

**Cooperative Learning in a Required English Reading Class:
Developing the students' group cohesion and willingness to communicate through
cooperative activities**

Context

Level: First year students in college, low-intermediate level, non-English majors

Class Content: Reading

Class size: 38-45

Time: 90 minutes, 1/week

Textbook: "Reading Explorer 1", Cengage

Class method: Face-to-face with online assignments

Under the COVID-19 pandemic, many educational institutions have been forced to change their systems drastically from traditional face-to-face lessons to online teaching. And now after two years of the transition, online teaching is playing an important role in the field of language study, especially for higher educational institutions. Colleges have developed various new techniques and implemented different ideas for new styles of teaching, which have presented us with both benefits and disadvantages of online education. Alodwan (2021) identified that flexibility of date and time for students' study is one of the advantages of e-learning through his qualitative research with college students learning English (p.283). Similarly, Fang (2020) found that a considerable number of students in higher educational institutions in China expressed that online learning exerted a facilitating effect on their learning, which enhanced the efficiency of their self-study during the pandemic (p.182). However, while there are new-found advantages in online learning and teaching, online classes have a number of obstacles including the lack of access to the network, technological limitations, such as difficulties in monitoring through small screens, and some privacy issues (Ivone et al., 2020, pp. 273-274). In addition, communication between classmates and teachers is easily hindered because of those new challenges. However, Swain (1995)

famously implied that interactions, output, and timely feedback are crucial elements for L2 development. Online environments are not providing learners with enough opportunities to work together, and it could contribute to their social isolation (Alodwan, 2021, pp. 284-285). Dörnyei (1997) indicated that physical closeness is a factor in enhancing affiliation (p.485), while Johnson and Johnson (1999) also stated that face-to-face promotive interaction is one of the basic elements of cooperation (pp.70-71). Online learning definitely has created challenges for students to connect with others and build a community which is an extremely important element for their well-being. In fact, Fang's research (2020) above with 94 Chinese students implied that students' enthusiasm to participate in the class had decreased because they were not able to have enough time or opportunities to communicate and discuss with other students in their online learning.

In fact, motivating students to learn a language in a college in Japan itself had already been a challenge even before the pandemic. After the phase of cramming for the entrance exams, students tend not to have a clear goal of studying English. Moreover, students often meet only once a week in most required courses, and many of them are busy working or commuting, which might have prevented them from building a strong community in a college environment. Adding online challenges to this already unfavorable situation could negatively affect their academic performance, as well as their emotional health. Going through the pandemic, it has become even more important to provide the best for the learners' communication needs, and to promote their well-being is now one of the highest proprieties as a college instructor. Classrooms can be a safe place to start a conversation and create a life-long relationship. Online education during this unusual era has shed light on this issue again.

Now, a large number of university classes in Japan are back to face-to-face teaching, but to make the most of what was learned during the online struggle, the author tries to focus on cooperative learning and its effects on the learners' perceived abilities, group cohesion, and motivation through this action research (AR). Also, this is an attempt to explore the effective ways to implement the techniques of cooperative group work both in online and face-to-face classes.

Literature Review

As it is mentioned above, taking care of students' well-being is one of the important

elements when teaching a college language class. In order to reach the goal, the focus has been on helping the students build a good relationship through language teaching in the classroom. The purpose of this section is to situate this study within the existing research that relates to the topics of the subject area. The primary fields of interest are cooperative learning, group dynamics focusing on cohesion, and willingness to communicate in English. Each of these three focal aspects will be developed within separate sections. These sections will include a definition of the topic, a review of selected major studies in the area and a link to the educational practices the author has been working on in the current teaching context. Thus, the main focus of this review will be on the connections of these three individual components to language teaching in Japanese colleges.

