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**ENGAGING EFL STUDENTS IN GROUP COLLABORATION IN
SPEAKING CLASSES**

THESIS BY

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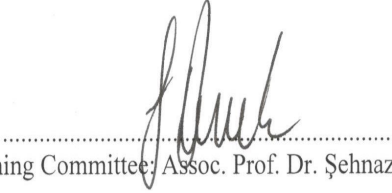
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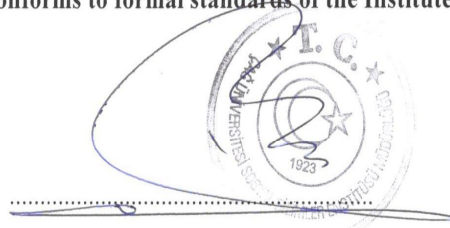


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ÖZET

YABANCI DİL OLARAK İNGİLİZCEYİ ÖĞRENEREN ÖĞRENCİLERİN AKRAN İŞBİRLİĞİ İLE DERSE KATILIMI

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Çalışmanın amacı, akran işbirliği ile konuşma becerisi dersinde akran işbirliğinin öğrencilerin birlikte çalışma yolları bulmayı amaçlamıştır. Bu çalışma tanımlayıcı bir vaka çalışması olarak tasarlanmıştır. Akran işbirliği stratejilerinin öğrencilerimin gelişimlerini gözlemlemek için, bunun bana yardımcı olacağından bu yöntemi tercih ettim.

Çalışmanın katılımcıları Gaziantep Hasan Kalyoncu Üniversitesi Hazırlık Sınıfı 10 orta düzey öğrencisidir. Bu çalışmada, veri toplamak amacıyla üç tip araç kullanılmıştır. Bunlar öğrenci günlükleri, öğretmen günlüğü ve bilgi formudur.

Vaka çalışması, İngilizce konuşma becerisinin ve iletişimin öğrencilerin konuşma faaliyetlerine katkısını araştırmak için tasarlanmıştır. Bu veri analizleri ışığında, akran işbirliği sayesinde yabancı dil olarak İngilizce öğrenen öğrencilere yardımcı olduğunu göstermiştir.

Anahtar Kelimeler: Akran İşbirliği, Konuşma Becerisi Etkinlikleri, Yabancı Dil Olarak İngilizce Öğrenimi

ABSTRACT

ENGAGING EFL STUDENTS IN SPEAKING CLASSES THROUGH GROUP COLLABORATION

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The aim of the study was to find ways of engaging reserved learners in speaking classes by using peer collaboration. This study was designed as a descriptive case study. I preferred this method since it would be a great help to observe my students' development of peer collaboration strategies in speaking classes.

The participants of the study were 10 intermediate level students who were attending Hasan Kalyoncu University in Gaziantep, Turkey.

In this study, three types of instruments were used in order to collect data. These were learners' diaries, a teacher diary and an information form.

In other words, the case study was designed to investigate the contribution of those speaking activities on the students' effort at speaking and communication in English. In the light of data analyses this study revealed that group collaboration helped EFL students with the help of group collaboration.

Key Words: Group Collaboration, Learning English as a Foreign Language, Speaking Activities

ABBREVIATIONS

ELT : English Language Teaching

EFL : English as a Foreign Language

ESL : English as a Second Language

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CHAPTER I

1. INTRODUCTION

This study focuses on EFL learners' perceptions of different aspects of peer collaboration. This chapter presents background to the study, statement of the problem, purpose of the research, research question, and definitions of terms respectively.

1.1. Background of the Study

Learners need to acquire all four skills to handle effective communication in the target language. Recently, the dissatisfaction with the transmission model of language teaching and the concern with realistic pedagogy led to some changes in the teaching methods, and these changes required related people in concern to develop alternatives to the traditional ones (Pani, 2004). These newly introduced methods usually require the involvement of both the teachers and the students in the language learning and teaching process, as the teachers' participation in that environment calms down the students and rolls up their self-esteem. Knowing their teachers do not dominate the every step they take, students feel much safer being a group member to their own teachers. As Marton & Booth (1997) state during the communication with each other, children share their experiences, ideas, see things from various points of views, therefore they conduct the meaning of world with different situations. Following this line of thought, it becomes clear that learners' interaction and collaboration in their social context are considered as fundamental to their learning environment.

1.2. Statement of the Problem

This globalized world makes it possible to get in touch with people too far from us. For this reason, it is very important to learn a second or a foreign language especially English that is to say lingua franca that has emerged "as a way of referring to communication in English between the speakers with different first languages" (Seidlhofer, 2005, p. 339). Learning foreign languages, therefore, has a huge effect not only in our daily life but also in the areas we wish to study or work on. People have

quite many reasons to learn a second or a foreign language such as financial, educational, institutional, cultural, and job opportunities. Acquiring or learning a new language helps people broaden their horizons, have access to variety of new cultures, communicate with people overseas, get a job and career much faster than the others. Learning English requires students to learn all four skills: listening, speaking, reading, and writing. Speaking, being a productive skill enables learners to use the language they learn and produce something new, makes it the most essential component in terms of using the language, since this provides learners with a sense of satisfaction. And vice versa, when learners fail to produce, this might let them get demotivated as defined by SisuluSisilu (as cited in Junias, 2009) as “a kind of internal drive that allows someone to do reading to achieve something”(p. 16).

Educational researches have revealed the difficulty of involving students in peer work. The difficulty mainly stems from unwilling learners who do not want to take part in group work very often either because of their character or the unfair workload. Collaboration in classroom has been labeled as more dangerous than traditional teaching, because it masks asymmetrical power relations in the classroom (Zellermayer, 1989). Another point that needs to be kept in mind is grouping or peering the learners regarding their social and cognitive level. Concerning the language teaching classes in Turkey, we may easily imply that almost every language class does not have a fair balance in terms of both their cognitive and social level among the learners and it is certainly not easy to keep a fair balance in each of the group or peer activities while teaching and learning takes place. At Hasan Kalyoncu University, the institution in which I work, how to engage students in peer collaboration especially in speaking classes has been an important issue being discussed in almost every meeting. Therefore, I hope this study helps the teachers to learn how to engage their students in peer work effectively in their language classes. Not only teachers but also learners benefit from peer or group work to a large extent since the more learners communicate with their peers or group members, the more they have a chance to practice English during a combined various levels of simultaneous learning process in a random way. The purpose of this study is to examine the possible strategies to engage my reserved preparatory students in Speaking Classes by using peer collaboration.

