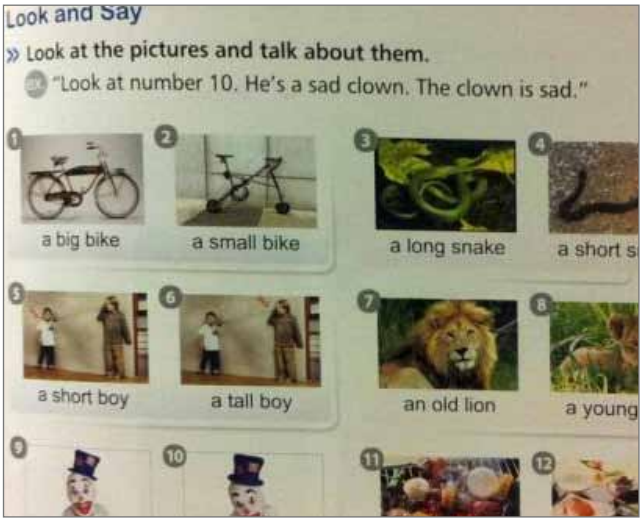


Figure 2: Sample from Finding Grammar

Figure 3: Sample from Grammar Zap

Figure 4: Sample from Finding Grammar

Contents

1. 문장구성
   (Sentence Structure)
2. Be 동사
   (Be verb)
3. Be 동사 의문문/ 부정문
   (Be verb question / negative forms)
4. Simple present
5. Simple present 의문문/ 부정문
   (Simple present question/negative forms)
6. Present continuous
7. Present continuous 의문문/ 부정문
   (Present continuous question/negative forms)
8. Noun
9. Pronoun
10. Adjective/ adverb

Structure of sample material

1. Many grammar books try to draw learners' attention by employing various content, for example, attractive and colorful animation characters. In addition, many grammar books strive to connect stories and cartoons with the explanation of the grammar points. Those factors help students lower their affective filters, so they enjoy their grammar learning. Also, as shown in figure 1, a few grammar materials try to employ CBLT by providing students with numerous stories, for example Smart Grammar by 다락원 (Darakwon),

Grammar Town and Grammar Zap by EPOTIA, I Love Grammar Writing by Hans, Winning Grammar With Stories by 파고다 (Pagoda), Finding Grammar by 영어책 (English Book), Grammar Town by ETOPIA, and Grammar Start by Nexus Friends).

2. Many grammar books' activities are integrated to develop all four English skills. However, we found that those activities are not tasks, but focus on mechanical exercises. Through such activities, students cannot use the target language with authenticity. Among the grammar books we examined, four try to use TBLT (see figure 2; see also Grammar Town and Grammar Zap by EPOTIA, I Love Grammar Writing by Hans, Finding Grammar by 영어책 (English Book).

3. Contents in grammar books adopt learner-friendly methods such as using Kakao Talk-style graphics to give hints when practicing (Figure 3).

4. Some grammar books show a new approach like the Inductive approach (Figure 4).

Even though we found the above current trends in current grammar books, we can still notice that most grammar materials focus on practicing mechanical exercises, and have problems such as lack of content and tasks with authentic meanings. Therefore, we have considered several aspects of theories including CLT (communicative language teaching), TBLT (task-based language teaching), and CBLT (Content-based language teaching) in making our grammar materials.

3. Literature review

3.1 Communicative language teaching

The ability to communicate is an essential goal in language learning. As Hattum (2006) mentions, Communicative Language Teaching (CLT) is a Second Language teaching method which emphasizes the importance of students' interactive ability to express their own ideas using target language. The communicative approach claims that learning a foreign language should not focus on language structures (grammar and vocabulary), but also on the communicative functions that the language performs. Language learners should also learn the relationship between the structures and the communicative functions in real situations and real time (Littlewood, 1981). According to Berns (1990), language teaching within CLT is based on a view of language as communication. Even though speaking and writing are important to deliver meaning, grammar is an essential factor to support both skills with accuracy. Therefore, learners tend to focus on grammar when learners express their communicative needs and experiences (Spada & Lightbown, 1993; Ellis, 1997).

3.2 Task-based language teaching

TBLT stems from Communicative Language Teaching (CLT), and as such uses communicative approaches to language instruction. Its main aim is the successful completion of communicative "tasks" with instruction organized so that students can acquire the target language through participation in a task which necessitates the use of various language forms, rather than through traditional methods of practicing the forms of the target language. (Ellis, 2003; Nunan, 2004). The basic Characteristics of TBLT are as follows (Yousefi88, 2010):

Teachers should always consider how to plan the class when students use the target language by encouraging student to participate in their tasks actively.

Teachers should consider tasks related to students' real life such as ordering food, so that they can use the target language in their daily life or whenever they need it. Then students' output within the task will be authentic.

Students use the target language to complete their tasks, so students can focus on communicating with their peers rather than writing down the rules in their notebooks. This allows students to be involved in meaningful learning.

Teamwork is one of the most important elements of completing a task. Students have to help each other to finish their task. While doing collaborative tasks, students can pick up the language use of their peers.

Completing the task is not the real goal in TBLT. Through the task, students not only use the target language fluently, but also learn from the teacher's feedback for accuracy. Therefore, teachers should take account of the step of the

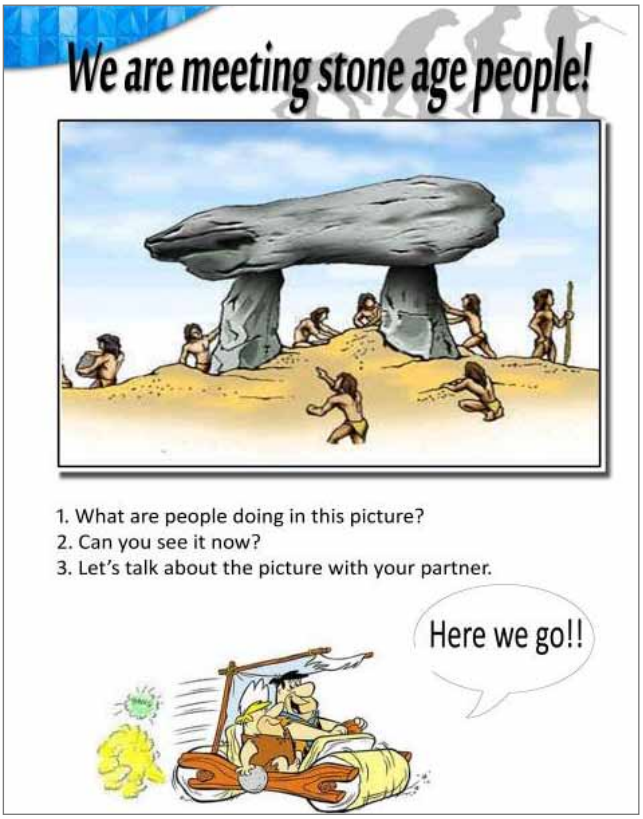


Figure 5: Sample from Grammar Think! Act!

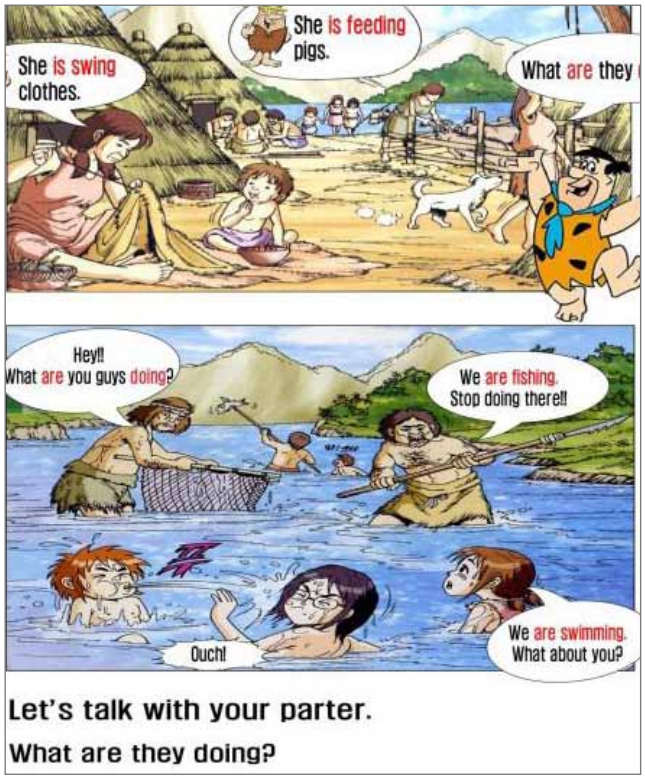


Figure 6: Sample from Grammar Think! Act!

1. She is reading the newspaper. (read)
2. I am _____ some flowers. (buy)
3. They are not _____ hot dogs. (eat)
4. Tom is _____ in the park. (run)
5. The woman isn't _____ a car. (drive)

Figure 7: Sample from Grammar Think! Act!

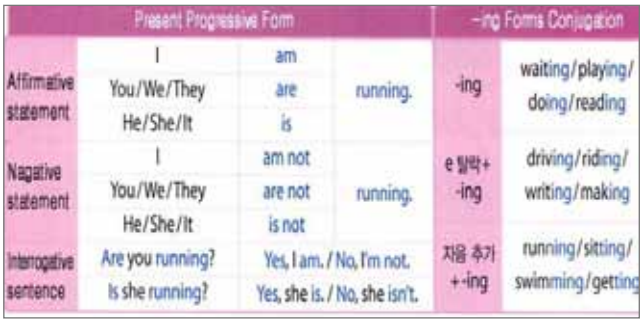


Figure 8: Sample from Grammar Think! Act!

feedback and evaluate their results appropriately according to students' language levels.

It could be a natural way to connect a previous task with a further task and activate students' schemata, so students get interested in talking about the event that they did in class. Active involvement occurs better learning.

3.3 Content-Based Instruction

CBI is designed to provide second-language learners instruction in content and language. Some benefits of CBI are following:

Learners can be exposed to the foreign language with supporting content related to the target language in class. Through related language, students are able to learn the target language accurately and use second-language appropriately.

CBI provides learners with useful and efficient educational programs for the combination of the target language with content of the linguistic learning environment. Learners can become acquainted with contextualized learning.

CBI can accelerate learners' interest and self-motivation for continuous language learning through autonomy because it supports many kinds of activities connected with the content by providing familiar language use and learning conditions to learners.

Figure 10: Sample from Grammar Think! Act!

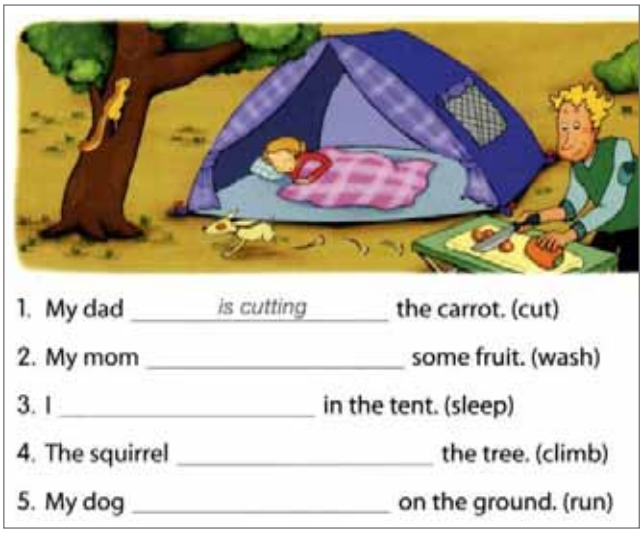


Figure 11: Sample from Grammar Think! Act!

Figure 12: Sample from Grammar Think! Act!

Learners can learn not only the second language but also the target culture. Since CBI can provide cultural information, learners can use appropriate language information at the right time. Hence, they gain the proper language acquisition and proficiency.

4. Sample Grammar Materials

4.1 Pre-activity

We designed this pre-activity by using a picture of a museum because Korean history is one of the subjects that fifth graders learn at school. To make students use personal stories, we came up with the idea that students are to pretend to go to the museum on a field trip, which help students activate their schema (background knowledge) and therefore answer the presented questions. The final question we made is aimed for students to use present progressive forms. In this pre-activity, students will use speaking skills, and they get to notice what they will learn in their other classes. Also, to draw students' attention, we use friendly cartoons, as shown in figure 5.

4.2 Think and Talk!

We do not want students to find the grammar too difficult. Even though English is a foreign language in Korea, we think teaching grammar starts inductively. Therefore, we placed cartoons on the second page as in figure 6, and placed the rules of the grammar point behind the cartoons. At first, students are exposed to present progressive forms with the cartoons. We printed grammar points in red to aid student noticing. For pair work or group work, we put some speech bubbles on the cartoons; these are quite familiar to students. With the chart, students can notice what they will learn. The chart provides simple points of the grammar. However, for low level students, teachers would explain more. We will put some explanation about key grammar points in the teacher's guide that teachers can use to explain in detail.

4.3 Check-up 1

4.3.1 Part A- Complete the sentences

This part is the mechanical practice and form-focused practice for the patterns of grammar rules as in more traditional methods of instruction. It is for the accomplishment of certain tasks that students use certain language forms in the target language (be+ v~ing). Therefore, the students can pay attention to the grammar rules. Refer to figures 7 and 8 below.

Figure 13: Sample from Grammar Think! Act!

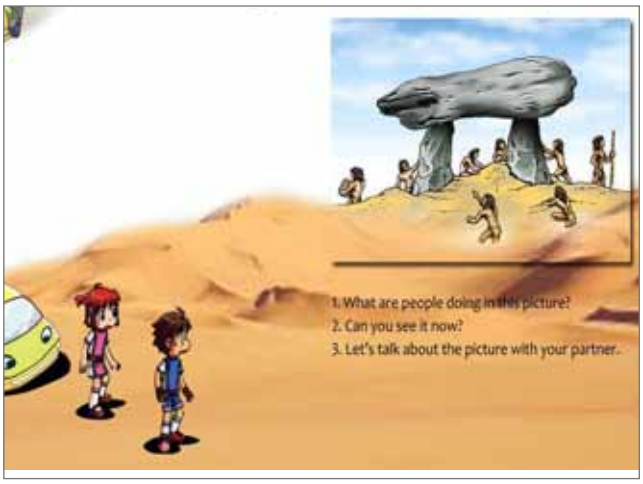


Figure 14: Revision of Figure 5, Sample from Grammar Think! Act!

4.3.2 Part B - Cut the cards into small pieces. Make sentences with your group members.

She		is	reading	the newspaper	
I		am	buying	flowers	
They		are	eating	hot dogs	
Tom		is	running	in the park	
The woman		is	driving	a car	
not	.	not	and	Are	?

This part focuses on creativity and student-centered activities. As shown in figure 9, this activity can provide opportunities for students to produce the grammatical features correctly. These sentences are given in the previous part, so learners are familiar with dealing with these sentences. Students learn how to use language by making sentences with the target features through discussion. Through this activity, they can find out the meaning and grammar rules. This game-like activity can encourage students to get involved in the task activities. Students should help others, rely on others and learn from each other. If they are involved in an activity, they must scaffold each other, that is, try their best to finish it with the help of others (Vygotsky, 1964).

4.3.3 Part C-Look at the pictures and answer the questions with your partner

This activity in figure 10 is for communicative practice, both meaning-focused and form-focused. Students gain communicative proficiency by using certain language forms to communicate meaningfully with someone. The students will engage in authentic communication and produce necessary structures.

Exercises in check-up 1 are steadily going from the word level up to the discourse level, so they offer the students with opportunity to examine the grammar (Input) and to produce communicative language (Output).

4.4 Check Up 2

4.4.1 Part A-Complete the sentences with your partner.

This activity in figure 11 is designed to raise awareness of both forms and meaning. Students have to change the given verb forms and complete the sentences with their partners. Since we focus on Communicative Language Teaching, through this activity students will be able to not only employ their target language knowledge but also have opportunities to interact with others. Therefore, they can become familiar with the usage of the present continuous.

4.4.2 Part B-Look at the pictures and answer the questions with your partner.

The activity in figure 12 is created to let students build sentences in cooperation with other classmates. In this activity, the learners can ask and answer the questions by using correct forms of the verbs so they can apply their grammar knowledge. In addition to the forms, they are also able to build their communicative ability through the process of interaction with others.

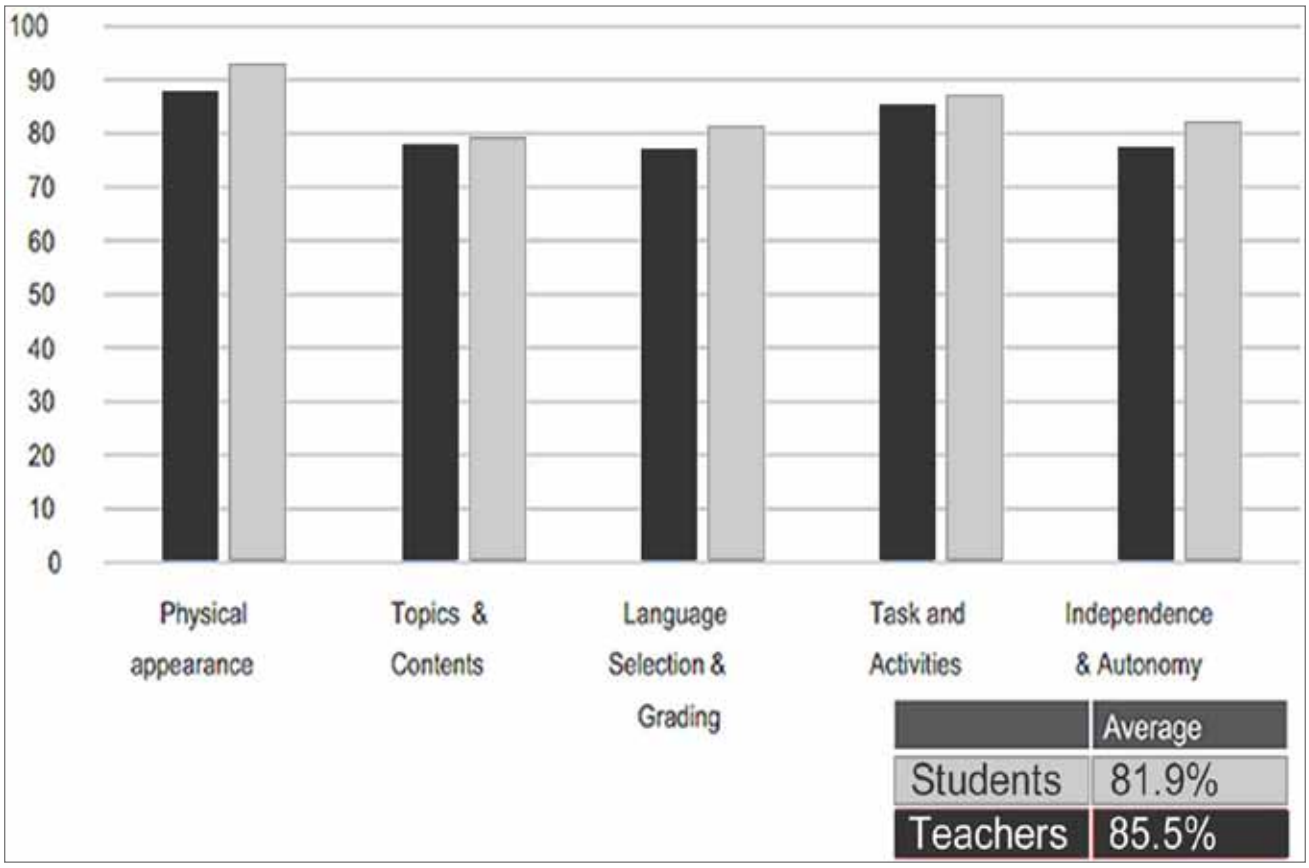


Table 2: Evaluation results

4.5 Grammar Act

4.5.1 Part A - Let's imagine you take a time machine. What are people doing there? Talk about the pictures with your partners.