Cooperative Learning

According to Johnson et al. (2013), cooperative learning is “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (p. 3). As it is mentioned above, interactions between learners are one of the necessary elements of language classes. In fact, when learners work cooperatively, the amount of output allowed per student is much larger compared to the traditional teacher-centered classrooms (Kagan, 1995, p. 3). As many language educators are well aware, comprehensible output is an essential part of language acquisition (Swain, 1985). Swain and Lapkin (1995) stated “problems that arise while producing the second language (L2) can trigger cognitive exercises that are involved in second language learning” (p. 371); thus, to push the L2 development, learners need to meet the demands of producing comprehensive output (Lightbown & Spada, 2013). Especially because the interaction with speakers of English is extremely limited outside school in Japan (Yashima et al., 2004), classrooms need to provide learners with valuable opportunities where learners can experience spoken output. Kagan (1995) explains that a student could receive half a dozen feedback opportunities within 20 minutes, while he or she is lucky to get one in whole-class, one-at-a-time interaction within the same amount of time (p.3). Group work allows students to have more frequent learner-learner interactions for practicing output in the limited class time. Thus, cooperative learning structures could help boost the chances to practice utterance of the learners, and they play a significant role in promoting communication among students in class.

In addition to the frequency of the output, High (1993) also claimed that a cooperative learning approach can offer a supportive atmosphere that reduces fear and increase willingness to speak (pp. 8-9). This is a significant benefit for Japanese learners' language development because the fear of making mistakes can be one of the biggest obstacles when they are working on speaking tasks. In her research focusing on Japanese EFL learners of English, Harumi (2010) demonstrated that over 22 percent of the participants expressed psychological reasons to stay silent in class, including lack of confidence. Through cooperation, learners develop interpersonal attraction, and it promotes caring relationships between them (Johnson & Johnson, 1999), which can make learners feel less afraid of the embarrassment of inaccuracy or breaking the social harmony of the group (Harumi, 2010, pp. 260-261). Moreover, Kagan (1995) mentioned "the less formal, peer-oriented, expressive use of language in the cooperative group presents language use closer to the identity of many students" (p. 3); that is to say, learners can feel more like themselves in a cooperative setting than a whole-class environment. Working cooperatively with peers can result in greater psychological health (Johnson & Johnson, 1999), as well as more opportunities for interactions.

Furthermore, research suggest that cooperative group work can create a positive impact on the learners' accuracy of speech and academic success as well. Johnson, et al. (2013) conducted a meta-analysis of over 168 studies comparing the efficacy of cooperative and individualistic learning on individual achievement of 18 years or older. The results indicated that cooperative learning promoted higher individual achievement than individualistic learning showing an effect size of 0.53 (pp 7-8). They also described that learning cooperatively involves orally explaining problems, discussing the concepts, and teaching one's knowledge to each other, all of which increase the learners' chance of output. Additionally, Jacobs and Kimura (2013) implied that students can help each other with comprehension difficulties by speaking in more understandable ways to each other, as one possible benefit of working with peers (p. 4). In fact, Long and Porter (1985) famously laid out the several advantages of group work in the second language classroom, not only from pedagogical but also from psycholinguistic perspectives. They argue that a small group conversation improves the quality of student talk because students can engage in cohesive sequences of utterance for a fair amount of time, which help them develop discourse competence. Thus, in the setting of cooperative groups, students involve in the

lessons more and that could promote a higher motivation to learn, in addition to developing their language abilities.

Cooperative learning can be a powerful approach with numerous benefits for second language learning and learners' motivational improvement. However, instructors should pay attention to the fact that not all group work can constitute cooperative learning. In their study, Johnson et al. (2002) introduced the five important components to make the activity cooperative. They argued that understanding these five components is necessary to elicit the best possible outcome from the activity (Johnson et al., 2002):

- Positive interdependence
- Individual accountability
- Face-to-face promotive interaction
- Social skills
- Group processing

Likewise, Kagan (2013) displayed the four basic principles of cooperative learning;

- Positive interdependence
- Individual accountability
- Equal participation
- Simultaneous Interaction

Among those elements, the first two of each are identical and can be considered the most crucial, which are also often emphasized in other research (e.g., Anderson, 2019; McCafferty et al., 2006).