1.3. Purpose of the Research

The main purpose of this study is to create an effective language-learning atmosphere using peer collaboration that increases learners' intrinsic motivation and problem solving skills. There have been quite a number of assumptions for improving and enhancing peer collaboration atmosphere in a language class. Among such improvements could be extra external supports, such as situational and imaginative variables. Another factor might be inclusion of task design, which is widely used while teaching a foreign language. With the help of task design among their peers or group members, learners have the chance to evaluate what they produce in their language classes and practice the language a lot more than individual work (Ames, 1992; Fuch et al., 1997). It is expected that learners' participation based on peer collaboration will mediate the effectiveness of inner motivation and problem solving skills since it mainly focuses on interest in learning and performing their productive skills. Learners in heterogeneous peer groups would show higher inner motivation scores and better problem solving skills than learners in homogenous groups. Along with the effect of a learning-oriented context, it is expected that students with low levels of self-efficacy will gain more social and cognitive benefits from heterogeneous peer grouping than homogeneous peer grouping (Gabriele & Montectinos, 2003).

1.4. Research Question

The present study looks for the answers to the following research question:

How can I engage my reserved preparatory students in Speaking Classes by using peer collaboration?

1.5. Operational Definitions

Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Form and meaning depends on the context where it is produced, including

the speakers themselves, their experiences, the physical environment, and the aim of speaking. It is often spontaneous, open-ended, and evolving.

Collaboration

It is often defined as a situation where two or more people work together for a common aim. In theories of learning, collaboration is defined as a mutual engagement between members in a group when they try to solve a problem together (Dillenbourg et al., 1996). Damon and Phelps (1989) emphasize equality and mutual engagement as two vital dimensions of peer collaboration.

Interaction

Interaction is the challenge to combine learners in such a way that the learner maintains her or his curiosity to explore the world and develop an urge for life-long learning (Sheridan, 2001). As the author stated interaction leads learners to produce therefore use the second or foreign language in their classes.

CHAPTER II

2. REVIEW OF LITERATURE

This chapter presents the theoretical basis of the present study. This part includes background information about teaching speaking and peer collaboration in speaking activities. It also discusses politics of cooperative learning, simultaneous interaction and models for simultaneous interaction respectively.

2.1. Introduction

Engaging foreign language learners in peer or group work has always been a vital issue among the teachers and the learners. To start with, I believe unless I give tasks to them individually, most probably only one of them will take all the responsibilities to complete the task given. Therefore as teachers practicing group or peer work in particularly in speaking classes, we should keep in mind that the engagement takes place mutually rather than one-sided. If the very peer-work takes place intensively, then collaboration would not be able to happen as only one of the partners would take directions.

Refraining from task might even stem from reserved learners. As some learners might be quite obsessed with the correction of words they try to use in their language classes, their chances of using such words is really low."Vietnamese learners are concerned with the consequences of their speech and how it may be accepted, which also derives from Confucian philosophy stressing the importance of care in words" (Scollon, 1999, p.18). Else than the importance of words for learners, some might simply not prefer to use or practice the foreign language because of their insufficient knowledge about that language. They may suppose that their foreign language is never good enough to produce something new and use the language hence they simply do not speak the language. "Learners' reluctance to interact may come from their linguistic deficiency, which makes them concerned about making errors and appearing foolish in front of peers" (Phillips, 1999, p.126).

As one of the experienced educators stressed out: "The more competent thinking or performance displayed by the child in the collaborative process itself should be

internalized 'appropriated' for use in subsequent individual performance" (Leontyev, 1981 p.197). As one of the illuminating lecturer uttered in a seminar I attended, Groups of children can learn anything by themselves, if they can search, read, understand and believe (SugataMitra, 2013). Everything is possible for learners to learn and practice within their groups or peers if they really keen on learning in class.

As Rommetveit (1983) states, "Communication aims at transcendence of the 'private' worlds of the participants. It sets up what we might call 'states of intersubjectivity'"(p. 94). The value of subjective ways mentioned above is language learners, when dealing with a task, problem, or conversation; they make sense of their own subjective ways. Therefore they most probably flow and connect ideas via which effective collaboration takes place.

2.2. Learning through Interaction vs. Social Competence

A great deal of studies has been conducted about peer collaboration so far. "Both parties in an engagement take direction from one another rather than one party submitting to a unilateral flow of direction from the other; mutually means that the discourse in the engagement is extensive, intimate, and connected" (Damon & Phelps, 1990, p. 13). We can easily understand from his statement that the engagement among learners had better not be one-sided, but collaborative.

One aspect that we need to focus is that it is much easier to make atmosphere interactive when working with younger language learners. Thinking about our own students we have known, we might recall that young language learners engage in excessive socializing with their own peers or group members. Hence it is the mission of language teachers to get their attention during their natural environment to complete the given task given by the teacher. Teacher, as the observer during peer or group work, has to obtain necessary background information that will help them better perceive what the language learners are engaged in at that particular time. On grounds that the language class has a various kinds of learners' backgrounds, teacher might be provided with interpersonal attention. In addition, less able students are likely to receive more attention in a heterogeneous peer group than in a homogeneous peer group (Hooper & Hannafin, 1988).

2.3. Politics of Cooperative Learning

Following the line of argument stated above, it becomes clear that one way to fully involve students might be giving them different tasks and ask them to try to follow up the steps and complete their missions. For a learner, a greater scaffold is provided, as task difficulty increases, the learner needs more help or guidance to complete the task given. Scaffolding is integrated with shaping the technique in which task difficulty is also varied as a function of learner skill (Hung, 1999). Kirkwood (2001) reported how the ‘outside expert’ played the leading role at the beginning of the project, with the participants gradually taking on a more central role as the research progressed. On the other hand, rather than rewarding them as a group, he wished to reward them individually according to their performance during the group work. Otherwise those who refrain from all the work to be done and simply approve what is going on through would expect others to perform the entire task. Therefore, in order to prevent such behaviors, we need to try to evaluate them individually no matter how many they are in the group. Self-evaluation is one of the advantages that come out of peer assessment during language classes. More specifically, using peer assessment helps students to develop certain skills in the areas of, for example, communication, self-evaluation, observation, and self-criticism (Dochy & McDowell, 1997).

2.4. Simultaneous Interaction

The sense of working together encourages learners to collaborate more with one another and therefore obtain a common goal and work accordingly. The first element is positive interdependence, which generates the sense that we sink or swim together (Johnson, Johnson & Smith, 1998). According to Cohen (1994), “without positive interdependence, learners occasionally fall into the trap of hitchhiking where they let one learner do all the work for them, or of being off task”(p. 23). Such behaviors would depict learners to lack certain encouragement and enthusiasm for learning the foreign language. Once the students’ stay away from what is to be done, they lose their interest and essential responsibility to carry out the task given by their teachers.