4.5.2 Part B - Now, let's draw pictures or write about lifestyles of the past and describe them to your class.

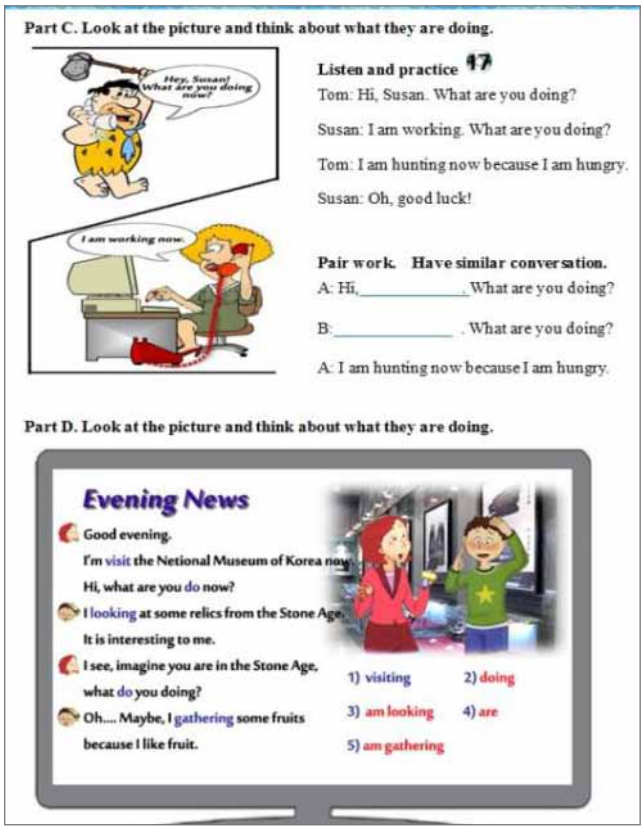
The last activity is a "task" related to students' real school lives. This task is designed using TBLT and CBI and applies the grammar knowledge students learned in the beginning of this unit in an authentic context. Since the topic of this unit is "history," the pictures in figure 13 describe how people get clothes now and in the past. In order to complete this task first, students are supposed to talk about the pictures by using "present continuous" in groups or pairs. After that, they use their imagination to write or draw about other lifestyles in the past and report it to the class. In this activity, students can integrate all four language skills. Furthermore, they learn how to use language in real situations. In other words, they can internalize grammar forms with meanings in an authentic context, as per CLT, TBLT and CBI perspectives.

5. Evaluation and reflections

5.1. Peer feedback

With Prof. Kang's advice, we revised our material over time by using our 5th graders' social study (Korean history) article. The activities and practices in check-up 1 and 2 were totally changed into more informative and authentic practices and activities based on theories. After that, our material was evaluated by our peers. Our peers commented that our material looked awkward because the timeline and the present continuous did not match each other, so we inserted a time machine on the first page and fixed the pre-activity content accordingly. The second comment was to put detailed and specific instructions for the tasks in the material.

5.2 Reflection through piloting and survey.



Part C. Look at the picture and think about what they are doing.

Hey, Susan! What are you doing now?

I am working now.

Listen and practice 17

Tom: Hi, Susan. What are you doing?

Susan: I am working. What are you doing?

Tom: I am hunting now because I am hungry.

Susan: Oh, good luck!

Pair work. Have similar conversation.

A: Hi,_____What are you doing?

B:_____. What are you doing?

A: I am hunting now because I am hungry.

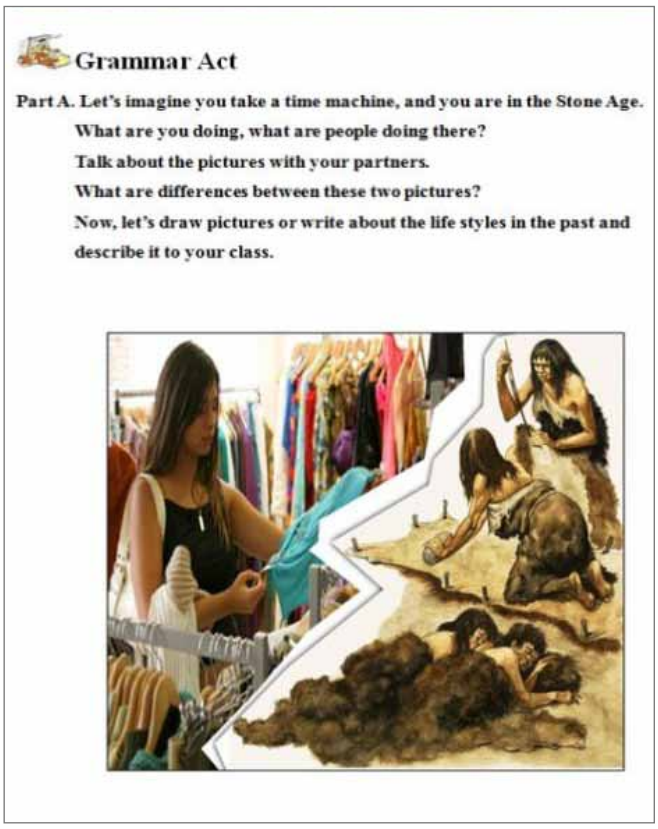
Part D. Look at the picture and think about what they are doing.

Evening News

Good evening.
I'm visit the Netional Museum of Korea now.
Hi, what are you do now?
I looking at some relics from the Stone Age.
It is interesting to me.
I see, imagine you are in the Stone Age,
what do you doing?
Oh.... Maybe, I gathering some fruits
because I like fruit.

1) visiting 2) doing
3) am looking 4) are
5) am gathering

Figure 15: Sample from Grammar Think! Act!



Grammar Act

Part A. Let's imagine you take a time machine, and you are in the Stone Age.
What are you doing, what are people doing there?
Talk about the pictures with your partners.
What are differences between these two pictures?
Now, let's draw pictures or write about the life styles in the past and describe it to your class.

Figure 16: Sample from Grammar Think! Act!

Think and Talk!

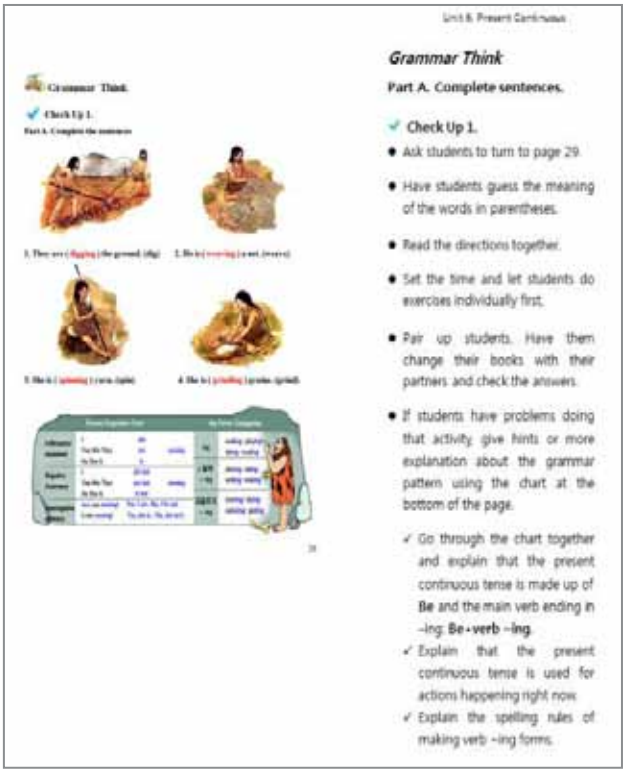
- Ask students to turn to page 28.
- Have students listen to the dialogues in CD (Track 16) without looking at the picture.
- Ask questions about the dialogues.
  ex) What did you listen? What sentences do you remember? Can you imagine the picture?)
- Have students share their answers with their partners and then share the answers with the class.
- Have students look at the page again and read the sentences in the pictures of the book. By asking and answering, encourage students to find out the grammatical rules in the sentences.
  ex) Can you find something in common among these sentences? What is this form for? When can you use this form?

Think and Talk !

What are they doing?
Let's talk with your partner.

Teacher's Note

The activities in the page 28 and 29 are based on the *inductive approach*, so a teacher should not introduce 'Present continuous' directly at the beginning of the unit. Instead, lead students to figure out the form of the present continuous by themselves first and then a teacher explains the rules later.



Grammar Think

Part A. Complete sentences.

✓ **Check Up 1.**

- Ask students to turn to page 29.
- Have students guess the meaning of the words in parentheses.
- Read the directions together.
- Set the time and let students do exercises individually first.
- Pair up students. Have them change their books with their partners and check the answers.
- If students have problems doing that activity, give hints or more explanation about the grammar pattern using the chart at the bottom of the page.

✓ Go through the chart together and explain that the present continuous tense is made up of **Be** and the main verb ending in **–ing**. **Be + verb –ing**.
✓ Explain that the present continuous tense is used for actions happening right now.
✓ Explain the spelling rules of making verb –ing forms.

Figure 17: Sample from Grammar Think! Act!

We also made questionnaires for teachers and students upon Dr. Kang's advice. All of our group members piloted our material in the classroom, and asked 10 teachers and 8 students to evaluate our material.

5.2.1 Piloting results

The results of piloting showed the positive effect on learning target language. Students could understand what they have learned, and liked the physical features of the book. They also felt familiar with the content and pictures. While they were doing the task, they could use the target language. There was a possibility for teachers to utilize the material for extending exercises. This material could elicit the language they acquired when they participated in the activities and the task in speaking and writing. Despite these positive aspects, there were some negative aspects regarding our material. Peer feedback showed us we had a lack of explanation for doing exercises, so we added more detailed instructions to the activities.

5.2.2 Survey results

As the result is shown above in Tables 1 & 2, teachers' and students' responses to our pilot material were very positive. According to the survey, teachers and students pointed out that physical appearance and instruction are strong points of this book.

Items	Students	Teachers
Physical appearance	92	94.7
Topics & Contents	73.6	93.5
Language Selection & Grading	78	76.5
Task and Activities	81.4	85
Independence & Autonomy	76.6	80
Instruction	86.6	86
Average	81.4	85.5

Table 1: Survey results

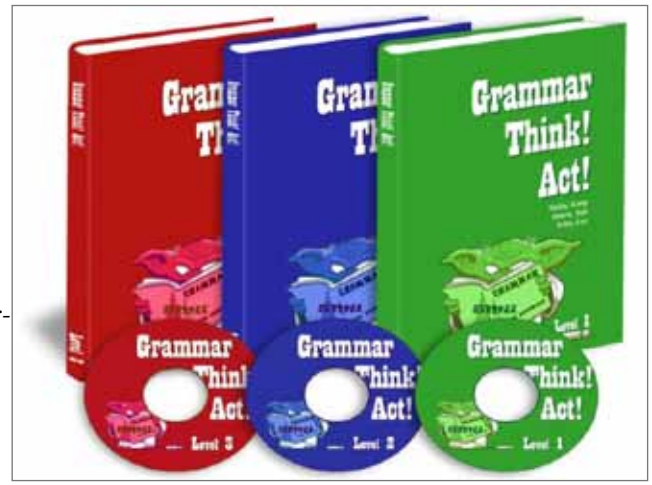


Figure 18: Sample from Grammar Think! Act!

Physical Appearance

- Attractive and appealing visual appearance with colorful pictures
- Clear and simple design and layout
- Enough white space on each page

Instruction

- Appropriate activities for exploitation of students' schemata
- Inductive approach – learner-centered
- Understandable examples & diverse steps for different levels

The results indicate the students chose topics and contents as weak points while teachers regarded language selecting and grading as weak points.

Topics and Contents by Students

- Language and situations are not related to real lives because of the content.
- The topics are not interesting to students.

Language Selecting/Grading by Teachers

- The language objectives are not presented clearly.
- The words from the books are not related to real life.
- The objectives do not make a balance between the four main skills, especially reading and listening skills.

5.2.3 Teachers' and students' comments on Grammar Think! Act!

After making revisions we conducted another survey, in which teachers commented on positive and negative points of our revised material as follows:

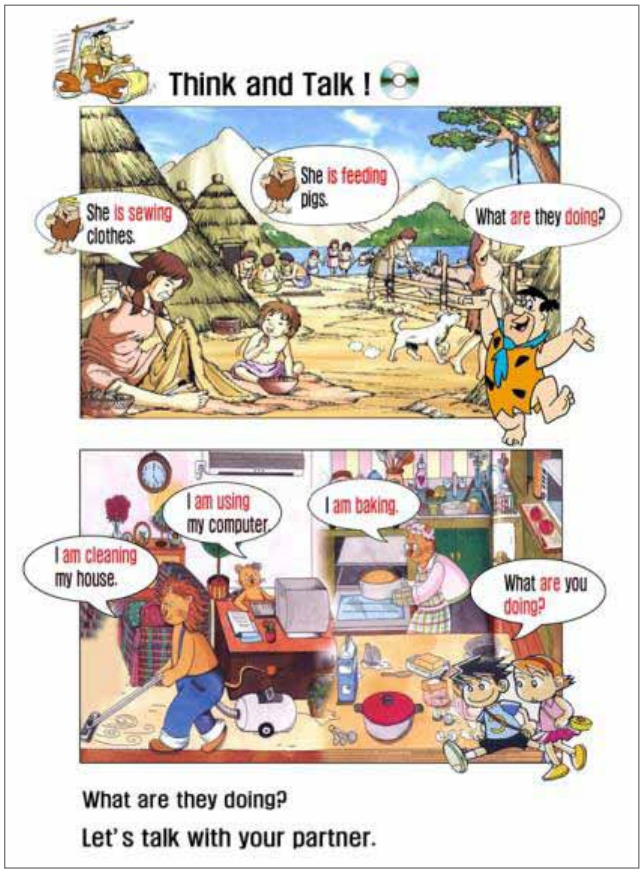
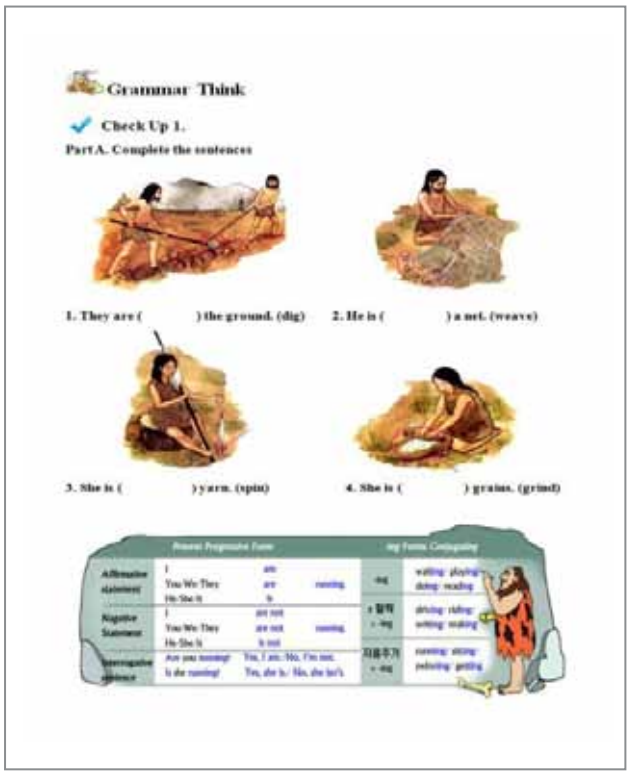


Figure 20: Sample from Grammar Think! Act!



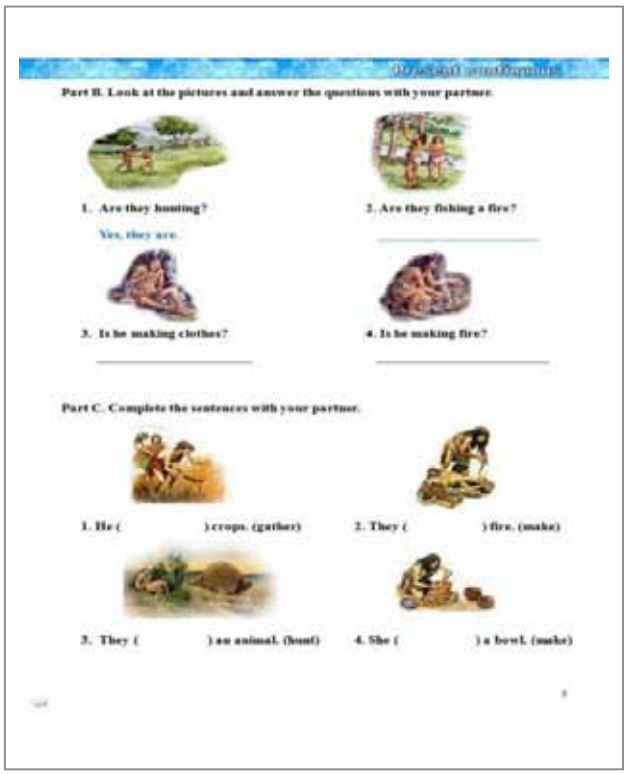


Figure 21: Sample from Grammar Think! Act!