The first of the essential concepts is positive interdependence. According to Johnson and Johnson (1999), it is “the perception that we are linked with others in a way so that we cannot succeed unless they do” (pp. 70-71), while Kagan (2013) and Anderson (2019) describe that, in cooperative activities, students work together to achieve a shared goal as a team. Furthermore, learners “feel that their outcomes are positively correlated with those of their group mates” (Jacobs & Kimura, 2013, p. 25) in a cooperative task. Thus, even if students are seated in a group and working on the same assignment together,

it is not a cooperative activity unless they are in a situation where no one can complete the task without the help of others (Kagan, 2013).

The second is individual accountability. This concept describes the notion that “group success depends on contributions from all group members” (Anderson, 2019, p. 9). Therefore, each student needs to encourage others to participate and share their ideas and skills, while they hold the responsibility in their own role and learning for contributing to the group (Anderson, 2019; Jacobs & Kimura, 2013; Johnson & Johnson, 1999). Sometimes in group work, some of the active students in a group do all the work, and others might be off the task, which cannot be considered cooperation even if the task itself is completed. This common issue of group work could be avoided when students have acknowledged the principles and benefits of cooperative learning. Cooperative group work with these important concepts also creates a feeling of safety, and boosts motivation and effort because encouragement and support students can get from other members help reduce anxiety and make them pay more attention to others (Kagan, 2013). Incorporating cooperative learning in a classroom would be beneficial, if not necessary, considering these previous studies.

Group Cohesion¹ (Cohesiveness)

While cooperative learning has significant advantages in classrooms, to make it effective, educators need to be considerate of *Group Dynamics*, which is explained as “the actions, processes, and changes that occur within groups and between groups” (Forsyth, 2014, p. 2). In fact, group dynamics has been an area of focus in the field of social psychology, which concerns the scientific analysis of groups, including group formation, development, interaction patterns and group cohesion (Clement et al., 1994; Dörnyei, 1997; Forsyth, 2014; Matsubara, 2007). Dörnyei (1997) stated that some of the important notions of group dynamics, such as group characteristics and group processing, “significantly contribute to success or failure in the classroom and directly effect [*sic*] the quality of learning within group” (p. 485). Paying attention to the aspects of group dynamics is crucial for modern language education because the communicative approach often requires group tasks with active interactions among students, which would be difficult to achieve if students do not like or talk with each other (Dörnyei & Murphy,

2003).

Especially, several researchers argue that, among the variables in group dynamics, *Group Cohesion (Cohesiveness)* is one of the most important elements for the learners' success in cooperative learning (e.g., Dörnyei, 1997; Chang, 2010). According to Forsyth (2014), group cohesion refers to “the solidarity or unity of a group resulting from the development of strong and mutual interpersonal bonds among members” (p.10). Similarly, Dörnyei and Murphy (2003) implied that group cohesiveness is related to the closeness and a feeling of being a part of the group; they stated that students “participate in group-activities willingly and are happy to cooperate with each other” (p.63) as one of the positive features of cohesive groups. Indeed, in their meta-analysis, Evans and Dion (2012) found out that group cohesion and group performance are positively correlated, while research by Clement et al. (1994) with 301 secondary school students in Budapest demonstrated the associations between group cohesion and learners' positive evaluation of learning environment. In their study, the students assessed their attitudes, motivations, and anxiety towards English learning, as well as their perception of classroom atmosphere and cohesion. Its correlational analysis displayed that there is a considerable correlation between a positive perception of the learning environment and cohesion; namely, group cohesion is an important element for their students' emotional well-being in a classroom.

This perspective also suggests that group cohesion can increase the students' learning motivation as well as their performance. Chang (2010) indicated that there is a moderate correlation between group cohesion and the students' level of motivation, though questionnaires and interviews with Taiwanese university students majoring English. Furthermore, Cao and Philp's (2006) investigation showed the group cohesion can influence the learners' *Willingness to Communicate* (WTC), “a readiness to enter into discourse” (MacIntyre et al., 1998, p. 547) in a second language, in which eight international students studying English in New Zealand participated answering a series of WTC questionnaires and getting individual interviews. Fifty percent of the participants expressed that *familiarity with interlocutor* and *interlocutor participation* were major factors influencing their WTC in class, and they explained the result as that “the more distant the relationship of the individual to the receiver(s), the less willing the individual is to communicate” (Cao & Philps, 2006, p. 488). The cohesion of the class can help not only the group task to be accomplished well, but also boost the motivation of individual

learners.