2.4.1. Models for Simultaneous Interaction

There have been quite many of both approaches and models concerning the social interaction in language-learning atmosphere depending on different aspects of the learners. Many examples of alternative educational approaches have been reported, in which practitioners have steadfastly subverted the dominant, neo-liberal framework as they have continued to celebrate access, participation, diversity of cultures, class backgrounds, families, and young people's worlds, experiences and aspirations (Ayers 2004; Fielding 2006; Smyth et al. 2008, 2009; Smyth, Down, and McInerney 2010). However deciding on the most appropriate model as a means of interaction is affected by various factors, such as; age and social level of the language learners, language learners' expectations, language skills that are intended to teach learners, cultural backgrounds of the language learners, number of students in the language class and ultimately the pedagogic competence of the teacher. Consequently, Phakiti (2006) states second language reading comprehension is a complex, dynamic, multicomponential, and multidimensional process, which necessitates contextual factors as well as individual factors to the readers. During the past decades research has focused on the role of the interactional factors constituting successful performance in group- and teamwork (Cohen&Bailey, 1997). Keeping all those aspects in mind, we need to practice the most effective model or make a combination of a few models that might most probably work at our language classes. Three models of simultaneous interaction I prefer to study are; role-plays, inside-outside circles, and story completions.

2.4.1.1. Role-plays

Role-play is a classroom activity, which can lead learners, be aware in terms of both cultural and social interaction for spoken language in various situations. Vygotsky supported the idea that imaginative play began during the preschool years and called it "pretense play." He also believed that development happens in play and that it is the most leading activity in development during these years (1978). In this play, children role-play themes or stories that express their understanding of their society (Nicopoulou, 1993). Learners need to adapt to such various social situations by using their knowledge, hence we can say that role-play activities encourage learners to use

English language to interact with rules that are especially used in English culture. Corsaro and Rizzo (1988) also state the important fact that learners' participation in interactional routines contributes to their acquisition of language and understanding of culture.

Act outs play an important role especially in speaking classes; role play encourages learners to practice grammatical structures, various social interaction rules, some certain aspects of cultural knowledge, with the help of such roles, learners have a chance to develop their communicative skills. Cooperative Language Learning (CLL) is mainly made up of the studies of Piaget (1965), Bandura (1986) and mostly on Vygotsky's (1962) that were related to the role of interaction in learning process. These scientists claimed that the most outstanding role belonged to interaction through peers or groups for Cooperative Language Learning (CLL). We as the language teachers should encourage our learners' spontaneity. Learners will learn to apply those mentioned rules in a calm atmosphere, "communicative competence has also to be learned and is no less complex (than linguistic competence) and our point was that some part of this competence can be learned in school not by teaching rules of conversation but by conducting conversation in a particular way" (Brown, Anderson, Shillcock, Yule, 1984, pp. 33-77).

2.4.1.2. Inside-Outside Circle

Inside-outside circle is a model of group work, which works well through information sharing and mastering their skills, especially in terms of speaking. An inside-outside circle is a fantastic way to empower students for Sorting Out some of the initial ideas from a source of information, hearing other students' perspectives and thinking through their own responses in order to communicate their thoughts to a partner (Kruse, 2011). It is quite appropriate for learning classes if learners are intended to feel relaxed and calm among each other in a new class, in which learners are got to talk about themselves in English. Burkman and Gregory (2012) state that inside-outside circles provide opportunities for dialogue, communication, and physical movement. But if teaching class is more crowded, it might cause few problems concerning of too much noise, as learners will be standing close together and speaking, however there is a smart solution to solve this problem in your crowded classes as, you might ask your learners

to whisper instead of speaking. According to Liaw (1997), teachers should supply English language learners with a rich language environment where learners are continuously engaged in language activities. Learners are in need of interacting with one another hence learning through communication might occur.

Inside-Outside Circle activity is especially suitable to train learners to present materials in a crystal clear way. And another main reason why I prefer to use inside outside circles is that, learners can practice the target language without consuming each other's time. This is a good "ice-breaking," "warm-up," or "review" activity and should be used for short periods of time to get students to interact in the target language (Denny, 1995). This can be performed in the following way: All members in the first circle make a presentation that takes about five minutes for their partner in the other circle. The listener partner must listen carefully as she/he is expected to give feedback afterwards. This feedback is generally in the form of praise or advice on improvements, after which partners change roles hence, the listener becomes the performer, and the performer becomes the listener. After they receive their feedbacks, they discuss the possible strategies to improve their performance with their group members. After such discussions and brainstorming, they participate in their circles once more keeping the feedbacks and advices in mind by the help of which each of the learners has a chance to perform their presentation skills. One of the most vital issues in learner-control research is how much or what kind of help should be given to learners during the language learning process to increase learner involvement, mental investment, and achievement (Williams, 1996).

2.4.1.3. Story Completions

Many story completion activities depend on the focus of the inquiry and this technique could be applied either individual or group. Anton (1999) stated the new role of the learner in learner-centered instruction as "The role of the learner is that of a communicator: Students interact with others, they are actively engaged in negotiation of meaning, they have an opportunity to express themselves by sharing ideas, and opinions and they are responsible for their own learning"(p. 303). However instructions vary, expressing feelings, expressing the first thing that comes to mind. The previous

instruction might be useful in terms of different aspects, as Piaget (1932) used story completions to study moral judgment. On the other hand, story completion activity could be quite effective if teachers are eager to discover learners' inner worlds as well. The socio-cognitive theory of Bandura suggests learning mainly depends on complex, mutual interactions among behavior, physical environment, and individual terms. In social cognitive theory, language production is regarded as a dynamic process of constructing meaning and expression (O' Malley & Chamot, 1990).

This activity might take a start by giving each group a sample text, in which only one part of a story is given, and learners as a group are required to write down or speak out a conclusion in their own words. It allows learners to express themselves, in terms of psychodynamic approach. It helps teachers to gain understanding of children's inner conflicts along with generating hypotheses and serving as a path to further evaluation.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This section indicates the nature of the study and the research design. It also presents information about the participants and the setting of the study, data collection instruments, data collection and data analysis procedures.

3.2. The Research Design of the Study

The aim of the study was to find ways of engaging reserved EFL learners in Speaking Classes by using peer collaboration. This study was designed as a descriptive case study. As Robert (2009) states, case study is defined as a descriptive, explanatory analysis of a person or group, where I used it to describe my preparation students. I preferred this method since it would be a great help to observe my students' development of peer collaboration strategies in speaking classes.