Positive Comments

- Effective sequences of activities from easy to difficult levels
- Clear instruction and explanation for grammar rules
- Repeated drills and exercises well-organized structure
- Help T. save time for preparing the lesson

Negative Comments

- Needs more activities related to real life
- Needs to use other language skills such as reading and listening
- Lots of time-consuming activities
- Confusing aspect of tense (present continuous with past tense)

We gained positive and negative comments from the students on the survey. The comments are as follows:

Positive Comments

- Pictures and contents are interesting
- There are various types of activities
- Pictures are familiar because they are from their social studies books

Negative Comments

- There are lacks of Korean explanation, so it is hard to do activities
- This book consists of simple and easy exercises

5.2.4 Reflection based on the result of the survey and piloting

To make up for the weak points, we decided to change some sections. For authentic activities related to reading and listening skills, we put two activities on the page before the task. Also, we added a real picture to the task where the students can bring their own experiences and feelings or knowledge of the present and the past (figures 15 and 16 above).

To provide clear instruction of using tense and the language objectives, we made more detailed explanations and guidelines in the teachers' guide book as shown in figure 17 above.

5.3 Introduction of the completed material

Our target users on this material are 5th and 6th graders for beginners and novice-low levels.

We provide 3 levels of Grammar books with student books, workbooks, teachers' guides and audio CDs. Figure 18 shows the picture of the materials.

5.3.1 The contents of the sample book

Table of Contents

Figure 19: Sample of Table of Contents from Grammar Think! Act!

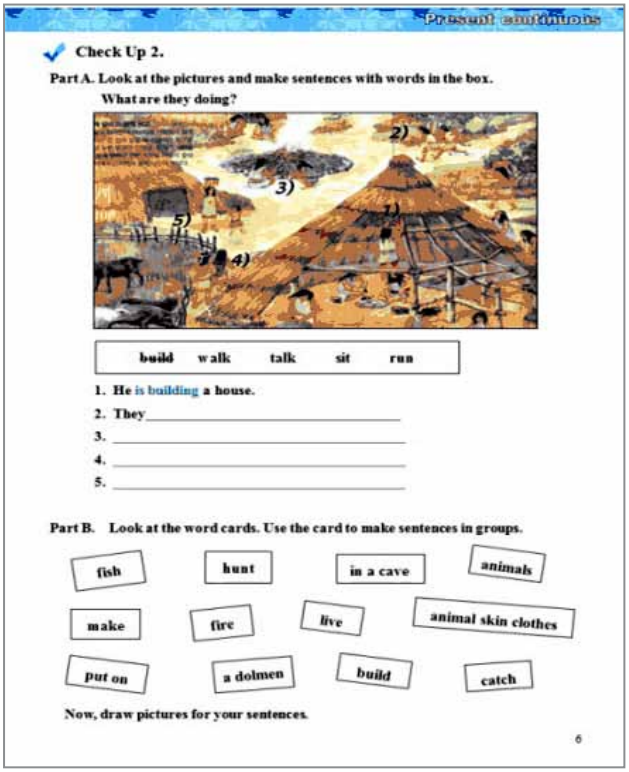
5.3.2 Sample book's contents

A. Pre-activity

This activity invokes students' background knowledge based on the 5th grade social studies textbook as shown in figure 14 above (section 5.1).

B. Think and Talk

The activity in figure 20 below is based on the inductive approach for the students to understand the present continuous by themselves by listening and interacting with their partner. This is a unique and different feature compared to other grammar books. This approach provides a learner-centered, learner-friendly activity. Students can talk and think using the forms and function.



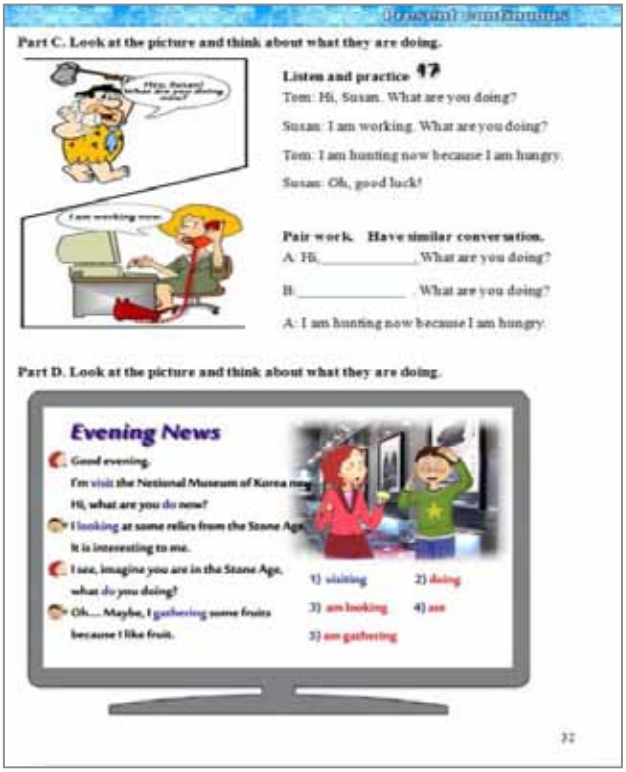


Figure 22: Sample from Grammar Think! Act!

Figure 23: Sample from Grammar Think! Act!

Think and Talk!

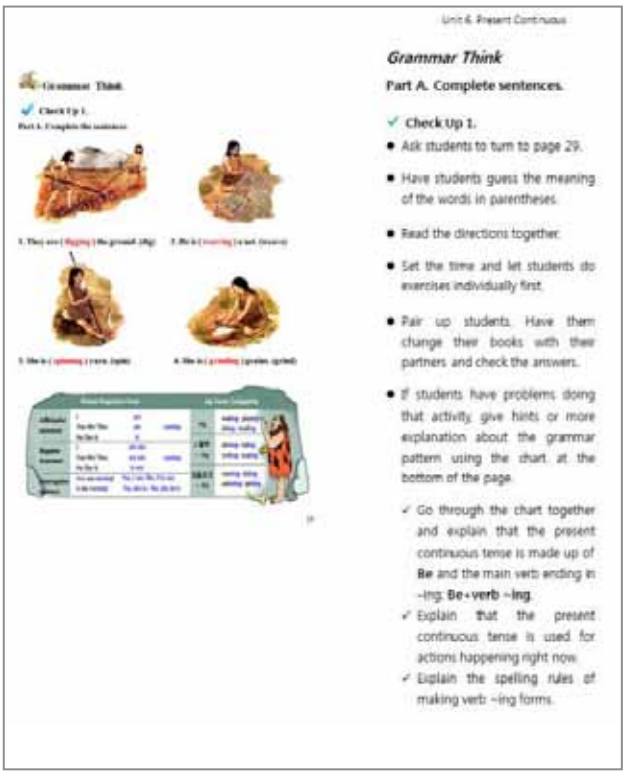
- Ask students to turn to page 28.
- Have students listen to the dialogues in CD (track 16) without looking at the picture.
- Ask questions about the dialogues.
  ex) What did you listen? What sentences do you remember? Can you imagine the picture?)
- Have students share their answers with their partners and then share the answers with the class.
- Have students look at the page again and read the sentences in the pictures of the book. By asking and answering, encourage students to find out the grammatical rules in the sentences.
  ex) Can you find something in common among these sentences? What is this form for? When can you use this form?

Think and Talk !

What are they doing?
Let's talk with your partner.

Teacher's Note

The activities in the page 28 and 29 are based on the ***inductive approach***, so a teacher should not introduce "Present continuous" directly at the beginning of the unit. Instead, lead students to figure out the form of the present continuous by themselves first and then a teacher explains the rules later.



Unit 6. Present Continuous

Grammar Think

Part A. Complete sentences.

✓ **Check Up 1.**

- Ask students to turn to page 29.
- Have students guess the meaning of the words in parentheses.
- Read the directions together.
- Set the time and let students do exercises individually first.
- Pair up students. Have them change their books with their partners and check the answers.
- If students have problems doing that activity, give hints or more explanation about the grammar pattern using the chart at the bottom of the page.
  - ✓ Go through the chart together and explain that the present continuous tense is made up of **Be** and the main verb ending in **-ing**. **Be+verb -ing**.
  - ✓ Explain that the present continuous tense is used for actions happening right now.
  - ✓ Explain the spelling rules of making verb -ing forms.

Figure 24: Sample from Grammar Think! Act!

Unit 6. Present Continuous

Grammar Point

A. 동사의 <-ing>형을 만드는 법

대부분의 경우	-ing	go-going start-starting	walk-walking teach-teaching
자음+e로 끝나는 경우	e를 빼고 -ing	come-coming write-writing	make-making live-living
단모음+단자음으로 끝나는 경우	마지막 자음 하나 더 쓰고 -ing	run-running swim-swimming	sit-sitting get-getting
-ie로 끝나는 경우	ie를 y로 바꾸고 -ing	lie-lying	tie-tying

B. 현재진행형 문장

▶ 현재진행형은 현재 진행 중인 동작을 나타내며 '~하고 있는 중이다'의 뜻이다.

현재 진행형 Present Continuous		
긍정문 Affirmative	부정문 Negative	의문문 Question
I **am** You/We/They **are fishing.** He/She/It **is**	I **am not** You/We/They **aren't fishing.** He/She/It **is**	**Am** I **Are** you/we/they **fishing?** **Is** he/she/it

1) 현재진행형의 긍정문과 부정문

① 현재진행형의 긍정문 be동사 현재형 + 동사-ing

I **am fishing.** We **are fishing.** She **is fishing.**

② 현재진행형의 부정문 be동사 현재형 + 동사-ing

I **am not fishing.** We **aren't fishing.** She **isn't fishing.**

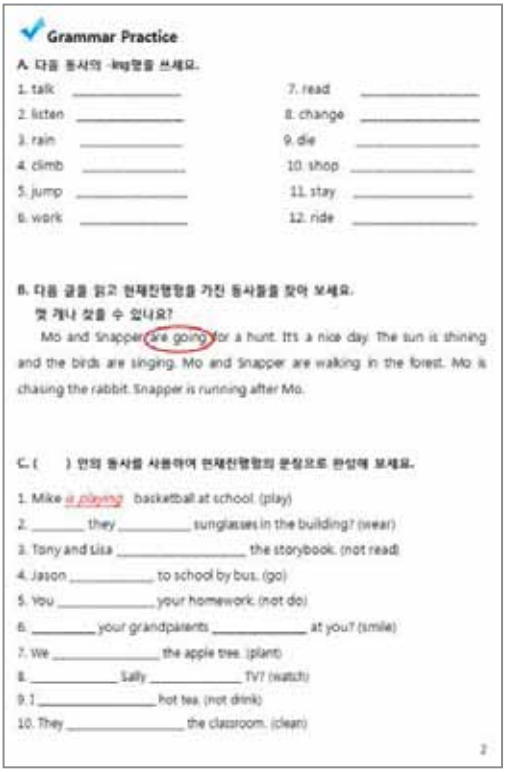
2) 현재진행형의 의문문

① 현재진행형의 의문문 Be 동사 + 주어 + -ing

Am I fishing?	Yes, you are.	No, you aren't.
Are you **fishing?**	Yes, I am.	No, I'm not.
Are they **fishing?**	Yes, they are.	No, they aren't.
Is he **fishing?**	Yes, he is.	No, he isn't.

② 긍정으로 대답할 때는 축약을 쓰지 않는다.

1



Grammar Practice

A. 다음 동사의 -ing형을 쓰세요.

1. talk _____
2. listen _____
3. rain _____
4. climb _____
5. jump _____
6. work _____
7. read _____
8. change _____
9. die _____
10. shop _____
11. stay _____
12. ride _____

B. 다음 글을 읽고 현재진행형을 가진 동사들을 찾아 보세요.

몇 개나 찾을 수 있나요?

Mo and Snapper are going for a hunt. It's a nice day. The sun is shining and the birds are singing. Mo and Snapper are walking in the forest. Mo is chasing the rabbit. Snapper is running after Mo.

C. (　) 안의 동사를 사용하여 현재진행형의 문장으로 완성해 보세요.

1. Mike *is playing* basketball at school. (play)
2. _____ they _____ sunglasses in the building? (wear)
3. Tony and Lisa _____ the storybook. (not read)
4. Jason _____ to school by bus. (go)
5. You _____ your homework. (not do)
6. _____ your grandparents _____ at you? (smile)
7. We _____ the apple tree. (plant)
8. _____ Sally _____ TV? (watch)
9. I _____ hot tea. (not drink)
10. They _____ the classroom. (clean)

2

Figure 25: Sample from Grammar Think! Act!

The book provides various exercises for check-up 1 and 2 based on Korean language that students have already learned in their social study class. The exercises are designed to include a wide range of difficulties for multiple levels from word level to discourse level.

C. Check-up 1

Check-up 1 focuses on the word level of language. Refer to figure 21.

D. Check-up2

Check-up 2 focuses on the discourse level of language and provides more opportunities for reading, listening, and speaking the grammar in use. They thus increase learners' awareness of how it works in the context of single sentences or whole texts (figure 22).

E. Grammar Act

Figure 23 shows a task which differentiates between lifestyles in the present and the past and a game to review the whole unit. Students can learn to use the grammar successfully in different contexts.

5.3.3 The contents of the teachers' guide book

The teacher's guide book involves lesson plans, theoretical background, and tips for extending activities (figure 24). They show how to introduce and practice the target grammar with details for each step according to the structure of the main book. This book provides an invaluable tool for teachers to create and classes easily. Teachers will find additional lesson support and instructions toward using the materials to their full potential.

5.3.4 Work book contents

The workbook, as supplementary material, is designed for mechanical learning processes and includes a variety of practice activities that help students consolidate the grammar targets. Through diverse practice with additional grammar explanations in Korean, it helps clarify the grammar concepts and overcome any confusion students may encounter away from class. Through the practice activities of this unit, students can internalize the form [be + v~ing] and its function presented in class (figure 25).

6. Conclusion

Material development is considered an important factor in helping learning succeed in acquiring a second language, since well-designed materials facilitate better learning and enhance learners' experiences (Tomlinson, 2003). For this reason, in this semester we have attempted to design materials, especially a grammar book since grammar is important in L2 language development in terms of the improvement of accuracy. Unlike other grammar books in Korea which mainly focus on repetitive practices and deductive teaching approaches, we have made a communicative practical grammar book named 'Grammar Think! Act!'. Based on the current market trends of grammar books and a survey with teachers and students, the main focus of 'Grammar Think! Act!' is developed in accordance with Communicative Language Teaching Grammar, Task-Based Language Teaching and Content-Based Approach. Also, each unit is structured using inductive approaches to help learners acquire and internalize grammar rules. 'Grammar Think! Act!' is designed to meet the needs of elementary students from fifth to sixth grade. For novice-low level learners the book uses student-friendly content and gradually leveled exercises. Moreover, with various types of practice and familiar content, students can maintain their interest in essential grammar points. In this way, learners not only understand grammar rules but also build up communicative competence in authentic contexts. Aside from the student's book 'Grammar Think! Act!', we also provide a workbook for self-study and a teachers' guide for additional lesson ideas.

Although we have made all our efforts to design a differential grammar book for Korean young learners, there are still some parts to be improved such as more student-familiar content for fun learning and online practice to save classroom time. Overall, 'Grammar Think! Act!' tries to reflect current market needs and pedagogical considerations. Also, this new grammar material strengthens grammar knowledge and encourages learning outside of the classroom. Therefore, Korean students can discover and generate all grammar rules from their experiences of employing the target language with 'Grammar Think! Act!'

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A Critical Reading and Text Organization-Enhanced Writing Lesson

Boknam Ahn
Teaching Writing

This lesson plan was aimed at providing English teachers in Korea with a practical and efficient pedagogical method for teaching writing and was designed for first-year high school students with an upper intermediate level of English proficiency. To help students write expository essays more effectively, it was based on the theory of critical reading, a genre-based approach, and the process of writing. It consisted of four sequential stages (appetizing stage, reading, construction, and critical interactions) including key activities adapted for critical reading, textual analysis, interactions with teachers and students or peer-to-peer between students, and recursive revisions. Ultimately, it will encourage students to write successfully and it will be a guideline for teachers to teach expository writing in L2.

1. Introduction

Recently, many students in Korea have been required to write short essays in English as an assessment of their English lessons. Thus, the value of writing among teachers and students has increased. English teachers have consequently felt responsible for providing the appropriate knowledge for texts and efficient methods of writing. However, there are few well-established directions and guidance for teaching writing skills, and scarcity of time often makes writing activities much worse in the classroom. To minimize these difficulties of teaching writing in our educational environment, this lesson plan has focused on providing practical and efficient ways of teaching writing based on the concepts of critical reading and the writing process.

Writing has been considered as a product of the critical reading of text. Cairney (1990) concluded that, regardless of the reading level, most students apply previous reading techniques to their original writings in various ways. Furthermore, he indicated that writing teachers should instruct intertextuality intentionally, by providing students with rich reading and fostering an atmosphere of critical textual inquiry. Corden (2000) examined the effectiveness of critical reading. The result of the study revealed that critical reading has a subsequent positive influence on a student's writing. He suggested that the instructional emphasis on text construction supplied students with tools and strategies not only useful for analyzing the texts but also for writing them. Its guided practice in the classroom helped students transfer their learning from reading to writing. Manak (2009) also explained the power of connecting writing and reading, stating that "students did not simply replicate an author's craft but appropriated and transformed aspects of an author's craft into their writing based on their understanding of the purpose of the particular craft feature and its influence on their reader" (p.159).

The researchers mentioned above explained the impact of reading on good writing. Critical reading of the text is crucial for learners in order to understand the organization of the text. Students can identify writing techniques and strategies and then try them in their own writing. The texts can be used as a means to learn about writing (Bunn, 2013). Therefore, this lesson will include reading activities to give them a chance to develop their insight into the English text.

In addition, another big idea underlying this lesson plan is the process of writing. Many researchers have emphasized

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the effectiveness of the process of writing. The writing process basically involves a series of activities such as the process of discovery, the students' engaging in planning, pre-writing, and revision to improve their writing, producing and working on multiple drafts, and the use of writing conferences (Elashri & Ibrahim, 2013). Villanueva (2003) indicated that providing students with high quality models and expecting them to produce their own compositions are insufficient. Flower and Hayes (1981) emphasized the importance of revision as a key factor in writing skill and quality. In their study, Shafiee, Koosha, and Afghari (2013) demonstrated that their pre-writing group significantly outperformed a control group in writing. As a result, the process of recursive revision and pre-writing contributes to producing a higher quality of writing.