Thus, the possible impact of group cohesion must be considered as an important component when implementing cooperative activities. In fact, universities in Japan usually offer only one class meeting per week for a required language course assigning a relatively large number of students in one class. Unlike in a typical junior high or high school context, each learner may have a different life style, and they have less opportunities to interact outside classes. These facts can result in less cohesion in class, which could negatively impact their performance in class. High (1993) suggested that when learners feel closer to their peers, they feel less anxious when speaking the second language; cohesion can possibly reduce fear (pp. 8-9). Therefore, building strong group cohesion between learners and creating a safe and comfortable atmosphere is particularly significant for language classrooms in Japanese universities.

Giving learners enough opportunities to get to know each other and helping them build close rapport should be put as one of the highest priorities in class for the learners' successful language learning. Dörnyei and Murphy (2003) suggested that "the amount of time the parties have known each other is a powerful factor to solidify and stabilize the relations" (p. 67). Moreover, Dörnyei (1997) states that learners develop stronger ties gradually while fostering cohesiveness by sharing genuine personal information. Encouraging learners to ask questions about each other could allow them to develop cohesiveness; also, learning each other's names and sharing some positive personal experiences could be a great help to build positive relationships between the learners (Dörnyei & Murphy, 2003; Helgesen, 2019). In addition, there are several studies introducing techniques to build cohesion. Aubrey (2011) recommended some activities helping to boost the students' cohesion in his study, such as student-student interviews focusing on understanding each student's positive traits, as well as group reflection time on the members' contribution. Jacobs and Kimura (2013) also introduced some team-building activities, such as learners taking turns and sharing surprising facts about themselves, based on the principle theories of cooperative learning.

In the views of the research above, group tasks should be carefully planned and prepared to ensure they require cooperation; at the same time, we must first remember to prioritize building cohesion among learners by providing opportunities to work together for a sufficient amount of time in class. Dörnyei and Murphy (2003) stated that "in a

‘good’ group, the L2 classroom can turn out to be such a pleasant and inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and learners alike” (p. 3). This positive perception of the learning environment could also enhance the students’ attendance for the classes, which is one of the important factors for students’ academic success, particularly in college. In fact, Thornton et al.’s (2020) study of 107 college first-year students majoring in sports and exercise categories in England revealed that the students’ attendance was affected by their group cohesion. The score of the participants’ group cohesion was positively correlated with attendance in two semesters, and the correlation effect size increased in the second semester. As they became familiar with each other, they participated more. That is to say, having good relationships with classmates can attract students to take part in class activities more, which could possibly prevent them from isolation and ultimately support their well-being, as well as help their academic success. All the things above considered, it can be said that appropriate cooperation with good group cohesion can create numerous benefits in the learners’ success in language learning and their adequate college experiences.

¹The two terms, Group Cohesiveness and Group Cohesion are used to refer to the same aspect. Group Cohesion is used for the following parts in this paper.