3.3. Participants

The participants of the study were 10 intermediate level students who were attending Hasan Kalyoncu University in Gaziantep, Turkey. Convenience sampling strategy was used to select the participants, as they were the easiest to reach. Patton (1990, p. 180) states convenience sampling as "doing what's fast and convenient". In my example of the 1,000 university students, I was only interested in achieving a sample size of 10 students who took part in my research.

Out of 10 students, 6 of them were females and 4 males. The mean average of their ages was 19.5. Additional demographic information about the students can be seen in Table 1 and Table 2. Table 1 shows the distribution of students' undergraduate area of study. Table 2 indicates the types of high schools the students come from.

Table 1. Distribution of Students' Undergraduate Area of Study

Undergraduate Area of Study	Number
Architecture	2
Civil Engineering	3
Political Sciences and International Relations	1
Business Administration	4
Total	10

Table 2. Distribution of The Types of High Schools the Students Come From

Types of High Schools	Number
General High School	5
High School Providing Intensive English Education	2
Private High School	2
Total	10

As could be seen in Table 2 above most of the students came from general high schools that rarely provide sufficient English language education. For this reason, they were offered 22 hours of English classes per week for 18 weeks at Hasan Kalyoncu University preparatory school in the first term. The present study was conducted in the first term of the preparatory school year.

3.4. Data Collection Instruments

In this study, three types of instruments were used in order to collect data. These were learners' diaries, a teacher diary and an information form. The following section presents detailed information about the data collection instruments of the study.

3.4.1. Personal Information Form

The personal information form I created for my learners is a short written paper in which learners are supposed to fill in correct information about their families and school backgrounds. It was a great help to me since I had to consider their schooling background before I started my study in order to determine which strategy to use in my language classes. Below is the information form I designed for my language learners.

Figure 1. Personal Information Form

Name:.....

Surname:.....

Where are you from:.....

Highschool:.....

Have you ever been to abroad:.....
(if "yes", where?)

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ÜNİVERSİTESİ**

3.4.2. Learners' Diary

In my opinion, a learner diary could be a written copy in which language learners are supposed to write their opinions on what they have learned during the week. Their main goal is to help language learners reflect on the learning process and especially on which strategies seem to work best for them. What they write down is totally a question of personal choice in my classes.

In this study, the learners were asked to write in their diaries each week reflecting on their personal experiences of English language classes. More specifically, learners' diaries were used to obtain data about their view on the peer collaboration, taking place in their speaking classes and their possible preferences about peer and group speaking activities and how they felt during each session.

The following questions provided to the learners by the researcher guided student reflections in their diaries:

- What is something you dislike about peer work?
- What is something you do well in your group?
- What is your favorite role in your group and why?
- What is a good peer?
- What is your favorite section of group work?
- What is your idea of a dull group work?
- What is the best way to treat meddlesome group members?
- What is something you are optimistic about?
- What is something you are pessimistic about?
- What is the best role you ever had in your group work so far?
- What is the best role you can have in your group work?
- What is something that makes you feel sad?
- Who is your favorite peer and why?
- What is something that really bothers you?
- What is something that really makes you angry?
- What is the best advice you ever received from your teacher?

One of the main goals of getting learners to keep diaries was to collect data about their self-esteem as they reflected on their own ideas after each language class. Before I gave them the chance to keep their diaries I supplied them with basic information about the criteria of the diaries they were supposed to keep. Firstly, I told them that what they write in their diaries would not be graded which I thought would lead to receiving honest responses from the learners. Secondly, I told them to keep their diaries in Turkish to give them the opportunity to say what they want to say without the burden of linguistic competence.

3.4.3. Teacher Diary

In qualitative studies diary keeping is one of the main data collection tools. To start with, I suppose it gives a language teacher to get the chance to write freely without limits. It also provides the language teacher with denser linguistic information. At the same time, it could be reviewed many times whenever needed. Each time reviewed, the main focus could be drawn to some other points so it might be studied intensively. The number of learners in my study cannot be considered very high, however the study procedure took a long period of time therefore it was impossible for me to keep all the data in my mind. Consequently using a teacher diary was the best idea for my study. I wrote down my diary at the end of each week using the prompts which I planned previously as:

- What is something difficult about group work?
- What is something easy to complete in learner groups?
- What is the best method to encourage group members?
- Do I create positive interdependence for learners?
- Do learners equally participate in group work?
- Does learners' linguistic awareness rise during a group work?
- Does group work develop learners' thinking skills?
- What do group members mostly complain about?

3.6. The Procedure of the Study

The program, which I designed and conducted to teach my reserved preparatory school students how to collaborate with their peers in speaking classes started at the beginning of 2013-2014 academic-year. The program started with releasing permission from Hasan Kalyoncu University, Head of School of Foreign Languages in Gaziantep to conduct this study. Following permission, I started the program with a randomly chosen preparation class of mine, which consisted of 18 intermediate level learners. The study was conducted during a four- week period. The learners had four hours of speaking each week.

Before giving any treatment, personal information form was delivered to elicit background information about the learners and their families. Both the learners' and the teacher diary were used to discover if peer collaboration during speaking classes had a positive effect on engaging learners. Along with the learners' and the teacher diary, personal forms were used to get a subjective view of the learners about the class.

The program mainly focused on collaborative strategies such as: story completion, find somebody who, and role-play. The design and the conduct of the program are presented in the following section.

3.6.1. Week 1

The aim of the first week was to help the learners to ask and answer questions so that they could complete all the questions on their personal information sheets within the time limit given to them. Colored sheets were used to achieve this purpose.

Procedures Followed:

I asked my learners to pick a colored tape band, and then asked them to create groups with the same color tape band that they had chosen. Then I started my class with giving them some information about the procedure I was going to apply throughout the program. I had their questions considering this study of mine, so that they do not have a blur mind. After giving adequate information, I distributed the personal information forms, on which they were supposed to provide personal data; such as their names, surnames, hometown, high school type, and finally whether they had been abroad, and

if so where. I thought I needed background personal information about my students before I start using collaborative strategies I had previously planned to practice in my language classes. After they had filled in and given the personal information forms back to me, I asked them to make a sentence focusing only on the messages that they wanted to convey. When drawing my students' attention to the meaning of their sentences I aimed to create a stress free language-learning environment so that the learners would pay attention to fluency rather than accuracy.

The first activity I used was *Find Someone Who* with the belief that the task of asking questions would help students to communicate with each other easily. I preferred to use this strategy at first as I thought the informal environment in the classroom would help students to feel safe and free in practicing the language. After they had completed this task, I asked them to go back to their places and check their answers with their peers or group members. All my four hours of teaching speaking continued this way, but it was clear that they have improved a lot compared to the first class they had. The learners were expected to ask and answer questions so as to find and write the answers to all the questions on their sheets within a time limit.