Thus, on the basis of critical reading and the theoretical writing process, I designed a new model for a writing lesson (Figure 1). The writing lesson is comprised of four stages: Appetizing, Reading, Construction, and Critical interactions. The specific purposes and activities conducted in each stage are presented below (Table 1).

Regarding figure 1, the first stage (Appetizing) can be compared to an appetizer during a meal. At the beginning of the lesson, the teacher elicits various ideas relevant to the writing topic and encourages students to engage in the writing activities by using visuals, audio, or other tools for teaching. The most salient activity is that students write their drafts for about 10 minutes. Their drafts will be the stepping stone to lead them to become better writers.

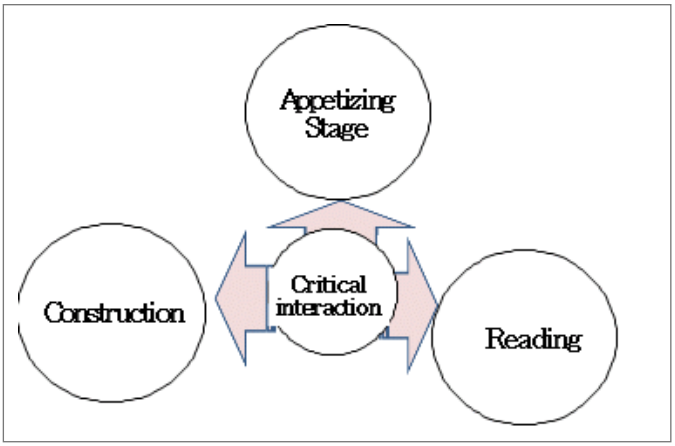

Figure 1: Model for Teaching Writing

The second stage (reading) is a critical stage for learners who have limited knowledge about English rhetoric discourse. The main activity involves the critical reading of the texts. Students are required to read and analyze the texts by interacting with teachers and peers. Teachers describe strategies and structural techniques that students can try in their writing. Through this stage, students can get an insight into the specific knowledge of the genre, strategies, and techniques that they intend to use in their writing.

The third stage directly relates to the writing activities. Students compare the original drafts that they wrote in the first stage along with the outlines of the reading text in the second stage. From this part, students start revising their drafts and then write independently.

Lastly, the most central stage is critical interactions. This stage does not play a role independently. It involves all the other stages as a helper or a facilitator to foster learners' deep thinking and reflections. It encourages learners to monitor their tasks and receive some help from experts such as teachers, peers, or some resources over writing activities. According to Vygotsky's (1978) Zone of Proximal Development (ZPD), students' knowledge can be developed by 'scaffolding,' that is, the process in which an adult, or more capable peer, assists with problem-solving tasks and activities (Meier, 2011). The critical interaction stage is performed as scaffolding in various forms in the writing lesson. Sometimes, it can be discussions, feedback from teachers or peers in an oral or written forms, or outlining activities. It can happen in all stages when considered necessary.

	Purpose	**Activities**
Appetizing stage	- Generating & gathering ideas - Motivating	- Listing (vocabulary)/ brainstorming - Clustering - WH-Questions - Writing drafts
Reading	- Providing writing techniques and strategies in social context - Enhancing the ability to analyze the text	- Outlining the texts - Questing the answers relevant to the texts - Checklists - Analysis of peer's writing
Construction	- Revising self-draft - Writing independently	- Revising self-draft - Collecting more information

	Purpose	Activities
Critical interaction	- Cooperating with peers and teachers - Developing own ideas through discussion	- Negotiating each other's opinions - Discussion/Debates - Giving feedback - Outlining

Table 1: Description of activities at each stage

As in the teaching model described above, the four stages are the main skeleton of this lesson plan. The first lesson is designed to draw out various ideas from students. The second lesson is designed to give students an overview of basic expository writing styles and the structural features through the text analysis. The final lesson focuses on developing their own writing. The general objectives of the writing lessons in the model are as following:

1) Students can write routine informal and formal correspondence, narratives, descriptions, and summaries of the facts.

2) Students can present their ideas, opinions, and arguments cohesively in accordance with the organization of written discourse in English.

3) Students can express meaning that is comprehensible to native speakers, using generic vocabulary, with good control of the most frequently used structures.

2. Lesson plan

1. Title: Dances Around the World

2. Source: Lee. C. S, High School Basic English, http://www.netextbook.co.kr/Pages/Common/BookPr.aspx, pp. 40-43

3. Objectives: Write an informative expository essay about the dance they want to introduce or learn about, including at least two pieces of detail within one paragraph.

4. Grade: first year of high school

5. Level of students: upper intermediate

6. Background: Students generally are good at English, with most of them having achieved an average of 80% on their English test scores. They can understand the native English teacher without translation in class and express their thoughts without any hesitation. They can read English textbooks with 3 to 5 unknown words and write personal stories without difficulty.

7. Learning style: Students like learning through various visual materials such as video clips and pictures. They are active and express their opinions freely. They like studying while discussing given topics and negotiating their ideas.

8. Interests: Students are interested in topics such as funny stories, culture, and lifestyle.

9. Time Allotment: 50 minutes

A. Lesson plan (Appetizing stage)

1) Specific aims

- Students can grasp general ideas about dances around the world.
- Students can identify the main generic vocabulary.
- Students can write down their ideas roughly.

2) Main activities: brainstorming and writing a draft

3) Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• For brainstorming, T presents some well-known dances around the world relevant to the text by using visuals such as video clips and pictures and arouses their interest in the topic. • Through a guessing game, T gets Ss to think of what they know about the kinds of dances (Appendix B). • * T offer clues one by one by PPT and Ss guess what dance it is whenever they see the clue. Clues are sentences including features of a specific dance. Through this game, Ss can gain new vocabulary used in the dances.	T-S T-S	10’
Presentation	• T makes Ss select one of dances they want to learn more and search for the information about the dance by using Smart Phone. Ss complete the worksheet in pairs (Appendix C). • T gets Ss to share their ideas in groups. Through this activity, Ss compare their own information with members in groups and notice their good expressions or unknown features about the dances. They can revise their information in the worksheet. During activities, T monitors their activities and sometimes points out some important features.	S-S S-S	25’
Production	• T makes Ss write one paragraph about the dance to give to other students in an informational expository text (Ss may utilize the fact profile).	T-S	10’
Closure	• T tells Ss to put the writing draft into the portfolio. • T gives homework to Ss: Surveying the information about their dances	T-S	5’

B. Lesson plan (Reading stage)

1) Specific aims

- Students can comprehend the overall meaning of the text.
- Students can identify the main generic vocabulary of the expository writing.
- Students can notice the features of the structures in the text
- Students can make an outline of the given text.

2) Main activities: Reading Critically and Making an Outline

3) Teaching and Learning Plan

Procedure	Description	C.I	time
Preview	• T introduces the main key words and expressions in the following text, using pictures to let Ss notice them by saturating vocabulary or expressions.	T-S	5’
Presentation	• T makes Ss read the text. T explains how to make an outline, then Ss write one. • Let Ss compare their outlines with each other. Through this activity, students can recognize the organization of expository writing. During the activity, T helps Ss who are struggling. After that, T gives more explanation about the specific features. • T gives Ss 'text analysis' sheet and makes them do it in pairs. During activities T gives some help to pairs who are struggling. Through this activity Ss can get more accurate features of the expository essay and grasp the overall meaning of the whole text and Ss can have chance to analyze what the writer has done (Appendix D).	T-S S-S T-S-T S-S	20’

Production	• T distributes the revising sheet to Ss and makes them check while reading the text again in pairs (Appendix E). • T gives Ss one paragraph with the topic sentence missing, and then makes them discuss and complete the paragraph in pairs. During two activities, T monitors their discussions. • Ss will share their ideas with the whole class (Appendix F) and T gives some essential features to Ss.	S-S S-S S-S-T	20’
Closure	• T gives homework to Ss.: Finding two expository writings in their textbook in order to raise awareness of the type of writing and to get insight into the genre while searching.	T-S	5’

C. Lesson plan (Construction stage)

1) Specific aims of this lesson

- Students can make an outline for the original draft.
- Students can revise their draft on their own.

2) Main activity: Making outlines of their draft and revising them independently

3) Teaching and Learning Plan

Procedure	Description	C.I.	time
Preview	• T shows descriptive and expository writings and lets Ss discuss the difference of them in pairs (Appendix F). • T wraps up the differences and raises their awareness about expository writing.	S-S T-S	10’
Presentation	• T gets Ss to make an outline of their original version of the draft. If necessary, they can add or delete some parts of information on the basis of the knowledge they learned over the last two lessons. While Ss make outlines, T monitors their activity and gives some help or tips to students who need it.	S-S S-T	10’
Production	• T makes Ss rewrite their writing by themselves on the basis of the outlines. • T makes Ss give oral feedback about their partner’s writing in pairs based on the checklist given by T (Appendix E). During peer feedback, T monitors their feedback and takes notes to catch common errors among students. * oral feedback is good for giving advice in detail and getting immediate correction after negotiating with each other. • T tells Ss to hand their writing in with feedback comments on it in order to check their participation in the classroom activities.	T-S S-S T-S	20’
Closure	• The teacher gives some feedback on errors that frequently occur in expository writing. • T gives homework (to complete the expository writing, in which the peer feedback needs to be reflected. • T tells them the next class' plan.	T-S	10’

3. Defense

English learning and teaching in Korea has been focused on two things: grammar and reading comprehension. The assessment of reading comprehension and grammar using multiple choice tests have been considered as the best predictive criterion for gauging learners' English proficiency (충청남도교육청, 2011). A majority of English teachers have complied with this trend and have poured all possible educational teaching methods and effort into grammar and reading comprehension.

However, recently, along with the introduction of NEAT (National English Ability Test), English teachers and learners have had difficulties in finding a method for teaching English writing efficiently in school due to constraints such as limitations of allotted time and a lack of resources for writing. For instance, English teachers should observe the curriculum, in addition to the writing lesson, so they do not suffer from a lack of time for writing practice. Also, they do

not have sufficient resources and knowledge about writing. Learners do not recognize the difference between English writing and their first language writing in the aspect of social rhetorical discourse. As a result, a new effective model for writing lesson is required to go through these problems.

This lesson plan has three strengths which can manage problems writing lessons have among English teachers and learners in Korea. First, this writing lesson can improve both writing proficiency and reading comprehension at the same time. Through analytic reading of the text in the perspective of a writer, learners can acquire the knowledge of the structural organization and linguistic features of the specific genre of texts. Knowledge and comprehension of the text will lead learners to become deep-thinking writers and readers. Second, the writing lesson will foster cooperative activities among learners and teachers and eventually help them develop their writing ability. During the problem-solving process, learners and teachers are encouraged to discuss the given tasks and to express their ideas creatively. They can have opportunities to reflect and amend their thinking. Another strong point of this lesson plan is that each piece of writing is completed in a recursive process such as revision, outlining, and pre-writing. Writing is revised constantly, inter-mentally, and intra-mentally through interactions with peer groups and teachers during lessons and well-guided sources or materials.

In conclusion, this lesson plan is appropriate for current English writing lesson classes in Korea. It can provide a critical view for texts through reading as a writer, sufficient interactions for expanding the student's knowledge, and focus on the process of writing. Therefore, it should be effective in enhancing the learner's level of writing proficiency.

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Appendix A

Lesson 2 Dances Around the World

Dances Around the World

Hello! I'm Mina from Korea. I'm writing to get some information on dances around the world. I have to give a presentation about this topic. I need your help! Will you help me?
» Mina2001 from Seoul

How about adding the haka to your presentation? The haka is New Zealand's traditional dance. Maori men dancing the haka stick out their tongues and make scary facial expressions. They wear face paint and beat their chests. They sing, shout, and clap their hands. Does it sound scary? Well, it was originally danced to prepare for war. The Maori used it to scare the other side. Nowadays, it is danced to welcome visitors to our country.
» MaoriMax from Auckland

Here in the USA, we have a special kind of dance! It's called square dancing, and we love doing it at parties! Square dancing was brought to the United States by English, Irish, and Scottish immigrants. The dancers make small groups of four couples and form squares. Then the "caller" shouts out movements like, "Bow to each other!" for the dancers to follow. The groups dance to country music. It's a great time for everyone!
» CountryKelly from Dallas

In Ireland, we enjoy step dancing! Irish step dance can be traced back to the late 1700s. Nowadays, it's very famous around the world. There are some famous theater shows with Irish step dance. Stepdancers mainly use their legs. They are trained to keep their upper body strong. Dancers wear hard shoes. They tap their shoes while they are dancing to the song. It's a really big sound.
» PadrickSteps from Dublin

p.42
Check out the tango! It's a very famous and beautiful dance. The tango is a ballroom dance. It began here in Buenos Aires, Argentina, during the 1800s. The dancers usually wear formal costumes. The man leads the woman into the next move by pressing her back with his hand. They use many difficult steps. Music is played on a bandoneon, a kind of accordion. You should come see the tango festivals here!
» SeñoritaRosa from Buenos Aires

Here in India, we love dance. One of our favorite dances is called Kathakali. It began about 400 years ago. It's usually performed by men wearing colorful costumes and makeup. In Kathakali, the dancers act out stories from old poems. The stories are about the fight between good and evil. The dancers' makeup shows their characters. The good guys wear green, and the bad guys paint their faces black or red. Let me know if you visit India. I'll take you to a Kathakali performance!
» DakshiDancer from Delhi

p.43
Thanks to you all, my presentation was great. In return, I'd like to tell you about Talchum, a traditional Korean dance. In a Talchum performance, the dancers wear Tal, a traditional wooden mask, to perform the dance. There are various kinds of Tal, and each one is used for different characters. The performance is usually humorous and dynamic, so everyone loves it. When you visit Korea, don"t forget to see a Talchum performance!
» Mina2001 from Seoul

Appendix B

Power Point: Guessing Game 'Who am I'

Appendix C

Worksheet: Making fact profile for the dance

Fact Profile

Make a fact profile about the dance you choose by using your smart phone for more information in detail.

1. What is dancing?
2. How do you dance?
3. What's the aim?
4. How many dancers?
5. Dancer's special movement?
6. When and where?
7. Key feature?
8. What was the reason you chose this?

Appendix D

Text Analysis

Answer the questions in pairs while reading the text.

	Questions	**Answers**
1	What is the text about?	
2	What is the purpose of the text?	
3	What is the tone of the text (e.g. formal, informal, etc.)?	
4	Which sentence states the main idea?	
5	Which sentences directly support the main idea?	
6	Has the writer used any listing words? (eg. first, second....)	
7	Which of the following did the writer use to support the topic? (describing, defining, dividing, comparing, contrasting, explaining, giving reasons)	
8	How did the writer end the passage?	
9	What did the writer do at the end? (asking questions, summarizing, introducing new material, pointing to the future direction)	
10	How many parts would you divide his passage into?	

Appendix E

Revision sheet

Mark the following checklist while reading the text in pairs.

	Area	**Contents**	√
1	Ideas	Does the writer present information clearly and in a logical order?	
		Does the writer present reliable facts?	
		Does the writer draw a conclusion based on the information presented?	
2	Organization	Does the writer begin with a sentence that will make readers want to keep reading?	
		Does the writer present a fair or balanced view of the subject?	
		What is the topic sentence?	
		Is it easy to find the topic sentence?	
		Is the topic sentence specific?	
		Are all the supporting points directly related to the topic sentence?	
		Are there enough points clearly explained?	
		Are the supporting points clearly explained?	
3	Voice	Is the writing engaging and interesting?	
4	Word choice	Does it include words that involve the sensory?	
5	Sentence fluency	Are there good transitions between the ideas?	
6	Others	Are there any parts you want to change?	

Appendix F

Discuss with your partner about what the best sentence should be written below.

While comparing both writings, find the differences or similarities between them.

The Blond Guitar

My most valuable possession is an old, slightly warped blond guitar – the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The strings are stretched down a long, slim neck, its frets tarnished, the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.
http://premiumwritingservice.com/sample-essays

Confucius' thought on education

One of the hallmarks of Confucius' thought is the emphasis that Confucius discourages people from having faith in intuition and natural understanding, arguing that real understanding of a given subject can only be achieved through careful study. In Confucius' view, this implies locating a good teacher, whose words and deeds can be imitated. Confucius is credited to have taught many students on subjects such as proper speech, morality and government. His teachings were aimed at creating men who could conduct themselves with grace and proper speech, while demonstrating integrity in all they did. Confucius particularly emphasized moral education, which he believed was necessary to instil the correct values in society (Riegel, 2006).

Improving Group Dynamics through Cooperative Learning Principles and Task-Based Approaches: Action Research Report

Melissa Harris
Practicum

This paper details a recent action research project which was conducted with a group of first year Korean university students. Preliminary feedback from the students indicated a general dissatisfaction with the content of the course text. In addition, initial video observations and teacher reflections indicated a reluctance of the students to interact with each other during class activities. The aim of the action research project was to implement cooperative learning techniques alongside task-based lessons in order to improve classroom dynamics. Research on implementing cooperative learning techniques in the classroom indicates that such techniques can help to overcome some of the more common aforementioned problems which can often arise in class (Cohen, 1994). Further, an approach based on task-based literature was utilized because the teacher felt it would best represent the more "real-world" tasks students had stated they wanted to be able to perform (Ellis, 2003). There were 3 main sources of data used in order to assess the effects of the intervention: video observation, detailed teacher reflection, and intermittent student questionnaires. Overall, the results indicated improvements in participation and levels of engagement within each group. Moreover, students primarily felt more satisfied with the group work arrangements during the intervention. Most importantly, the majority of students reported satisfaction in meeting their individual learning goals.

Introduction

This paper will detail a recent action research project which was conducted with a group of first year Korean university students. The purpose of this paper is to tell the complete story about this specific teaching and learning experience by describing its rich educational, situational, and research oriented landscape. The art of storytelling in this sense is based on the idea that inquiry based approaches to teaching, such as action research practices and reflective teaching practices, are central to teacher development and ultimately more effective teaching practices as well (Johnson, 2009). When we think of a story, we can think of 3 basic components: a story is a situation which involves some sort of predicament or problem, a story involves a protagonist who tries to solve the problem for a specific purpose, and a story involves a sequence of events which ultimately culminate in the problem resolution (Carter, 1993). Thus, we can see how the inquiry based method of the action research process is also similar. The spirit of this project is one which was based on teacher accountability in the classroom – being proactive when troubles arise. In addition to responding to a need to refine teaching practices in a specific context, this project also represented a willingness and desire to connect pedagogical practices to theory (and vice-versa) in order to develop professionally.