3.6.2. Week 2

The main aim of the second week was to help learners to make up a story by asking each group to produce one meaningful sentence that is consistent with the previously told lines with a specific emphasis on meaning. To achieve the stated aim a *Story Completion* activity was used. In addition, colored tape bands were used to group the learners randomly.

Procedures Followed:

In the second week, I asked the learners to work in bigger groups as they got used to the speaking atmosphere more with the previous activity that they had performed previous week. However, in this activity they were given shorter time to make sentences. The story completion activity in the first week was not a big success since they were a bit nervous as what to say or do during the speaking classes. But in the second week, they seemed more confident therefore accomplished the requirements of the task effectively.

3.6.3. Week 3

In the third week, the focus was on learning to take part in role-plays. The learners had to perform simultaneous role-plays with their group members as they got used to both their classmates and activities. Papers, pencils and small post-its were used for the third week of the study.

Procedures Followed:

Learners were first grouped randomly and asked to think of the most difficult situation they faced with during the first weeks of the school and to perform an act-out the situation that they identified. They were allowed to take small notes on post-its and stick those on themselves if they wished. They were not given a chance to write down every word that they were supposed to utter during their role-plays but perform rather simultaneously in class.

The first thing that got my attraction concerning the role-play collaboration strategy was that they criticized their group members a lot. I let them have small notes in case they needed as they might be feeling anxious during the role play. However, they experienced various problems such as forgetting their replicas and confusing their roles.

3.6.4. Week 4

Learners were expected to role-play without writing or taking any kind of notes with themselves in a limited time. Randomly grouped learners were asked to perform the story completion activity once more but this time with more complex and grammatically correct sentences. Learners were allowed to use extra clothes and accessories. Colored tap bands were used as well.

Procedures Followed:

To start with learners were expected to set a plot and share characters for the role-play they planned to perform but this time without writing notes. Then, the learners performed the role-play as a group on the stage, and finally it was time to receive feedback accordingly. The participants were asked to choose a role-play card, which stated a situation to brainstorm for a few minutes then create an atmosphere for an act-

out session with their group members. This session made them become more creative and made use of the target language more often.

Secondly, we did a practice activity to increase their self-esteem. Before doing the activity, I had to move all the chairs and the desks to one corner with the help of learners. After that, the participants were asked to make a big circle in the middle of the class. Then I chose one of the participants randomly and asked him to say a sentence, which came to his/her mind at that point. Then the participant next to him had to repeat that sentence and add another one for the next participants. This method was also handy with a ball, in which participants were free to throw the ball to another participant to make a new sentence to be linked to the previous one.

Lastly, inside-outside circle method was used to improve their presentation skills; the participants were asked to make two circles, in which they had their own partners from the other circle. They had a chance to become both a listener and a presenter. Taking on two different roles helped them to be aware of their skills with the help of the feedback given. In each lesson, I monitored and assessed the participants' oral skills when they were on task. As the learners were comfortable while performing the tasks that they were assigned in the class, they were more eager to practice English as compared to the beginning of the study.

3.7. Data Analysis

The data collected from the information forms, the learners' diaries, and the teacher diary was subjected to content analysis. Babbie (2010) defines content analysis as "the study of recorded human communications, such as books, websites, paintings and laws" (p. 530).

CHAPTER IV

4. FINDINGS AND DISCUSSIONS

4.1. Introduction

The aim of this study was to find ways of engaging reserved EFL learners in Speaking Classes by using peer collaboration. In order to achieve this aim, I designed a program within which I tried to involve my reserved preparatory school students in an experiential understanding of how to collaborate with their peers in speaking classes. The program took four weeks and the learners had four hours of speaking classes each week. During the study, both the students and me - as a teacher researcher- kept diaries. In the teacher diary, I recorded my observations on the effectiveness of the materials used, the difficulties that I faced together with my students' level of participation in the activities. Similarly, the students wrote in their diaries their own reflections of the activities in speaking classes.

This section presents the findings gathered from both the student and the teacher diaries on weekly basis.

4.2. Findings from Week One

The main aim of the first week was to get students familiar with the concept of group work in their speaking class by using '*Find Someone Who*' activity. It aimed to help them get to know one another so as to feel safe as it was their first week.

4.2.1. Findings from the Students' Diary

In the first week of the program, two students (Student 10 and Student 7) had concerns about working in a team, as they were afraid of making mistakes. Also not being able to contribute in a more active way seemed to bother them in terms of group work. Student 10 and Student 7 did not have enough experience of working with a group since they loved to work on their own in their previous learning experiences.

The reason behind the difficulties these three students had as group members might have stemmed from these students' (Student 5 and Student 6) self-confidence problems, as they believe they lack the necessary language proficiency to participate in group discussions. When answering the question "What is the best role you can have in

your group work?” Student 3 stated, “*Assist with vocabulary.*” We can understand from his response that Student 3 feels safe about his role in helping the group members with the needed lexis.

Another common answer stated by Student 5, Student 6 and Student 3 to the question “Who is your favorite peer and why?” revealed that they are not sure about their favorite peers as they all answered the same question in a similar way “*Not sure yet.*” In other words, they may not have found their teammates reliable to work on together. Furthermore, Student 5, Student 6 and Student 3 seemed to have troubles concerning the characteristics of their group members. That is, when answering the question “What is something that makes you feel sad?” these three students mentioned that they do not want to work with people who act like a leader and who are dominant characters. They stated they wish to see their group members not as leaders but rather collaborators.

In addition, Student 5, Student 6 and Student 3 were bothered by the attitude of their group members whom did not want to collaborate in their groups. Regarding this point, when answering the question in the diary “What is something that really bothers you?” they stated “*Students who does not like to collaborate.*” Drawing on the student responses, we might assume that these three students would feel much more comfortable if their group members worked well with them, without acting like a guide or a leader. Similarly, it is possible to conclude from the responses “*I am afraid of making mistake*” uttered by Student 9 and Student 2 that these students also suffer from trusting each other while doing the activities. Such an answer led me to think that they still do not feel secure about the activities they carry on since students do not know their group members very well. Both of the students mentioned the importance of working as a team, they also claimed that the dominant characters only help themselves and do not like to share their ideas or create different things.

As for an answer to the question “What is the best way to treat meddlesome group members?” both Student 9 and Student 2 stated, “*Balance the duty or the load of the work.*” Hence, we assume these two students suffer a lot from the unbalanced workload as one of their group members acts as a guide or a leader, which leads to an unfair workload for the rest of the group members. Since Student 9 and Student 2 feel unsecure about their group members, they answered the diary question “Who is your

favorite peer and why?” as “*No one yet.*” The main reason why they answered this question might be that they do not think they had the balanced workload, as some of the group members acted like a leader while others preferred to do nothing, hence Student 2 and Student 9 do not have a favorite group member in their groups yet.

To the question “What is something you dislike about peer work?” Student 1, Student 4 and Student 8 replied, “*People with high self esteem.*” Student 1, Student 4 and Student 8 seem to feel a bit irritated by their group members who act like they know everything. When compared with Student 9 and Student 2, these students do not mind if they make mistakes since they believe that making mistakes will help them learn new things easily and in a more permanent way.

Student 1 stated in her answer to the question, “What is a good peer?” as “*Good peer is a mate who loves you with your mistakes.*” From the answer of Student 1, we can understand that she feels comfortable when making a mistake during their activities. As for the question “What is the best advice you ever received from your teacher?” Student 4 said, “*Practice makes perfect,*” we can well understand that Student 4, just like Student 1 and Student 8 are much more enthusiastic about language practice activities, as they all support the idea of practice makes perfect, such an answer led us to think that they are happy with the activities that they carry on.

Another very crucial point to be mentioned is that all these three students, Student 1, Student 4 and Student 8 are quite sensible about stealing and cheating one another’s ideas during the activity. As they answered the last question of the diary, which is “What is something that really makes you angry?” as “*Cheating or stealing ideas from other groups or members.*”

4.2.2. Findings from the Teacher’s Diary

The most difficult point about group work was different groups and different students in each group with various needs. But still it was much easier for them to complete their tasks on time compared with the individual work. Praising the group members as a group helped them to have a common idea over ‘we swim or sink together’. Therefore, they really needed to work hard in order to succeed as a group. But as it was the first week, they rather participated and acted individually; hence they could not develop the idea of the group soul. They mostly complained about the dominant

group members, whom attempted to do everything and interfere in other group members' tasks.

4.3. Findings from Week Two

The main aim of the second week was to help students produce language in a meaningful context via a story completion activity. To achieve the stated aim we worked on story completion activity and the prominence of peer collaboration in terms of engaging students in group activities.

4.3.1. Findings from the Student's Diary

In the second week, we changed the members in each group so that the students would be able to work with and know different classmates, which would enable them to participate more in the in-class activities and get used to work with different people. We thought this would help to improve the students' speaking strategies, as they would have the opportunity to use the language outside of the class and with a more number of people. Most of the students mentioned that they somehow liked to be part of the group when compared to the first week. However, Student 9 stated that the dominant team members still made him angry.

In week two, the students seemed to be comfortable working with their group mates. This observation was based on the answers given to the question "What is a good peer?" Some students (Student 1, 2, 3, and 7) defined a good peer as a group member who is ready to correct the peer's mistakes. They also stated that a good peer is a friend who motivates the members in the group to complete the tasks. When they were asked, "What is your favorite section of group work?" Student 1, Student 2, Student 3 and Student 7 mentioned that they liked working with their new partners. They also mentioned that they have less self-confidence problems as compared to the first week. This signaled the fact that they started to rely on each other. They also mentioned that realizing everyone liked them made them speak more and more although there were some people who could speak and so participate in the activities very well.

Moreover, the same students pointed out that they liked the story completion activities as they enjoyed creating something new and different as shown in the quotation below: "*Story Completion was really funny and creative.*" Student 5, 8 and 10

also started to participate more in class activities. They seemed to have very little problems in their activities as they pointed out in response to the question, “What is something you dislike about peer work?” They also claimed that, they wanted to be unique and different than the other groups. In response to the question “Who is your favorite peer and why?” Student 8 and Student 10 stated, “*I like my group as a whole.*” Student 5 also pointed out that she was happy to see the other group members were just like her. Similarly, Student 5 said, “*Seeing the students like me*” in an attempt to answer the question “What is something you are optimistic about?”

When answering the question “What is something you do well in your group?” Student 5 and Student 10 responded as “*Creating interesting sentences.*” It is obviously stated in the above quotation that, they loved and enjoyed the activity, which had been covered the second week.

In the second week, some of the students faced two main problems. The first problem was related to the competitive atmosphere created by some group members in the groups and the second one was the differences in pace among the group members. Especially Student 9 and Student 6 reported the feeling of competition created by some group members. These two students stated that they felt unsafe and irritated because of the competitive atmosphere created by some of the group members.

They also mentioned that they had difficulty in participating communication tasks, as they were afraid of making mistakes in front of their peers. When answering the question “What is something you are pessimistic about?” Student 6 and Student 4 pointed out that they had not enough chance to express themselves. Reflecting on the students' responses, we might assume the unbalanced workload might have been one of the reasons why Student 6 and Student 4 believed they did not have enough chance to speak up to express themselves. The second problem reported especially by two of the students in the second week was the “*Speed of my team mates.*” Student 1 and Student 7 stated that they were not very comfortable with the speed of their new group members.

4.3.2. Findings from the Teacher's Diary

As we left behind the first and the second week, the class started to work in harmony with their group members. Giving different responsibilities to group members encouraged them to perform and speak in the class. Another important thing to keep in mind is the establishment of positive interdependence among the group members. For the activities they had to perform, such as story completion; they had to use their creative thinking skills, which made them both use the language and be aware of the grammatical structure they were using during each of the activities. But still, the group members kept on complaining over dominant group members.

4.4. Findings from Week Three

The main aim of the third week was to make students use their creativity at maximum level. To achieve the stated aim, we worked on different role-play activities with different group members since the team members differed every week. Therefore, the students had the chance to work collaboratively with different group members throughout the activities by which they could be able to produce their speaking skills in a safer environment.

4.4.1. Findings from the Student's Diary

Most of the student comments about the third week indicated that as the weeks passed they enjoyed the lessons and participated more in the activities. As they became more familiar with the activities done in the class, they seemed to participate more in class. In response to the question "What is something you do well in your group?" Student 5 and Student 3 mentioned "*Quick decision making.*" Drawing on this answer, we might assume the students feel much safer as compared with the previous weeks, since they can take decisions in shorter time of periods.

Third week's activity, which is acting out seemed to make students more enthusiastic about using the language in their speaking classes. When answering the question "What is your favorite section of group work?" Student 6 and Student 2 responded as "*Funny conversations during the role play.*" This response leads me to think that they enjoy participating in class activities as they are expected to use their imagination to maximum level; hence very funny conversations take place during their

role-play activities. They also seemed amused with the role-plays held in class. They might have some concerns about their speaking skills as they mentioned that they sound Turkish like. They tried to fix their pronunciation by correcting and observing themselves in terms of speaking during the role-plays.