Currently an EFL teacher in South Korea, Melissa has a strong background in language learning theories, and strives towards praxis - theory informing practice and vice versa. She is a huge believer in knowing why you do what you do with specific groups of students. Her current interests include project-based learning, CALL, and MALL applications in EFL.

The original aim of the action research project was to implement cooperative learning techniques within a task-based approach in order to improve classroom dynamics. Therefore, in order to situate this research focus more appropriately, this paper begins its story by contextualizing the institutional and cultural circumstances leading up to and surrounding the 7-week action research intervention. This is due in part to the current teacher's beliefs and overall philosophy of learning which is based on more modern views of Vygotsky's sociocultural theory, namely cultural-historical activity theory perspectives (van Oers, 2008). Subsequently, the predicament, or problem, emerging from the teaching context will be presented in terms of the sociocultural circumstances, teacher reflection, "before" intervention video observation, as well as student feedback. Next, the rationale for the project will be contextualized through reporting pertinent results from preliminary data collection methods such as diagnostic assessments, case study questionnaires, and needs assessments. These preliminary instruments will prove to have been instrumental in the development of the "sequencing of events" which the protagonist (the teacher) had established to solve the problem. The sequence of events refers to the implemented 7 week intervention plan, and these weeks will be presented in conjunction with relevant literature. Finally, three sources of data and their respective analyses will be presented along with a discussion as to how or if the problem was solved.

Background context

A 7-week classroom action research project was implemented with a focus on a group of first year Korean university students enrolled in a mandatory conversational English class. The class consisted of 27 students from a variety of majors, with varying proficiencies ranging from novice-low to intermediate-low. All first year English classes are mandatory and based on a pass/fail system where attendance is the only determining factor of a pass or fail grade. Therefore, many students seem disinterested in truly learning English and tend not to complete additional assignments or homework. Preliminary observations by the teacher revealed that students were inconsistent with attendance, often slept, and spoke copious amounts of Korean during class. Classes met for once a week for 110 minutes, and the "curriculum" was an in-house published text comprised of a synthetic and artificial syllabus (Nunan, 2006). Therefore, the teacher decided to switch gears at the beginning of the semester in order to improve the dynamics of the classroom.

Based on prior observations concerning class motivation, participation, and negative perceptions of the course book, it was decided to allow the students to select their own topics of interest during the first week of classes the following semester. In addition, in order to better understand the underlying context, including student background, and for the purposes of designing the intervention plan, 2 questionnaires were administered to the students, including an initial needs assessment and a case study questionnaire. Finally, prior to the commencement of the intervention, an oral diagnostic assessment was administered and used in order to form heterogeneous groups for the intervention (see Appendix A). Collectively, these instruments were utilized in an attempt to identify and collect unobservable and pertinent data from the class in order to provide insight into and provide support for the rationale and the development of the intervention which will be described in the following section (Burns, 2010).

Preliminary data presentation and analysis

According to the needs assessment, the students expressed self-perceived weaknesses in all skill areas, but particularly with productive skills – speaking and writing. This was consistent with in-class observations and the preliminary video observation in which students seemed reluctant to speak. Congruent with previous group discussions, the needs assessment also indicated that students preferred to cover themes such as travel and culture within the context of meeting new people. In addition, 81% (22/27) of the class indicated they would like to use English for future traveling purposes, whereas 19% indicated no future intention to use English. Subsequently, this information was used to establish the content of the intervention, as research has indicated that choosing relevant topics which are intrinsically interesting for students is facilitative of second language acquisition (Ortega, 2009).

Preliminary observations also indicated that the classroom was organized in a primarily teacher-centered fashion in the sense that the teacher was doing most of the talking, while students listened or showed signs of avoidance (i.e. sleeping, playing with phone). Therefore, an instructional aim which emerged as a result of this data analysis was that of shifting to a more student-centered environment where students could have opportunities to develop autonomy. Further, the class met once a week for 110 minutes, but research has highlighted the fact that for proficiency to develop, language learners need at least 3-4 hours of exposure a week (Lightbrown, 2000). Therefore, the case study questionnaire included an item to assess how much time students put into studying English per week and what their schedules were like outside of class (see Appendix A). Traditionally in this particular program, homework has never been

assigned given that the class is set up as mandatory pass/fail. However, in this particular context the instructor wanted to use homework to extend the classroom hours in order to more fully benefit the students.

Further results of the case study questionnaire indicated that 74% (20 out of 27 students) did not devote any additional study time to English. 16% of the students indicated they studied from 2-3 hours per week, and 10% indicated they studied more than 3 hours per week. Overall, the preliminary data gave insight into the overall goals, as well as the way each student oriented themselves to the classroom which was important because it helped to shape the main objective of the intervention, which was to increase student engagement while covering relevant topics in a meaningful way.

Planning the intervention

The predicament which had emerged was how to move to more of a student-centered environment in order to increase levels of engagement and positively influence the overall dynamics of the classroom. Therefore, the following section will outline some of the theoretical aspects which influenced the design of the intervention in terms of improving group dynamics, but also doing this in a way which promoted proficiency as well. Specifically, based on the preliminary measures of data collection and analysis, it was decided to put a plan into action incorporating tenets from cooperative learning models as well as through a task-based learning approach. A cooperative learning approach was selected based on the observation that the students were from a variety of backgrounds and majors, and did not seem to show a willingness to interact with one another (Yashima, 2009).

Overall, research on cooperative learning has emphasized the benefits of creating such a classroom environment on a number of levels germane to this action research project. For example, through cooperative learning students have opportunities to negotiate meaning, repair and complete utterances, as well as shift topics (McCafferty, Jacobs, & Iddings, 2006). This is important from an interactionist perspective in that these conditions are thought to lead to second language acquisition (Gass, 2003). In fact, cooperative learning approaches come highly recommended for language learning and improving oral communication in particular, which was the primary learning objective for this particular course. In addition to enhancing proficiency and more directly related to the goals of this intervention, cooperative learning has also been seen as a solution to some of the more common classroom problems (Cohen, 1994).

For example, based on the diagnostic assessment, which was a simple oral proficiency assessment implemented to establish mixed-ability groups (see Appendix A) approximately 70% (19/27 students) were deemed to have low English proficiency. Therefore, one reason students could have seemed disengaged prior to the intervention was because they could not fully understand the input. In this way, cooperative learning strategies seem to provide opportunities for students to mediate each other's learning by providing assistance at developmentally appropriate times, because, after all, teachers are not able to be everywhere at once (Ohta, 2000). Therefore, implementing a cooperative learning framework potentially allows a teacher to be engaged with single groups at a time while other groups productively work towards their goals (Cohen, 1994). Finally, cooperative frameworks provide a viable way to manage mixed level classes.

In sum, research highlighting the effectiveness of cooperative learning in EFL contexts in particular has demonstrated that it is a useful tool to help develop positive attitudes towards learning, and towards other learners (Shaaban & Ghaith, 2005). Especially relevant to this intervention is that cooperative learning has also been shown to create solidarity among group members as they work on goal-driven purposes together. As such, there are basic organizational principles which have shaped the sequence of events for the intervention plan. For example, throughout the intervention the teacher focused on developing the aspect of positive interdependence and equal participation through the structuring of common goals – this is otherwise known as fostering a "sink or swim" mentality in the classroom (McCafferty et al., 2006). Another principle which was implemented during the intervention is that of individual accountability, which was structured through role assignments and self-evaluations.

In addition to incorporating aspects of cooperative learning into the class in order to improve overall dynamics, the lesson sequencing was based on an analytic, task-based syllabus. The rationale for this emerged out of the needs assessment and the diagnostic assessment in that, as mentioned, the students had indicated a preference to focus on real-world functions in the context of meeting new people and traveling. Moreover, based on the diagnostic assessment, the teacher deemed it necessary for students to develop their overall communicative abilities in an integrated manner, and so a task-based approach was taken. For the purposes of telling this story, the nitty-gritty of defining tasks and differentiating between a task-based approach and "communicative" approaches will not be undertaken. However, in

general the sequencing within the lessons was based on a continuum of focus on form to focus on meaning depending on the learning and instructional goals.

For example, many of the facilitative tasks in the lesson plans of the intervention range from pre-communicative language practice in that the students were practicing language with some attention to meaning, but not communicating anything new to their partners. Ellis (2003) refers to these tasks as "exercises." Even so, such "exercises" are deemed facilitative in the sense that they are still leading to the next task, with an overall progression leading to a more meaning-based culmination. At the other end of the spectrum, there was more of a focus on meaning, and what Ellis (2003) would refer to more as "tasks" in the sense that students were using language to communicate in situations which were designed to elicit previously learned vocabulary or supporting grammar structures with just a hint of creativity. Finally, there were tasks incorporated into the lessons which would represent "authentic communication" because the emphasis of these tasks was on the communicative aspects, and subsequently the forms were more unpredictable (Littlewood, 2004).

Intervention plan

Although originally intended to be 6 weeks in length, the intervention was extended by a week due to attendance inconsistencies and in order to allow for additional feedback to students before their final presentations. The following is an outline of the total 7 weeks:

Week # Cooperative Learning Activity	**Main Task**
1 Ice Breaker & Top 10 Communication Strategies	5 Hostels – Problem Solving
2 Group preparation for midterm: Resource pooling, dividing roles, positive interdependence	Midterm: CMC Task – Problem Tourist Situation
3 Think-Pair-Share	Describing Korean dishes to tourists
4 Guessing Game	Comprehending and describing a "Mystery" Halloween Party Menu
5 Role Assignments	Planning a slideshow of an interesting aspect of Korean food & culture
6 Role Positive Interdependence	Revise & edit outlines
7 Self-Assessments	Group presentations

Table 1: 7 week intervention plan

Sequence of events

The intervention was implemented with the overall intention that both the cooperative and task-based learning components would support and work well with each other. Therefore, in this sense it is of the teacher's purview that the lessons were not 2 in 1, but rather had a cohesive feel to them. The intervention began with a focus on group-building exercises and ice breakers to foster cooperative learning, because as every experienced teacher knows, and research supports, these kinds of activities are central to fostering group cohesiveness (Dornyei & Murphey, 2003).

The group-building activities for week 1 consisted of meeting the new group members who were previously assigned based on the diagnostic assessment. The students were asked to think of good questions to ask someone they were meeting for the first time. From there, they were asked to rank a list of 10 communication strategies in terms of importance. The main task was also designed to be cooperative in nature in that the students collaborated to read for clues that would enable them to answer questions about 5 different hostels (McCafferty et al., 2006). It was also communicative in the sense that each group needed to vote on the best hostel and report the basis for their decision to the class.

Due to institutional requirements, the following week of the intervention had to work within the timeframe of university midterms. Therefore, keeping in line with the previous week's cooperative theme, students were given a CMC task of going online, finding, and selecting a room for a tourist based on stated preferences. The cooperative component of the task included students dividing the work amongst themselves. The teacher provided the tourist's preferences, and each group was responsible for completing the task within a given 50 minute time-frame. It should also be noted that a task-based assessment was included during this week not only to provide an authentic communicative task representative of something the students might do outside of the classroom, but also to promote a favorable washback effect

whereby the assessment itself provides a useful diagnostic on progress and achievement (Ellis, 2003).

By the third week of the intervention, the teacher decided to slightly shift topics to food and culture within the same context of a tourist visiting Korea. Since the majority of the students had never traveled outside of Korea, the teacher decided it might be beneficial for them to gain awareness into some common problems encountered while traveling, namely with food incompatibilities due to cultural preferences. Furthermore, during week 3, a simple think-pair-share cooperative activity was employed in this context whereby students were asked to think of the kinds of breakfast food Koreans are likely to have in the mornings. The main task was prefaced with a series of facilitating tasks which led to the culmination of students responding to the question "what's in it?" in the form of a role-play (see Appendix B).

Subsequently the teacher made an evaluative decision to continue with more pre-communicative activities over the following week as students seemed to have some difficulty describing simple Korean dishes for informative purposes. Therefore, week 4 began with a guessing game in which pairs of students were given strips of written "hints" which were read in turn to one another. The objective was for each partner to correctly guess the Korean dish being described, and this type of interaction has been found to be conducive to positive group dynamics (Dornyei & Murphey, 2003). Students were then given authentic Halloween party food items and asked to make guesses based on the photos and titles (see Appendix B). Judging based on the photos and titles was difficult, and therefore students were given copies of the recipes to figure out what exactly "slimy bog balls" were, for example. Individual groups selected a menu item of interest, and given a number of questions to help direct their reading. The point was to be able to be able to describe the menu items to a friend – not to simply state how to prepare an item. Again, students were responsible themselves for dividing the questions among the group members.

Weeks 5 to 7 took a slightly different turn as it was decided by the teacher to implement more concrete roles according to the principles of cooperative learning for reasons which will be discussed during the next section of this paper. As previously mentioned, the intervention was extended to include a 7th week due to attendance inconsistencies as well as to provide an additional opportunity for feedback. During these weeks the students planned and prepared a slide-show about a particular aspect of Korean culture and food. The topics were selected by the students as the teacher attempted to finish the semester with more locus of control belonging to the students, which is congruent with fostering learner-centered environments (Tollefson & Osborn, 2008). Finally, in week 7 all groups presented their slideshows.

Methods of data collection

There were a number of tools and techniques used throughout the intervention which were used to refine the intervention plan when needed, as well as shed insight into whether or not group dynamics were being improved through the cooperative, task-based approach. The following chart is a summary of the tools and techniques used during specific weeks of the intervention. This will be followed by a discussion as to how they contributed to answering the intended research question: How can group dynamics be improved through a cooperative, task based approach?

Week	Observational technique
1	Video observation, written reflection
2	Group work assessment by students, written reflection
3	Video observation, written reflection
4	Written reflection, in-class observation
5	Video observation, written reflection
6	Written reflection
7	Video observation, written reflection, individual self-assessments, post-intervention survey

Table 2: Summative report of all methods of inquiry during 7 week intervention

Data presentation and analysis

Overall, there were 3 main sources of data used to answer the research question: video observations, teacher reflections, and a post-intervention survey administered to the students. The results of the video observations will be presented in conjunction with supportive teacher reflection evidence in order to paint a clearer picture of how events unfolded. The results of the post-intervention survey will necessarily shed light on the students' perspectives, which is especially important given the aim of the intervention was to shift to a more student-centered approach.

To begin, we will look at how video observations were primarily utilized in order to gauge the nature of the engagement levels within the groups, as well as measure the extent to which the students were exhibiting characteristics of positive group dynamics. In order to measure levels of engagement, literature surrounding legitimate peripheral participation (Lave & Wenger, 1991) was used as a guide in part because of the teacher's beliefs surrounding what it means to participate. Specifically, utilizing this framework we can see that students may be participating even when they are

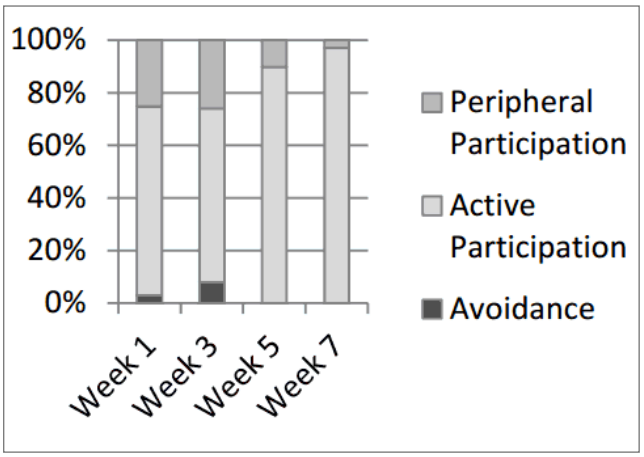

Figure 1: Average class engagement levels over 4 lessons expressed as a percentage of total class time

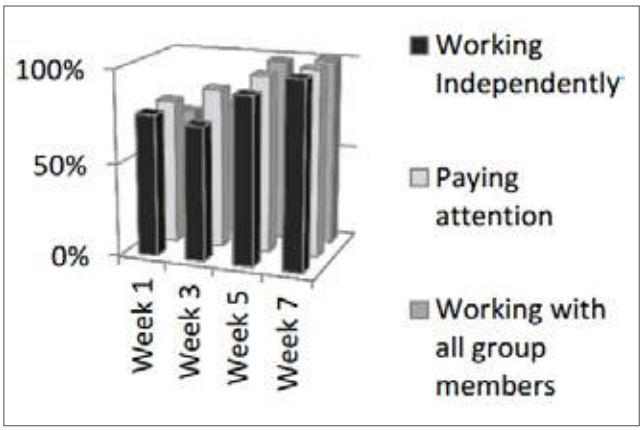

Figure 2: Measures of average class dynamics within 4 separate lessons across the span of the intervention

not speaking in class. This is important because participation assessments are often based on the extent to which students talk, but from this perspective students could be participating simply by listening. Therefore, based on this information criteria were established and used to analyze the levels of engagement within the groups:

1. Avoidance (sleeping, playing with phone)
2. Active participation (contributing ideas, contributing to overall task completion)
3. Peripheral participation (more subtle verbal contributions)

As previously stated, the video observations were taken during weeks 1, 3, 5, and 7 of the intervention. Moreover, the unit of analysis for the above criteria was the lesson itself, rather than individual tasks and activities. Therefore, group averages on the criteria were measured across the intermittent 4-week period and calculated as a percentage of class time (see Appendix C). Moreover, total class averages were also calculated across the same period with the overall results displayed below:

These results indicate that, on average, students did not only tend to actively participate more, as evidenced by within-group participation of activities, but also that the levels of avoidance decreased to almost zero by the final week. This means that students demonstrated more on-task behaviors and group productivity – especially during the weeks in which they had to prepare for a slideshow on an aspect of Korean culture and food. In addition, it was evident that some of the more reticent students in class began to be more engaged as well during the course of the intervention. This upward trend is supported by a teacher reflection from week 4:

In terms of the degree and quality of interaction between pairs, based on in class observations it was clear the students were highly engaged in the tasks themselves in that each person had a role to perform, but this was also evident from the high energy levels as well. The students also seemed to naturally select who would do the writing, which was a positive development as well (see Appendix B).

One explanation for the big difference between weeks 3 and 5 in terms of the levels of active participation could be related to the happenings in week 4. According to teacher reflection it was observed that students had been exhibiting characteristics of individual domination within groups, which can lead to sabotaging effects on group dynamics (Dornyei & Murphey, 2003). Therefore, the action plan was slightly modified to provide formal roles for the students as some of the emergent roles were not only dominant, but some students were taking more passive roles as well. This is also substantiated in tables 3 and 4, specifically in week 3. Although students were given a variety of formal roles (see appendix D), they were still given the freedom to choose the best fit for each person. The teacher provided some guidance for this, and subsequently the data for weeks 5 and 7 indicate an improvement not only in engagement but in overall dynamics as well.

In terms of the four video observations, the groups were assessed in terms of the observable characteristics of positive group dynamics during the intervention as well. This is related to one of the main guiding principles of cooperative learning in that ideally, we want our students to gradually learn how to work together toward common goals (Nakagawa, 2004). Further, the video observations were used in order to get a closer look at existing positive features of cohesive groups. Overall, the criteria used for assessing group dynamics included:

1. Observing what percentage of the class time students were working independently of the teacher.
2. Observing what percentage of the class time students were paying attention to one another.
3. Observing what percentage of the class time students were working with all members of the group.

Once again, these measures were calculated within groups across four intermittent lessons in order to gauge the group dynamics of specific groups (see Appendix C), as well as how the class as a whole demonstrated group dynamics across four lessons, which is shown below:

The overall trend based on the chart seems to indicate that, on average, students became more autonomous of the teacher, as measured by less waiting time – especially as the teacher moved around the room to check on each group. The exception seems to be in week 3, where students exhibited more of a reliance on the teacher. According to teacher reflection (see Appendix B), the overall mood of the class that day was affected by the fact that the door had been locked for 20 minutes, and 16 students were absent because of major-related activities. In addition, due to the nature of the task change and the assignment of formal roles, the students were able to work more independently of the teacher, which is a sign of positive group dynamics (Cohen, 1994). However, it might also be noted that during those tasks which were cognitively complex, students tended to primarily use their L1 to complete them. Therefore, this is an aspect which must be more thoroughly considered during task design. Moreover, the nature of the objective of

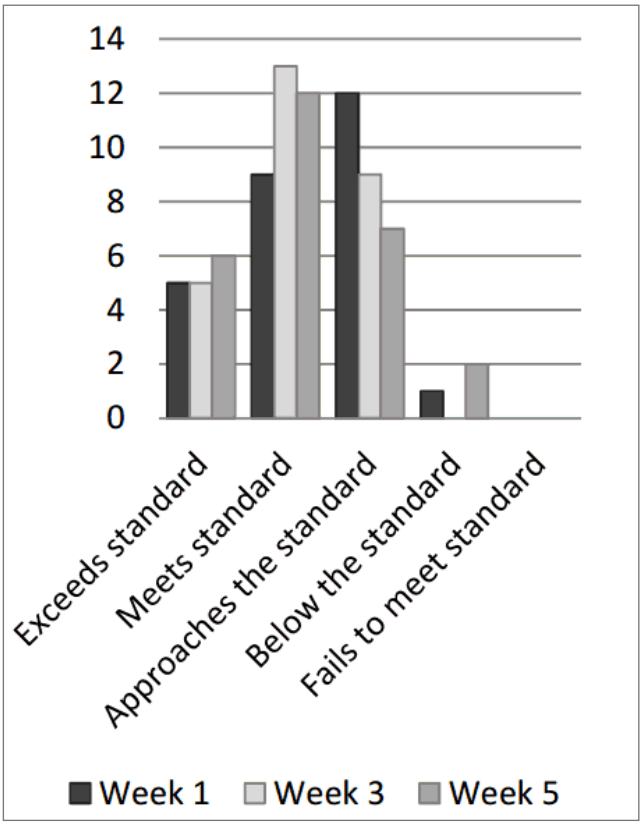

Figure 3: Student self-assessment results from week 7 of the intervention

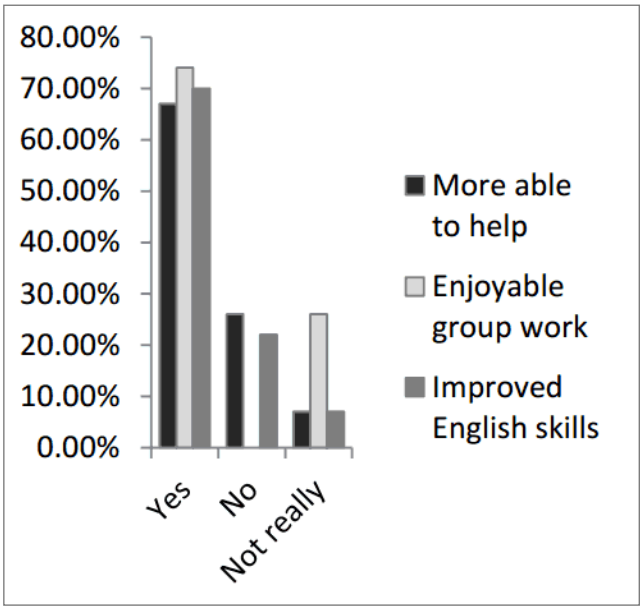

Figure 4: Student opinions on final post-intervention survey expressed as percentages

week 7 naturally led to full participation by each and every individual in the class as they were expected to give a presentation together. Therefore, it is apparent that the nature of the task itself is important for fostering cooperative groups and proficiency as well (Swain & Lapkin, 2001).

During the last lesson of the intervention, students were shown video clips of weeks 1, 3, and 5 and asked to complete a rubric for each day based on their overall contributions and effect on the class atmosphere (see Appendix A). The reason for implementing the self-assessment measure was to drive home the ever-important notion in cooperative learning of individual accountability – that is, getting students to equally participate and be mature contributors - and moreover being reflective of their own behavior (Jacobs, Power, & Inn, 2002). As such, the trend the teacher was hoping to find was that most students felt they were at least meeting if not exceeding the behavioral standards closer to the end of the intervention. The results are on shown in figure 3.

The most revealing trends in this chart are in the "Meets standard" and "Approaches the standard" categories. From a

teacher's perspective, approaching the standard is not really a good thing in that the students are admitting to have no significant effect on the classroom environment. Therefore, it is a good thing that the numbers in this category do seem to decline over time. On the other hand, a couple of individuals admitted in week 5 to having a negative effect on the classroom environment, although this trend does not seem to correlate with other data. It could be the students were using Korean to go off topic during this class, but this is simply speculation, and is not necessarily a bad thing either in terms of developing group cohesiveness (Foster & Ohta, 2005). Other positive trends include an increase in individuals reporting they exceeded the standard, and since the students wrote their names on the rubrics the teacher was able to confirm most of the assessments as well.

Finally, during the 7th week of the intervention students were also given a post-intervention survey (see Appendix A). Since the themes during the intervention reflected an overall objective to increase intercultural communication through helping tourists in Korea, 1 of the 3 questions reflected this aspect. In addition, in the original case study questionnaire administered prior to the start of the intervention, out of a total of 21 responses, 10 had indicated that they enjoyed group work (48%), and so the teacher was curious to see if the cooperative, task-based approach had won over any more students by the end of the intervention. The third question pertained to the overall goal of the class, which was to improve students' proficiencies. Therefore, the students were asked if they thought they had improved in their overall skill level. The results of the post-intervention survey are as follows:

Each of the 27 students completed the post-intervention survey, and it is apparent the majority of the class felt they would be able to assist struggling tourists better than they might have at the beginning of the course. Although there were students who still preferred to work individually, it is also apparent that the majority of students enjoyed the group work by the end of the intervention as well. Perhaps most importantly, the students felt they had gotten their money's worth, so to speak, as the majority of them also reported an improvement in their English skills. Although this result cannot be shown to be directly related to the intervention, nonetheless the overall results brought an uplifting end to a busy semester.

Discussion

The goal of the presented action research project was to ascertain how a cooperative, task-based approach could be implemented in order to improve group dynamics. The particular class involved in the action research was selected based on the teacher observation that they seemed to be the least active and engaged group the teacher had at the time. The problem was that students seemed uninterested, at times bored, and did not seem to speak much at all for the conversation class. Rather than try for a 2nd time to utilize an uncooperative text, the teacher had decided to allow students to select their own topics around which task-based lesson plans were implemented. In order to improve the dynamics of the classroom, the teacher implemented cooperative principles in the form of activities over the course of 7 weeks. They included:

Week 1
-The quality of student work can improve through a mix of diverse perspectives – Heterogeneous Groupings; Teambuilding – Getting to Know You; Positive interdependence – 5 Hostels Jigsaw ; Individual accountability – opinion exchange
Week 2
Positive interdependence – Group preparation for and completion of CMC Task; Equal participation – Group evaluations
Week 3
Individual accountability – Think, Pair, Share; Positive interdependence – Describing Korean dishes to tourists
Week 4
Positive interdependence, Individual accountability - Comprehending and describing a "Mystery" Halloween Party Menu
Week 5
Equal participation, Individual accountability & Positive interdependence – roles, planning slideshow
Week 6
Equal participation, Individual accountability & Positive interdependence – roles, planning slideshow
Week 7
Equal participation, Individual accountability & Positive interdependence: slideshow presentations

Table 3: Summary of cooperative principles aimed to be incorporated throughout 7 week intervention

Overall, the results indicated that slowly but surely students started to demonstrate improvements in terms of engagement within groups. Moreover, the dynamics of the class did improve as groups began to interact with one another more, and became more invested in the tasks. However, it is thought this is due in part to the nature of the tasks themselves. For example, during weeks 5 to 7 students were engaged with planning and implementing a slideshow. Overall, the quality of the cooperative principles changed in that, although they were incorporated into the intervention at all stages, it was not until at least week 4 when students consistently exhibited genuine qualities of cooperative learning and positive group dynamics. It must be noted that students needed to be encouraged each class to be prepared and engage with their groups. Therefore, the teacher's role in the beginning was to drive this message home through reiteration of task and activity goals. In addition, students were directly asked as to why they missed classes or were not paying attention in order to instill the value of active participation at the university level. Once again, this aspect had to be reinforced at some point during most lessons, perhaps reflecting the difficulty of teaching a pass/fail class.

In conjunction with implementing cooperative principles, the teacher also decided to implement a task-based framework because it was thought this framework would best support the learners' interests based on the preliminary needs assessment. Indeed, research also suggests that task-based teaching does in fact support a "needs-based approach" to content selection (Nunan, 2006). Moreover, task-based frameworks create opportunities to use authentic texts for real purposes, something which was adhered to throughout the intervention (Willis, 1996). During the intervention, the teacher also assessed the sequencing of the tasks and activities in order to ensure that students were given purposeful reasons for completing the tasks other than simply practicing language use for the sake of practicing language use. In this respect it was noted that the task sequencing within and across lessons also improved during the intervention, and most likely the teacher will delve into aspects of project based learning the next semester. Furthermore, in order for tasks to be considered cooperative (and conducive to SLA) they must provide opportunities for students for meaningful collaboration and opportunities to exchange opinions (Tollefson & Osborn, 2008). Finally, it might be worth mentioning that students gradually completed more of the assigned homework outside of the class, and although no formal data measures were taken on this aspect, it was nonetheless seen as a positive development by the teacher.

Conclusion

One of the worst feelings as a language teacher is the realization that students seem to be completely apathetic and unmotivated to learn the second language. However, based on the results of this action research project it seems that perhaps the most important factor in changing the environment of a class is not necessarily what the students do, but the teacher's orientation to the class. Although this aspect was not measured for the purposes of this project, the teacher felt that the students did appreciate a change overall. Moreover, this change takes time. The success in weeks 5 to 7 in particular seem to have been influenced by the nature of the tasks, but also how the students oriented themselves to the task (Coughlin & Duff, 1994). For some groups, it was clear they regarded the final project as an opportunity to be creative and expressive in L2. However, for other groups it was also apparent they were concerned about passing the course – which is not exactly a teacher's dream.

The important thing we need to keep in mind is that students come from a variety of experiences and backgrounds, and not everything is such high stakes in the Korean context. These differences in backgrounds affect the learning process and outcomes (Lightbrown & Spada, 2009). In this way, it is thought that teachers have no direct influence on learner's intrinsic motivation, which is important because it is indicative of how much effort a student will put into a given class (Dornyei, 1997). On the other hand, it is possible to create more of a learner-centered environment where students are engaged in activities relevant to their interests and cultural backgrounds, and influence positive motivation in this sense. Overall, this was precisely the intention behind the action research project.

Next semester, a closer look will be given into utilizing a project based framework in the class as this seems to naturally support a cooperative environment. Although at the current workplace this is not something teachers are expected to do, it is nonetheless important for teachers to be their best as well. One way to do this is through treading foreign ground and being willing to do something different for informed purposes. The ultimate goal for the following semester is to continue to share with coworkers the process and overall outcomes of new approaches implemented in the class. At the end of the day, after all, it is my belief that students' needs and building their strengths come before practices of standardization.

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Appendix A

Table 1A: Needs assessment given to students prior to the start of the intervention (Korean version only)

부천대학교

기본정보

이수업을듣기전어디서영어공부를했습니까?	***네***	***아니요***	**하고싶은말**
대학교에서	☐	☐	
고등학교에서	☐	☐	
중학교에서	☐	☐	
초등학교에서	☐	☐	
학원에서	☐	☐	
기타			

그곳에서얼마나영어공부를했습니까?	***네***	***아니요***	**하고싶은말**
1 년이하	☐	☐	
1~2 년	☐	☐	
3-4 년	☐	☐	
5-6 년	☐	☐	
6 년이상	☐	☐	
기타	☐	☐	

영어권국가를방문하거나여행하는것에대해흥미가있습니까?	***네***	***아니요***	**하고싶은말**
Other			

영어의필요성

12 월에이수업이끝나면영어로해보고싶은것은무엇입니까?	***네***	***아니요***	**하고싶은말**
영어로발표하기	☐	☐	
문화차이에대해이야기하기	☐	☐	
개인적인이야기하기	☐	☐	
현재일어나는일에대해이야기하기	☐	☐	
서류작성하기	☐	☐	
길안내하기	☐	☐	
호텔체크인하기	☐	☐	
예약하기	☐	☐	
여행하기	☐	☐	
영어권방문자에게한국가이드해주기	☐	☐	
응급상황돕기(사고,범죄보도등)			
영어권사람과사귀기(만남, 전화통화)	☐	☐	
TV 쇼, 잡지등영어로된엔터테인먼트이해하기	☐	☐	
	☐	☐	
기타	☐	☐	

12 월에이수업이끝나면영어로해보고싶은것은무엇입니까?	***네***	***아니요***	**하고싶은말**
영어로발표하기	☐	☐	
문화차이에대해이야기하기	☐	☐	
개인적인이야기하기	☐	☐	
현재일어나는일에대해이야기하기	☐	☐	
서류작성하기	☐	☐	
길안내하기	☐	☐	
호텔체크인하기	☐	☐	
예약하기	☐	☐	
여행하기	☐	☐	
영어권방문자에게한국가이드해주기	☐	☐	
응급상황돕기(사고,범죄보도등)			
영어권사람과사귀기(만남, 전화통화)	☐	☐	
TV 쇼, 잡지등영어로된엔터테인먼트이해하기	☐	☐	
	☐	☐	
기타	☐	☐	

영어의필요성

만약당신이해외로여행을갔다면영어로어떤것을하시겠습니까?	***네***	***아니요***	**하고싶은말**
공항주변구경하기	☐	☐	
지하철/기차이용하기	☐	☐	
기념품가게이용하기	☐	☐	
목적지에대한정보를모으기	☐	☐	
레스토랑에서주문하기	☐	☐	
길묻기	☐	☐	
우체국이용하기	☐	☐	
의사에게진료받기	☐	☐	
도서관에서책빌리기	☐	☐	
이주자와대화하기	☐	☐	
문화행사에참여하기	☐	☐	

기타		

학습방법

제 2 외국어를배우기에어떤미디어가흥미롭습니까?	*네*	*아니요*	*하고싶은말*
어플리케이션	☐	☐	
유투브	☐	☐	
웹사이트	☐	☐	
영화	☐	☐	
드라마	☐	☐	
MP3	☐	☐	
기타	☐	☐	

영어스킬

당신이영어에서가장잘하는부분은무엇입니까?		
읽기	☐	☐
쓰기	☐	☐
듣기	☐	☐
말하기	☐	☐
기타	☐	☐

당신이영어에서가장약한부분은무엇입니까?		
읽기	☐	☐
쓰기	☐	☐
듣기	☐	☐
말하기	☐	☐
기타	☐	☐

일반적인학습방법

당신의영어공부하는방법은무엇입니까?		
보면서공부하기	☐	☐
생각하면서공부하기	☐	☐
다른것들로공부하기	☐	☐
하면서공부하기	☐	☐
말하면서공부하기		
기타	☐	☐

Table 2A: Case study questionnaire and results given to students prior to start of intervention

20 responses

Summary

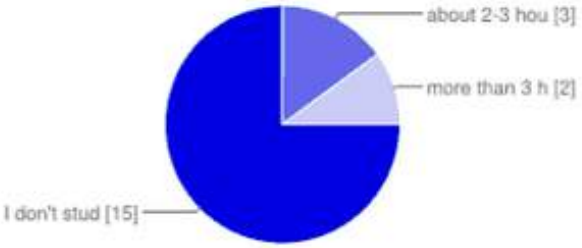
What is your major?

my major is 2D visual graphics. 3d graphic Advertisement design 3D Movie graphics 3D Movie Graphics 3D 영상그래픽 호텔외식조리학과 food&nutrition 3D Video Graphics Department 광고디자인전공 호텔외식조리과 3d movie graphicCartoon, 2D Visual Graphics 3D 영상 그래픽

What do you want to do after graduation?

Music Producer... DJ... 디자이너 I want to do TV Producer CG 작업 건축학 공부 I want to have a job Comics writer 과자점 차리기 취업 travel with my family 취직 I want to make my works company ipI wish work in 'BIG ANT' agency 모르겠다

How often do you study English per week?