These five students also mentioned the fact that the positive and safe classroom atmosphere helped them develop team skills while role-playing. It can also be said that role-playing provides a safe environment, which builds confidence in team members that can help them in their daily life as well. We can infer this conclusion from the answers of Student 5, Student 6, Student 3, Student 2 and Student 1 who responded as “*Safe atmosphere when teacher acts like a helper*” to the question “What is something you are optimistic about?”

As it can be clearly understood, Student 4, Student 8, Student 7, Student 9 and Student 10 had progressed a lot in terms of speaking since they emphasized the prominence of self-awareness. We can clearly understand it from the answer “*Role plays and rehearsals*” given to the question “What is your favorite section of group work?” by Student 4, Student 8, Student 7, Student 9 and Student 10. Because their answers were all similar, we might assume these five students not only became aware of what they are doing but they also started to observe other people and compare them with themselves.

Student 4 and Student 8 gave me the feeling that they were not shy to share their ideas no matter how weird they were. I could understand this from their answers to diary question “What is your favorite role in your group and why?” The answer to this question was “*My favorite role is sharing even the craziest ideas of me and applying them*”. On receiving such answers, I could easily perceive that they liked the idea of creativity and were satisfied to share their ideas with their group members since they were not afraid of speaking or participating in their speaking class. Student 7 and Student 9 answered the following question “What is the best advice you ever received from your teacher?” as “I am not *afraid of speaking/participating in class.*” This advice seems to get their attention during the speaking class so as to encourage them to speak and practice more.

Student 9 and Student 10 also mentioned the importance of being listened by other group members, so here the level of self-awareness increased a lot when compared to first and the second week. We can imply this from the question “What is the best way to treat meddlesome group members?” being answered by Student 9 and Student 10 as “*Encourage them and praising verbally frequently.*” Another point worth to mention is; role-play activities made them participate more in class and they really liked to act since the topic of role-plays were amusing.

4.4.2. Findings from the Teacher’s Diary

The most outstanding difficulty during the third week was the groups' preference for similar topics for the role-play activities. Praising my students apparently made them satisfied and felt safe as they could understand that they were achieving what they were expected in speaking classes during the activities. As for the third week, they shared their own missions and raised their self-awareness as they found a chance for self-correction. Moreover, the students started to develop their thinking skills as role-plays required a great deal of effort and creativity. Quite similar with the first two weeks, group members often complained about the dominant group members and low self-esteem members who draw themselves back from most of the activities.

4.5. Findings from Week Four

The main aim of the fourth week was to practice what they have learned previously by means of story completion and role-play activities. With the help of these activities, they were able to work with group members in harmony, as they developed higher self-esteem compared to the first weeks. They also started to be aware of their team members’ weaknesses and strengthen which made them more motivated and enthusiastic. To achieve the stated aim we worked on more productive skills that led them to use and practice the language items in a more meaningful context.

4.5.1. Findings from the Student’s Diary

Student 1 and Student 5 seemed completely satisfied with this week as reflected in their answers “*Nothing for this week*” to the question “What is something you dislike about peer work?” The same students believed that they had well achieved to improve

their oral communication skills as we can see it from their answer “*Personal skills, conversation*” to the question “What is something you do well in your group?”

In addition, Student 4 and Student 7 seemed to like the activities (story completion/role play) held this week since they expressed that they liked the acting part, changing the roles and trying to complete the story in a given time. I got this idea from their similar answers given to question “What is your favorite role in your group and why?” as “*I like being productive*”. This week was quite challenging for the students, as all the group members performed different types of activities. Especially Student 2 answered the diary question “What is a good peer?” as “*Good peer is a person whom I can trust.*” From this answer I can easily infer that the students started to trust themselves more and give more importance to collaboration.

Student 1 and Student 7 were enthusiastic to learn new speaking activities throughout the weeks. They responded as “*Learning new speaking skills every week*” to the question “What is something you are optimistic about?” The students expressed that; it was really fun and enjoyable to practice various speaking skills through story completion and role-play. They acted and participated better when compared to first and second week since they got used to their team members and decreased their anxiety level. Another crucial thing these five students expressed is the importance of personal skills. They stated that they developed their personal skills and improved themselves in terms of discussion therefore this indicates that they have minimized their problems related to working in a team.

As the week passed the students increased their self-awareness and liked working with their peer and group members. Student 3 and Student 6 seemed confident about making comments on their group members’ performances. We can infer this from their answers “*Criticizing my classmates or group members*” to the question, “What is something you do well in your group?” From this answer it is easy to understand that they got used to be criticized by their peers or group members, which made them more tolerant over their group members’ mistakes or errors.

Three students (Student 8, 9 and 10) emphasized the importance of the type of people that they work together and they all wrote the same thing ‘problem solver’. That

is for them “*Good peer is a person who is a problem solver.*” Therefore, it can easily be concluded that these five students helped each other and tried to solve their problems. What is even more important is that, students criticized themselves without any hesitation since they had better relationship with each other when compared to first, second, third and fourth week. As for the question “What is the best role you can have in your group work?” Student 3 and Student 9 responded as “*Leader or assisting people or criticizing them.*”

It can easily be argued that they were not bothered by the criticism of their peers or group members but rather perceived criticism as a way to improve them to achieve the idea ‘we swim or sink together.’ To conclude, it can be said that the activities, which had been done during these four weeks, contributed a lot to peer collaboration as the students mentioned above.

4.5.2. Findings from the Teacher’s Diary

Almost nothing seemed very difficult about group work since the students got used to working together and therefore completed the task given with high motivation. I praised my students for their improvements and encouraged the ones who draw themselves back due to lack of confidence or knowledge about both the activities and the speaking skills. All the three activities carried out in my speaking class helped my students to develop self-confidence and raised their linguistic awareness throughout the classes. Compared with the first weeks, the final week was a bit different from the others, as all students were eager to participate in the activities. This willingness helped them develop their thinking skills. As expected the complaints decreased a lot till the end of the final week.

CHAPTER V

5. CONCLUSION

This chapter first presents the summary of the study. Then the conclusions and the implications of the study are discussed.

5.1. Summary of the study

This study was an attempt to find ways of engaging reserved EFL learners in Speaking Classes by using peer collaboration. Different group work activities were used to achieve this aim. The participants of the study were 10 intermediate level students studying at the Preparation Classes of Hasan Kalyoncu University.

The following research question was investigated:

How can I engage my reserved preparatory students in Speaking Classes by using peer collaboration?