I don't study English outside class	**15**	75%
about 2-3 hours a week outside class	**3**	15%
more than 3 hours a week	**2**	10%

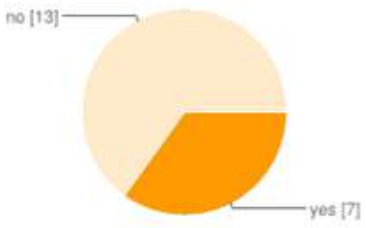
What do you usually do in your free time?

listen to music Computer smoke 기타,컴퓨터 영화 tv 보기 watching movies and reading comic books 놀기 I usually draw somethimg 폰 데이트 책 읽기 think about advertisement Computer work Play Games, Listen Music I usually play the computer game

Do you enjoy being a university student? Why or Why not?

free yes Because I am free. Yes i like it, because free time table 나쁘지않다 네 soso Of Course, Because I can do many activities... 네, 아직 학생으로써 해볼것이 많기때문에 Yes I do because there are my friends in the class. yes 즐김네 즐깁니다 아니요 Yes I do. because I like my major 예

Have you traveled outside of Korea?

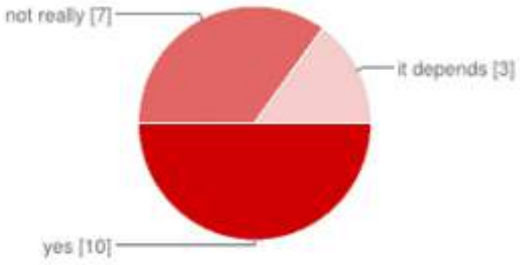


yes	**7**	35%
no	**13**	65%

Where have you traveled outside of Korea?

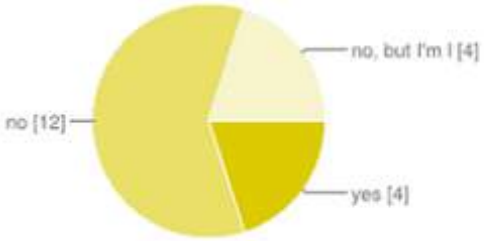
no nowhere I have never been to another country. Never travel between. Japan 중국 일본 가지않았습니다 안감 I haven`t traveled outside of korea 일본

Do you like working in groups?



yes	**10**	50%
not really	**7**	35%
it depends	**3**	15%

Do you have a part-time job?



yes	**4**	20%
no	**12**	60%
no, but I'm looking	**4**	20%

What do you think about our English Class?

Really Good cool good !thank you I like it because no book class is think widely I like our English Class because melissa let us keep on speaking I like that teaching method so so so soso 집중을 잘 하지 못함 I like our class. Very Nice not so bad good 재미있고 좋다 very good 흥미롭다

Table 3A

Diagnostic assessment rubric used to create heterogeneous groups for the intervention, including results for 27 students

0 – No reply/didn't answer at all (6/27)

1 – One word answer (15/27)

2 – Sentence answer with obvious errors (4/27)

3 – Sentence answer, but minimal or no errors (2/27)

Table 4

Final self-assessment given to students post-intervention in order to evaluate their contributions to the class during weeks 1, 3, and 5 of the intervention

	Daily Performance
9-10 – Exceeds the standard	Always actively participates, makes really good contributions to group work. Positive effect on classroom atmosphere
8 – Meets the standard	Usually actively participates, makes okay contributions to group work. Positive effect on classroom atmosphere
7 – Approaches the standard	No effect on classroom atmosphere. Small contribution to group work
5-6 Below the standard	Negative effect on classroom atmosphere. Not prepared. Late. Always speaking Korean about unrelated topics
0 Fails to meet standard	Sleeps

	Daily Performance
9-10 – Exceeds the standard	Always actively participates, makes really good contributions to group work. Positive effect on classroom atmosphere
8 – Meets the standard	Usually actively participates, makes okay contributions to group work. Positive effect on classroom atmosphere
7 – Approaches the standard	No effect on classroom atmosphere. Small contribution to group work
5-6 Below the standard	Negative effect on classroom atmosphere. Not prepared. Late. Always speaking Korean about unrelated topics
0 Fails to meet standard	Sleeps

	Daily Performance
9-10 – Exceeds the standard	Always actively participates, makes really good contributions to group work. Positive effect on classroom atmosphere
8 – Meets the standard	Usually actively participates, makes okay contributions to group work. Positive effect on classroom atmosphere
7 – Approaches the standard	No effect on classroom atmosphere. Small contribution to group work
5-6 Below the standard	Negative effect on classroom atmosphere. Not prepared. Late. Always speaking Korean about unrelated topics

Table 4A

Post-intervention survey administered during the final week of intervention

Farewell & Merry Christmas

Before and after...

* Required

Do you feel more able to help a tourist in Korea? *

- yes
- no
- not really

In general, did you enjoy the group work?

- yes
- no
- not really

Do you feel you improved your English skills?

- yes
- no
- not really

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Appendix B

Table 1B

Lesson plan and reflections from week 3

Lesson Basics		
Topic: **Culture & Food**	**Length** 110 minutes	**Date** **Oct. 21-Oct. 25** **Intervention Day 3**
Learning Objective: Ss compare differences in taste and food preferences between Western and Korean cultures. **Instructional Objectives:** To simulate likely occurrence in Korea (i.e. providing assistance to foreigners in given context) To help Ss gain intercultural awareness into why foreigners may have difficulty with adjusting to food. To prime for task-cycle completion next week.		
Enabling Skills: "Taste" adjectives: salty, sweet, oily, greasy Caloric adjectives: Heavy/Light Noun: On-the-go breakfasts		
Language Skills LSRW	**Materials:** Evernote, graphic organizers, Pinterest, Denny's menus (realia)	
Activity Plan		
Warm Up/Review: What do you think is the most important meal of the day?		
1st Period: **Main Task** ✓ **Ss explain typical Korean breakfasts, and taste preferences** Group work Individual work Whole class **2nd Period:** **Main tasks:** ✓ **Ss compare typical Korean and "Western" breakfasts in terms of taste**	**Facilitative Tasks** ✓ Ss brainstorm typical on-the-go breakfasts in Korea ✓ Ss report on their results ✓ Ss make a list of "big" breakfasts in Korea ✓ Ss report on their results ✓ Ss classify food items according to taste ✓ Ss skim through Denny's menu and collect information about typical American/Canadian	Assessment ☐ Task completion

preferences and food items. ✓ Ss explain Korean dishes	breakfasts ✓ Ss compare differences between cultures and report results ✓ Ss Ss describe Korean food dishes by explaining, "what is it, what does it taste like, is it heavy or light, what's in it?"	
Homework: Pin 5 pictures of favourite foods to Pinterest		

Tasks & Rationale:

Since the class has recently wrapped up travel, we have moved on to the broad topic of culture and food. This seemed to be the next logical step, as the developing context is such that a foreigner has or will have recently arrived in Korea. Since many travelers often experience issues with finding something palatable to eat in a new country, I wanted to get this across to the class through discovery in hopes this way would help them understand the context more deeply. Therefore, in order to do this, there were 3 main tasks in the class. The first of which was to come up with a list of typical Korean breakfasts, both on-the-go and larger-style, and classify them based on taste and caloric intake (i.e. heavy or light). Rather than talk about all 3 meals of the day, I chose breakfast because I anticipated many might feel it was the most important meal of the day (I was half-right), and also in my own experience I think this meal is the one at least many Americans and Canadians who are new to Korea miss the most. Therefore, in this sense, I felt the topic was highly authentic.

In addition, the students sifted through an authentic American breakfast menu, and gathered information about the typical foods. The purpose of this was to assess their reading skills, and to allow them to gain perspective into any differences between the two cultures.

For the third task, the students looked at pictures on Pinterest of 3 Korean dishes, and they were asked how they would explain the dishes to my brother, who doesn't speak or write Korean (and who is also coming to Korea soon). The purpose of this task was to prime for the task-cycle completion next week, and also to assess what they could do in terms of answering basic questions: *What's this, What does it*

taste like, Is it heavy or light, and What's in it? Moreover, since the intervention is aimed at fostering more collaboration in the class, the main tasks were completed in groups. In contrast, the smaller, facilitating tasks were whole-class because the students seemed reluctant to participant in the beginning.

Task Effectiveness

On the whole, the 3 main tasks of the class seemed to be quite effective in that students were able to complete the tasks successfully by going through the facilitating tasks and using the new vocabulary (i.e. heavy/light, etc). Also, by the time the class was finished, I felt they had gained additional cultural perspective as to why foreigners may have some trouble in particular with breakfasts here, namely that there tends to be more of a balance between sweet and greasy foods during breakfast. In contrast, Koreans tend to prefer heavier, saltier foods if they have time in the morning. In terms of the final task, describing 3 dishes using criteria, they were not able to do this very well as they used a lot of Korean words, but I think it is okay because it gives a good place to start next class.

Areas of observation and improvement:

It seems that one of the risks in implementing a task-based approach in class is that the task cycle itself could potentially drag on, so in this way pacing is extremely important. I felt that all of the facilitating tasks needed to be covered because each led to the next, but I wonder if it was too in depth – am I trying to cover too much in class? Although the target vocabulary was indeed interesting and relevant, I think the lesson could have been more concentrated by omitting the parts about breakfast on-the-go. However, this is a concept I wanted to teach as an expansion of an already known word, "breakfast." In retrospect, I wonder if I should have started with ingredient vocabulary sooner in the class, as I didn't realize until much later they were unfamiliar with the English words. Finally, it seems that the breakfast topic and describing Korean dishes did not fit so logically together.

In addition, as previously mentioned, the students were somewhat reluctant to talk to each other at the beginning of the class. This may have been a result of extenuating circumstances in that we had waited 20 minutes for the classroom to be unlocked, and that many of the students were absent due to the university exhibition of student work. I also noted that rather than have them brainstorm together, it might be more beneficial to introduce other activities for achieving the same result. Further, as many of the facilitating tasks were conducted whole-class, based on my impressions and video observation, it seemed that students were more engaged. I will keep this in mind as the intervention draws to a close because it is important to meet the students where they are in terms of their learning preferences, and indeed, they seem to be more responsive to this style of teaching.

Teacher action zone:

Based on the video observation, it seems I was successful in speaking to all groups equally during group work. However, during whole-class activities, I tended to focus on the most dominant students. I was aware of this during the class, however as I asked other quieter people or groups for suggestions, the time delay was so long I felt it impaired the pace of the class. Usually, I think I allow enough time for

responses, but perhaps I will actually make note of how long I am allowing students to think before they share. This seems to be one of the issues in teaching multi-level classes.

Evaluative decisions:

It seems doing a version of TBLT in the class requires a high degree of specificity in order to stay on track and maintain focus. Indeed, I think I was trying to cover too much during the last class. Therefore, my goals for the upcoming week are to try to be as specific as possible when designing tasks. Further, I would like to try to incorporate a couple of different activities I haven't tried before rather than typical activities we cover in order to make it more interesting. Depending on the flow of the class, I would also like to sprinkle a bit of whole-class discussion here and there as well. Finally, I will check into research for strategies while teaching multi-level classrooms, as I would like to keep the pace of the class, but have everyone engaged simultaneously.

Table 2B

Lesson plan and reflection from week 4

Lesson Basics		
Topic Culture & Food	**Length** 110 minutes	**Date** Oct. 28 – Nov. 1
Lesson Objectives: To have students think about important and relevant information when describing unknown food items to others.		
Enabling Skills: Demonstratives, food-related adjectives, "looks like…", "made with"		
Language Skills L SRW	**Materials:** http://www.evernote.com/shard/s204/sh/a1f8c5a3-96a3-4ad6-ad0a-c7d02edb255f/bb78ed6d633c5668eaf8117bd0b75ac3 Halloween Party Recipes: http://www.marthastewart.com/923430/halloween-party-snacks/@center/276965/halloween#933544	
Activity Plan		
Warm Up/Review: T-Ss : Elicit topic and related vocabulary from last week. Simple Q&A		

Main Tasks	Facilitative Tasks	Assessment
✓ Ss will describe mystery food and beverages being served at a Halloween Party Group work Pairs Whole class	✓ Ss will play a guessing game of Korean food items based on descriptions ✓ Ss select one Korean food item and write a description detailing hints (can't directly state the food name) ✓ Ss play guessing game based on co-constructed texts ✓ Ss select one item on halloween party menu, read descriptions and create simple explanation ✓ Ss explain menu item to class	✓ Task completion
Homework: Think about a theme for culture & food slideshow		

Tasks and rationale:

Building on last week's lesson of describing typical Korean breakfasts, and comparing them with more North-American breakfasts, this week's focus was designed to highlight more specific production of relevant target language needed to describe unknown food items. The purpose for the first task was to allow students to focus more on form as they had already processed much of the sample texts for meaning the week prior. In addition, pair work was selected for this task in which one person read the text, and the other listened. This was to allow the reader to notice particular forms, and provide the listener an opportunity to develop listening skills – namely to actively select relevant information in order to correctly identify the mystery Korean item. Subsequently, the pairs selected an example of Korean food via Pinterest, and worked collaboratively to write a description general enough to cover the basics of the item, yet specific enough to provide enough clues for the whole class guessing game.

After each pair had constructed their description, the entire class was invited to play a guessing game in which the goal was to correctly guess the most items. The rationale for this was to provide an opportunity for students to practice their short term memory skills as they were given time to memorize the descriptions to the best of their ability. The idea for this is that students will be able to transfer some of the target language into long term memory (Hedge, 2000).

Since it was the week of Halloween, it was decided to incorporate a touch of Halloween culture as well given that the holiday is an important and fun one in my own culture. In addition, the items on the party menu were interesting and diverse, and therefore it was thought the activity would be enjoyable for students. Congruent with recommendations on sequencing (Richards & Lockhart, 1996), the final task of describing unknown food items appearing on a Halloween party menu was deemed most difficult for the following reasons: the students seem to have no related personal experiences with this aspect of culture, the texts were short yet presented challenges to read for specific information as well as make inferences, the task required a different kind of description than the previous task in that students had to select relevant information to suit the context. This means that students were given a context in which they would be having a Halloween party themselves, and need to describe one of the foods to an inquisitive friend. For example: "What's an eyeball martini?" In order to complete the task, guiding questions were provided and subsequently divided among members of the groups.

Rationale for grouping arrangements during tasks

It was thought that the first task was more conducive for pair work because it was a two-way informational task which would allow students to work well together. Since these students at times are still reluctant to participate fully in groups, it was thought this kind of task would get the class off to the right start. Building from the success of the first activity, the same pairs were instructed to stay together for the next task. The whole-class guessing game was implemented in order to facilitate more opportunities for production and listening comprehension, as well as provide an opportunity for students to mingle with others in the class. The final task involving the Halloween menu was completed in students' "home groups" in which they could practice collaborative group work skills such as dividing tasks and convening on a product.

Observations

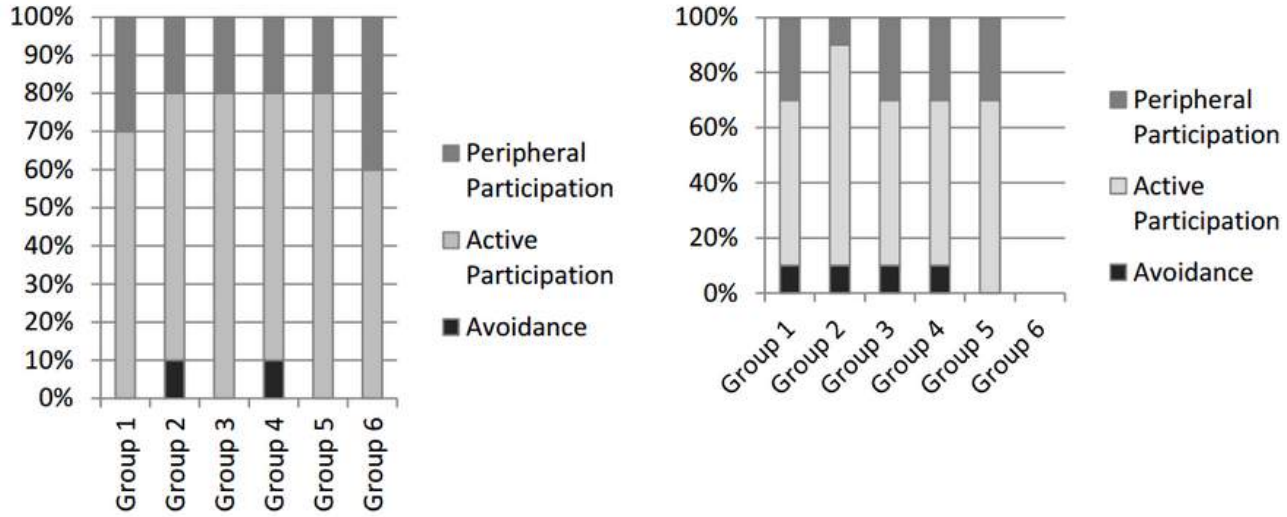
In terms of the degree and quality of interaction between pairs, based on in class observations it was clear the students were highly engaged in the tasks. This was promoted by the nature of the tasks themselves in that each person had a role to perform, but also evident from the high energy levels as well. The students also seemed to naturally select who would do the writing, which was a positive development as well. During the final task, students divided the questions among themselves, however there were still instances of some individuals dominating the task, and others choosing to listen as a form of participation. Overall, however, the groups were successful in planning a description. As for the presentation part of the task, most groups were quite reluctant to speak in front of the class, and did not seem to divide the speaking time equally. This may be for two reasons: the first of which was that the descriptions in themselves were not so lengthy, and the instructions for the task did not include dividing the speaking time for the explanations.