Information forms, student and teacher diaries were the crucial instruments, which were used to collect data about students' feelings, ideas and the extra comments about the speaking activities and group collaboration. Student diaries included a number of questions, which required the students to reflect on and record their own feelings and opinions related to group collaboration and the speaking activities. The content analysis was done so as to analyze the information forms, student and teachers diaries. Data results, which were collected from the students' and teacher diaries about group collaboration and speaking activities, were analyzed every week

5.2. Conclusions of the study

This study attempted to promote group collaboration strategies in speaking lessons through the use of certain speaking activities (see Section 3.6.). In other words, the case study was designed to investigate the contribution of those speaking activities on the students' effort at speaking and communication in English.

In this respect, this study suggests that the use of speaking activities through group collaboration in speaking classes for EFL students encourage them to speak no matter how much mistakes they do while communicating. This conclusion is in line with the argument put forward by Bielak, Pawlak, & Wiertelak (2014). For them, "...

planning the learning process, having clear goals, noticing mistakes and learning from them translate into better oral performances" (Bielak, Pawlak, & Wiertelak, 2014, p. 61). As stated by the authors; learners might pay increasing attention to their mistakes, and makes mistakes that work for them, with the help of mistakes, they have a better idea about their weak sides and try to improve them, therefore become much more alert and accurate.

We might also argue that promoting group work in language classes is not an easy process as it requires both the teachers and the learners form new attitudes towards oral communication skills. One of the reasons why it was difficult for me to set up group work was related to the different expectations of learners from their group members. They mostly wished to see kind, helpful and flexible group members in their groups. The second main reason was related to the differences in the learners pace to complete the given tasks. The third reason was related to student participation in group activities. Although I intended learners to participate equally in their group work, unfortunately few of them failed to participate as much as their group members did. Then, after spending time in group activities, they seemed to get along with their group members and achieved the idea of we swim or sink together.

Moreover, as with Chory (2007), we might conclude that speaking activities via group collaboration can help learners take risks in the target language and try to say what they want to say. However, the instructors need to carefully prepare and introduce each of the activities that can assist students in speaking the foreign language effectively. We observed that the reactions of their group members have great effect on students' anxiety especially with regards to making mistakes and feeling shy in front of whole class. Making mistakes was a discouraging factor to high anxiety in the first weeks, but later on the learners were comfortable with making mistakes as they stated it was a way to learn the language better.

Finally, we might claim that engaging EFL learners in speaking classes through group work resulted in success, students previously reserved, participated willingly. Most of the students liked the activities we had in our speaking classes, as they both learned and had fun.

5.3. Recommendations for Further Study

The results of the present study can form the basis for further studies. This study was conducted in a time of one semester that took four weeks. The time was not long enough to look into long-term effects of group collaboration. For further research, time can be lengthened for at least two semesters. Another suggestion is about the number of participants. The study could have been done with large number of participants to achieve reliability. This study was carried out at only Hasan Kalyoncu University and there was only Preparation Class, further studies can be carried out in some other preparation classes at other universities offering Preparation Classes.

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7. APPENDICES

7.1. APPENDIX 1: Activity 1- Find Someone Who

Example of Find Someone Who

1. _____ Find someone who has a pet.
2. _____ Find someone who has at least one grandparent still alive.
3. _____ Find someone who takes showers instead of baths.
4. _____ Find someone who ate at McDonalds® in the last week.
5. _____ Find someone who drives to school every day.
6. _____ Find someone who owns more than two watches.
7. _____ Find someone who was born south of the equator.
8. _____ Find someone who drank coffee at breakfast today.
9. _____ Find someone who has visited more than five countries.
10. _____ Find someone who speaks more than two languages.
11. _____ Find someone who was born in January.
12. _____ Find someone who has visited Canada.
13. _____ Find someone who is good at math.
14. _____ Find someone who does not like broccoli.
15. _____ Find someone who is an only child.
16. _____ Find someone who likes rice better than potatoes.
17. _____ Find someone who likes pizza.
18. _____ Find someone who likes blue better than red or orange.
19. _____ Find someone who was born in August.
20. _____ Find someone who can swim well.

Source: Keith S. Folse.

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7.2. APPENDIX 2: Activity 2- Role Play

ROLE PLAY/ TATTOO

You are 18 years old. You want to have a tattoo on your arm. Your father says no! PERSUADE HIM.

ROLE PLAY/ MARRIAGE

You want to marry with an Italian guy/girl but your parents do not agree with you. PERSUADE them!

ROLE PLAY/ STUDY ABROAD

You want to go to AFRICA to study university but your family says NO! PERSUADE them!

ROLE PLAY/ ILLNESS

Your best friend loves someone who is mentally ill. You feel very bad about the situation. PERSUADE your friend!

ROLE PLAY/ COMPANY

You are a worker in a company and you always come late for work. You also need extra Money. Your boss is very angry with you. PERSUADE HIM for the salary!

ROLE PLAY/ PARTY

You are at the party. You saw someone who is very attractive. You will ask her out but she is not interested in you. PERSUADE her!

ROLE PLAY/ LOVE

Your husband or wife finds a love letter on your computer. He or she is very angry and wants to divorce with you. PERSUADE him or her!

ROLE PLAY/ POLICEMAN

You talk on the phone while driving a car. A policeman stops you. He will fine you if you do not persuade him. PERSUADE the policeman!

ROLE PLAY/ SCHOOL

You are in the exam. You try to cheat from your friend and suddenly your teacher takes your paper. She will give you Zero. PERSUADE your teacher!

7.3. APPENDIX 3: Learner's Diary

• What is something you dislike about peer work?
• What is something you do well in your group?
• What is your favorite role in your group and why?
• What is a good peer?
• What is your favorite section of group work?
• What is your idea of a dull group work?
• What is the best way to treat meddlesome group members?
• What is something you are optimistic about?
• What is something you are pessimistic about?
• What is the best role you ever had in your group work so far?
• What is the best role you can have in your group work?
• What is something that makes you feel sad?
• Who is your favorite peer and why?
• What is something that really bothers you?
• What is something that really makes you angry?
• What is the best advice you ever received from your teacher?

7.4. APPENDIX 4: Teacher's Diary

• What is something difficult about group work?
• What is something easy to complete in learner groups?
• What is the best method to encourage group members?
• Do I create positive interdependence for learners?
• Do learners equally participate in group work?
• Does learners' linguistic awareness rise during a group work?
• Does group work develop learners' thinking skills?
• What do group members mostly complain about?

7.5. APPENDIX 5: Personal Information Form

Name:.....

Surname:.....

Where are you from:.....

Highschool:.....

Have you ever been to abroad:.....
(if "yes", where?)