Evaluative decisions

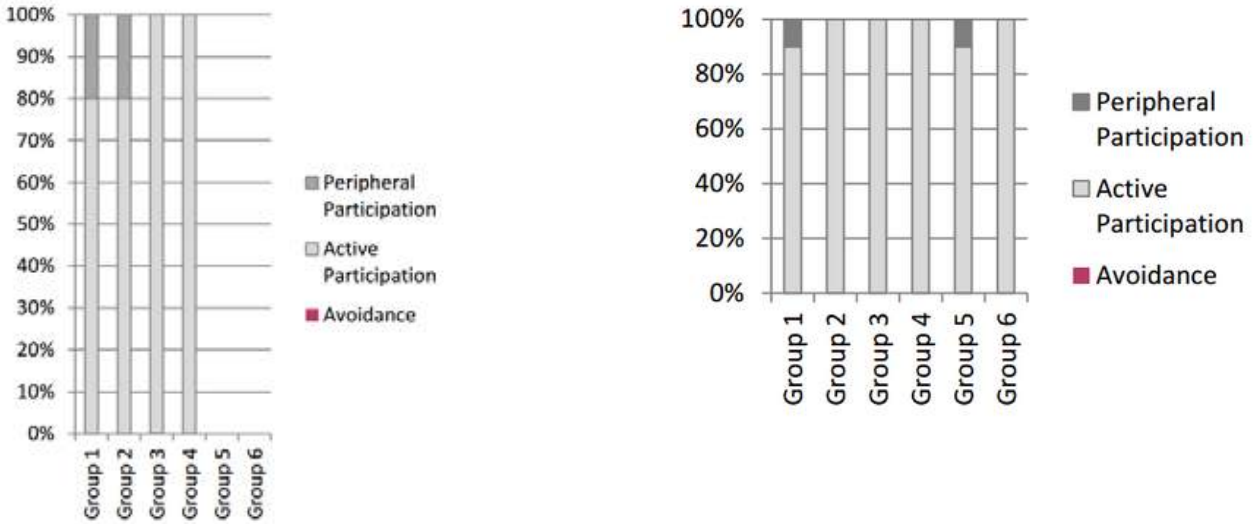
It was decided at the beginning of this intervention to allow students to decide how to divide the responsibilities during tasks themselves simply to observe it they were able to do this successfully or not. In addition, since the advent of the intervention represented more of a structured change in this respect,

it was thought that students might feel more restricted with specific role assignments by the teacher. For the most part, the students have demonstrated an overall ability to maintain individual responsibility, however, based on video observation and in class observation it is apparent this aspect will need to be developed further in order to obtain maximum efficiency within each group. For example, one of the instructional goals for the remaining intervention classes is to have each member contribute equally, in tangible productive ways. Therefore, for the remainder of the intervention, groups will be given specific roles from which to choose in order to complete a mini-project together. This is based on the assertion of Cohen (1994) in that the common problems in group work such as non-participation and interpersonal difficulty (i.e. individual domination) can be avoided through assigning specific roles to each individual. In this way, it is thought that students will feel more of a sense of accomplishment.

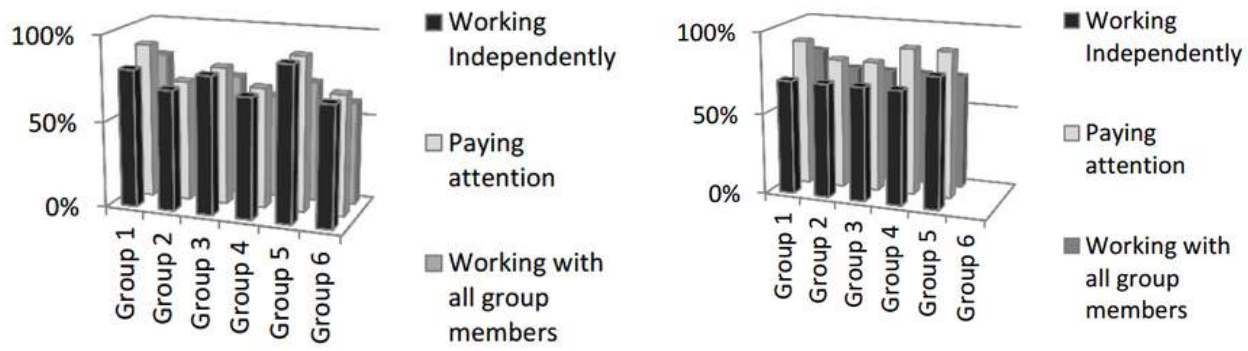
Appendix C



Figures 1C & 2C: Week 1 engagement levels and components during lesson: Group averages & Week 3 engagement levels and components during lesson: Group averages



Figures 3C & 4C: Week 5 engagement levels and components during lesson: Group averages & Week 7 engagement levels and components during lesson: Group averages



Figures 5C & 6C: Week 1: Group Dynamics by group & Week 3: Group Dynamics by group

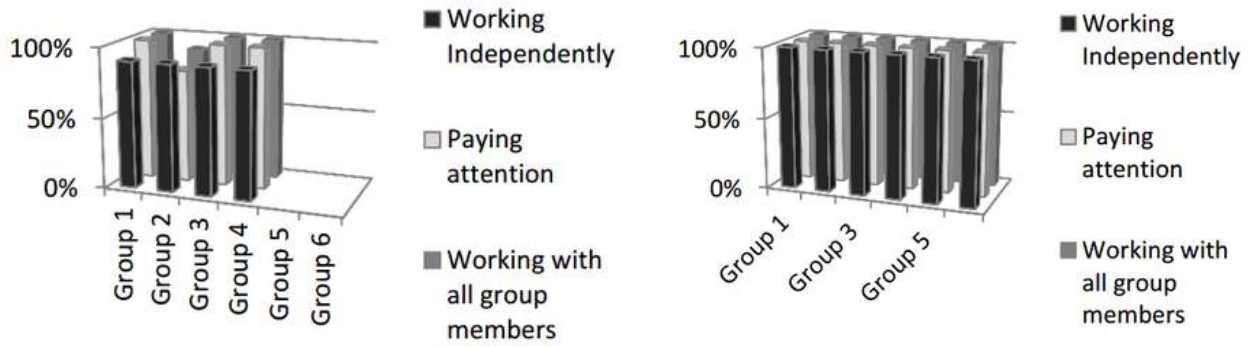


Figure 7C & 8C: Week 5: Group Dynamics by group & Week 1: Group Dynamics by group

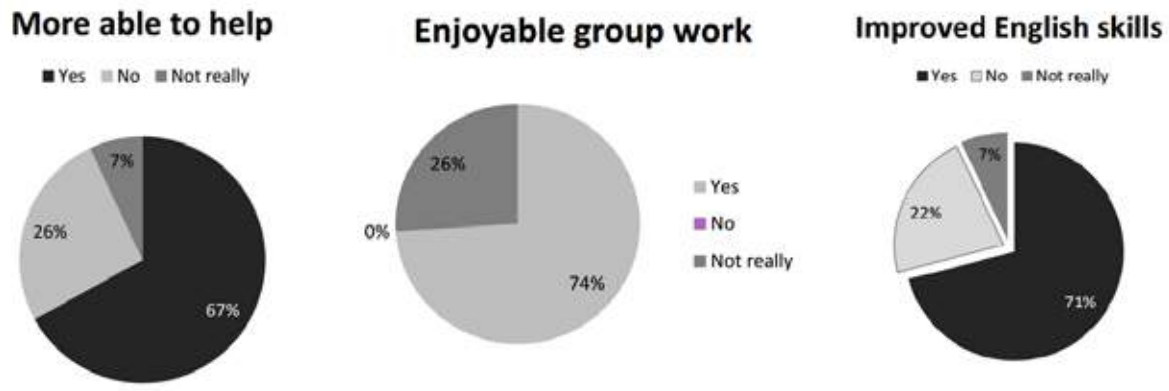


Figure 9C: Post-intervention survey average results of questions

Appendix D

Table 1D

Cooperative role options given to students during week 5 of intervention

CO-ORDINATOR

- ★ Keep the group on task
- ★ Make sure everyone gets a fair turn
- ★ Get everyone to come to a decision
- ★ See the teacher or contact other groups, if needed
- ★ Get involved! - Talk, do and listen

TROUBLE SHOOTER

- ★ Read instructions
- ★ Suggest ways of solving problems
- ★ Think of resources the group could use to solve problems
- ★ Get involved! - Talk, do and listen

GO-FOR

- ★ Fetch objects and materials that the group needs to get the job done
- ★ Make sure resources are kept tidy and are put away
- ★ Get involved! - Talk, do and listen

RECORDER

- ★ Write down group's findings, decisions
- ★ Make sure the Reporter can read and understand the notes
- ★ Get involved! - Talk, do and listen

REPORTER

- ★ Make sure you understand what the Recorder has written
- ★ Present what the group has done to the class or teacher
- ★ Be prepared to answer questions
- ★ Get involved! - Talk, do and listen

TIME KEEPER

- ★ Make sure the group is using time well
- ★ Tell the group when it is time to get going or move on
- ★ Tell the group when to finish and to pack up
- ★ Get involved! - Talk, do and listen

Graduate Thesis Abstracts

Measuring the Effectiveness of Twitter as an ESL Learning Tool

David Ford

This thesis considers the effect of using Twitter as a language learning tool through which learners can more effectively process and retain learned material. It is hypothesized that Twitter as a computer-mediated communicative tool provides affordances that stimulate a greater amount of language output in a language classroom setting compared to the direct-teaching method. A supporting hypothesis is that the medium of writing, which is used on Twitter, allows for more effective cognitive processing compared to talk-only learning methods. Forty male students participated in the study which included a pre-test for the control and treatment groups followed by a control lesson where the direct-teaching method was used, and a treatment lesson where Twitter was used to mediate answer-response interactions. The results show that there was an increase in language output in the treatment lesson where Twitter was used. The treatment group also achieved a higher improvement margin between the pre-test and post-test. These results show that an increase in language output and learning through writing may positively contribute to language acquisition. In the survey, it was found that the participants favored the use of Twitter as a language learning tool. Future studies with a longitudinal approach could shed further light on Twitter's effectiveness for language learning.

Key words: Twitter, writing-to-learn, language output

Effects of Korean Elementary School Learners' English Names on Their Attitudes and Perceptions Toward English Language Learning

Min-Gi Hong

The purpose of this thesis is to discuss the effect of Korean elementary school learners' English names on their attitude and perception toward English language learning in regard to role and motivation theories. The study focuses on two research questions: (1) How do 6th grade elementary school students in Korea perceive English names? (2) How do their English names affect their attitudes and perceptions toward English learning? Survey data was collected from 104 6th grade elementary students in Yong-in City in South Korea. Interviews were conducted with 4 students in 6th grade of elementary school from Seoul. The result of the survey showed the students' relatively positive attitude toward their English names and the effect of their perception on their attitude toward English learning. The result of interviews supported the quantitative analysis of the survey results, revealing the sources of their perceptions. The study discusses the relation between perception of English name and attitude and the perception of English learning in elementary school students. In addition, the study finds a way in which an English name can play a 'role' in English class for motivating young learners in Korea.

Key words: English name, Name and identity, Role identity, Motivation

The Guided Story Retelling Task for Elementary Students: Learner Development and Perception

Hyun-Jeong An

The purpose of this research is to investigate the influence of the guided story retelling task (GSRT) for EFL young learners on learner development and perception. Current English class activities used in Korean public elementary schools are not adequate to achieve the curricular goal of building communicative language ability because they are based on a presentation and practice framework. Therefore, the researcher presented the experimental teaching model, GSRT, to see its effect on retelling skill growth and students' perception of it. This study was carried out in experimental lessons over a

span of 12 weeks with 5 students from both 5th and 6th grade in a public elementary school in Incheon, South Korea. The results indicated that the GSRT seems to positively affect raising awareness of story elements and summarization skills. It also revealed meaningful signs for language learning because participants pushed to use the target language to convey meaning in the task. The researcher found that GSRT has potential to be a good alternative to presentation-practice activities in English classes in Korean elementary schools.

Key words: story, retelling, task-based language teaching (TBLT), story rope, graphic organizer, EFL, story elements

Students' Perceptions of F2F TBLT and Smartphones to Enhance Vocabulary Retention

Myung-Soon Im

Firstly, this thesis aims to examine students' perceptions of how the implementation of F2F Task-Based Language Teaching (TBLT) versus smartphones can enhance vocabulary retention, and which mode results in better retention of target words. Five classes of Korean middle school students (n=57) completed tasks in the classroom. Students were then randomly distributed into two groups to do their homework as post-tasks. The treatment groups had to do their post-tasks using smartphones, while the control groups did them using pen and paper. The data of the students' perceptions were collected with a questionnaire, and the results of the pre- and post-tests were compared to find which group showed better retention of the target vocabulary. The result suggests that, overall, students perceived that F2F TBLT was helpful in retaining target words with boosted confidence and positive class attitude. Both groups also showed meaningful development in retaining the target words with marginal priority of the technology groups. This study firmly shows that TBLT may lead students to become more active learners during class. It also reveals that smartphones can be a useful affordance to help students use English out of class and to motivate learners to engage in speaking and writing in English.

Key words: task based language learning, smartphones, tasks, vocabulary retention

The Comparison Between Receptive and Productive Approach for Vocabulary Retention

Ji-Eun Kim

This study examines whether productive vocabulary instruction is more effective for vocabulary retention than receptive vocabulary instruction. To compare the effectiveness of the two different teaching approaches, participants attending a university took three tests; a pretest, immediate posttests, and delayed posttests. The experiment was based on two research questions: 1) Is the productive approach more effective for retention of the new words than receptive approach in the short term? 2) Is the productive approach more effective for retention of the new words in the long term? To answer these questions 15 university students were given 3 sessions each. The receptive and the productive sessions were given alternately to the same 15 students. The receptive session was made up of reading and post-reading activities such as reading comprehension check, vocabulary review, and summarizing the stories. On the other hand, the productive session consisted of many output activities such as discussion, conversation, and writing. The results showed that the productive session was more effective for both short-term and long-term vocabulary retention.

Key words: vocabulary teaching, productive vocabulary teaching, receptive vocabulary teaching, vocabulary retention

A Study of the Effect of English Closed Captions on the Spelling Skill of Korean Elementary School Students

Karam (Gloria) Lee

This study examines the effect of closed captions (CC) on children's ability to acquire spelling skills and phonemic graphemic awareness in a Korean elementary school, grades 4 and 5 (N= 99). Students watched episodes of the animation "Clifford the Big Red Dog" twice a week for 12 weeks. They were randomly placed into two conditions: (a) watching the DVD with only sound but no captions, and (b) watching the DVD with both English sound and captions. The students' performances on spelling skills were tested with the SAST (South Australian Spelling Test) before and after the experiment, and after every viewing they were given a questionnaire. Interviews were held for the students who showed high and low progress on acquiring phonemic and graphemic skill. The results showed that students with CC performed significantly better in acquiring spelling skills than those who did not. However, low-level students from the experimental group did not show any meaningful difference in the posttest of both DVD and pseudo-words. Future studies should consider students' levels in advance of applying CC in language classrooms.

Key words: closed caption, media, phonemic awareness, spelling

Exploring Peer Feedback in a Wiki-mediated Task

Ardelle L. Malaggay

This thesis explores the positive and negative aspects of a wiki-mediated task called the chapter builder assignment that engaged students in peer feedback. It seeks to find out how beneficial the students perceived such a task to be in terms of its overall design and components. Based on the findings, the students positively perceived the task as a whole due to the benefits they have gained from doing it. They found the chapter builder assignment enhanced their learning and understanding of the subject matter. In terms of feedback components, despite some negative points, the students generally found the peer feedback beneficial because they were able to learn from one another. Through the feedback, students shared their ideas by giving comments, and from the comments they received, they were able to realize the mistakes they had made and were able to correct them.

Key words: Peer-feedback, CALL, wiki, online tasks

Low-Achieving High School Students' Reading Strategy Development through a Web-Based Remedial Reciprocal Teaching

So-Jung Park

The purpose of this study is to investigate how high school students with English reading difficulties enhance their reading strategy knowledge and use by implementing reciprocal teaching in a blended learning environment. This study also aims to facilitate active social interaction in blended learning to provide students with more opportunities to discuss reading texts and their own reading difficulties during group discussion. Low-level high school student readers voluntarily participated in remedial reading instruction for 12 weeks. The data were analyzed in both quantitative and qualitative ways. The results indicated that implementing reciprocal teaching in blended learning was effective in enhancing students' reading strategy knowledge, use, and reading metacognition. Furthermore, social interaction was activated in a blended learning environment, especially through online chatting, which provides more opportunities for group discussion.

Key words: reciprocal teaching, L2-reading strategies, blended learning

Evidence of L2 Influence on the L1 System: Thinking for Speaking and Manner and Path Events in Speech and Gestures of EFL Speakers in Korea

Su-Jin Park

According to Talmy's (2001) typology, Korean is a verb framed language and English is a satellite framed language. It has been argued that typological differences between the two language types, especially in expressing manner and path information, have repercussions on conceptualization, or thinking for speaking patterns (Slobin, 1996). In the present study, Korean monolinguals' and bilinguals' speech and gestures were compared in relation to path and manner information. The results indicated the bilingual group showed a preference for using path adverbials accompanied with verbs both in L1 and L2 narrations compared to the monolingual group. This suggests that having knowledge of L2 influenced their cognition, as using path adverbials is a tendency of English speakers. Also, the bilingual group's gesture patterns in relation to path exhibited English patterns more than the monolingual group not only during their L2 narration but also during their L1. On the other hand, the bilingual group showed stronger L1 patterns than the monolingual group in expressing manner motion. In short, this paper argues that L1 and L2 are deeply connected in that not only does the L1 affects L2 development, but how one learns an L2 influences the L1 system and conceptualization.

Key words: L1 influence, L2, Speech, Gesture, typological

Factors Affecting Speech Accommodation in Groups: A Study of Korean Users of English

Sungho (Simon) Park

This thesis examines how interaction with diverse interlocutors affects language behaviors based on speech accommodation such as convergence and divergence. Different interlocutors created four variables: familiarity, school year, speaking level, and personality. In order to analyze language behaviors, two research questions were addressed. The first question asked how participants at different proficiency levels deal with different interlocutors. The second question dealt with how participants exhibit different language accommodation behaviors according to interlocutor variations. In this study, data were recorded from observation, surveys, and interviews. First, the results showed that the main participants' language proficiency levels affected their reactions when they interacted with different interlocutors. Second, the four variables influenced the main participants' language behaviors. It seemed that familiarity was the most important factor.

Key words: speech accommodation, interaction

Developing Metacognitive Awareness of Writing Strategies by Blogging: An Action Research Study

Barry Welsh

This thesis examines the use of blogs to develop students' metacognitive awareness of writing strategies; it reports on a yearlong action research based project in which students participated as both readers and writers of blogs, and it proposes strategies to enable learners' autonomy, to foster collaboration, and to develop metacognition via blogging. Blog technology is a potential medium for encouraging reflective writing and interactive exchange through reading and commenting on classmates' and peers' blogs. This paper used blogs as out of class assignments for the development of learners' metacognitive understanding and awareness of writing strategies. The study involved 5 different groups of students over 4 semesters who were instructed to keep blogs for the duration of the semester.

Key words: reflection, metacognition, blog, writing strategies, peer feedback