Willingness to Communicate

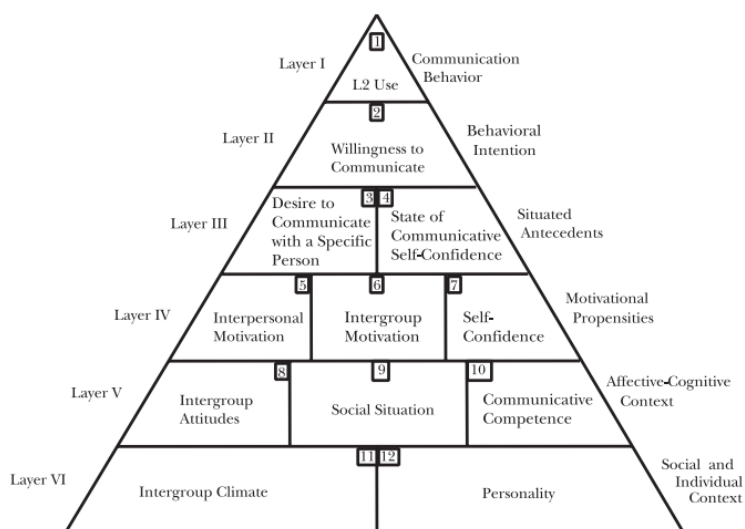
In Japan, the opportunities to interact in English do not occur automatically when learners are out of the classroom (Yashima et al., 2004). Furthermore, due to the overly highlighted study for entrance exams, which often neglects the elements of spoken output, producing the language for communication purposes has been challenging for many Japanese learners of English. Because of this lack of frequent language exposure to other language communities and of immediate communication needs in English, the improvement of the learners’ communicative skills in English can possibly depend on their willingness to seek out or take advantage of the opportunities to communicate in English both in and outside schools (Yashima, 2010). As it has been demonstrated in research, communicative language ability develops through communication (Lee & Van Patten, 2003); therefore, enhancing learners’ WTC should be an important objective for English

education in Japan.

The concept of WTC in a foreign language has drawn researchers' attention fairly recently in the field of language learning motivation. This notion was originally developed by McCroskey and associates to describe a person's trait-like predisposition towards initiating communication in his/her first language (L1) when free to do so (McCroskey, 1992; McCroskey & Baer, 1985; Zakahi & McCroskey, 1989). MacIntyre et al. (1998) applied this idea into the field of the second language (L2) to explain the complex connections of the variables influencing a person's L2 use, while they had had experience encountering some students who are unwilling to use their L2 despite their high grammatical competence, whereas others seek to communicate with only minimal linguistic knowledge. They defined WTC as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547), and research has shown that WTC can be a predictor of frequency of communication in an L2 (Hashimoto, 2002; MacIntyre & Charos, 1996). In their theoretical model of WTC, MacIntyre et al. (1998) illustrated the complex interrelations of potential influences on L2 use, including fairly stable factors such as personality and intergroup attitude, as well as situation-specific ones such as desire to communicate with a specific person. WTC is placed just under the L2 use in the pyramid shaped model, which indicates that WTC predicts one's actual use of the language, as the final step before an utterance occurs (See Figure 1).

Figure 1

Heuristic Model of Variables Influencing WTC (MacIntyre, Clement, Dörnyei, Kimberly, & Noels, 1998)



Yashima and associates (2004; 2016) claim that WTC is particularly important to Japanese learners and potentially has a great impact on developing their practical communication skills. In traditional teacher-centered classrooms in Japan, students are accustomed to being silent. Harumi’s (2011) study with 197 Japanese English learners on a first-year English degree course demonstrated that the significant number of the participants expressed the problems with turn taking as a possible reason of the silence in a monolingual EFL contexts; some learners thought that they should talk only when they were individually nominated. Although silence can be an appropriate behavior in Japanese context, it could be misinterpreted as showing disinterest, laziness, or even a refusal for participation in some Western cultures (Harumi, 2011). Moreover, Yashima (1995) reported in her research of Japanese high school students studying abroad that many participants found it particularly important, but difficult, to initiate interactions and had a hard time building an interpersonal relationship with peers because to establish an equal relationship, “two-way communication is mandatory and the response should be quick and relevant” (p. 98). Taking initiative and making contributions to conversations are essential skills when communicating in English, but apparently, they are highly challenging for Japanese learners. Considering these studies, improving learners’ WTC should be one of the important purposes to acknowledge in the current English language learning context in Japan, to have students create “voices that reach the world” (Yashima, 2016).

In fact, some researchers have explored the ways to enhance Japanese students’ WTC in EFL contexts. Matsubara’s (2007) research with 237 Japanese college students

suggested that the student-centered approach may increase their WTC, as well as the interests towards different culture. In her study, she administered the questionnaire to investigate the factors associated with the participants' WTC, and their preference of student-centered approach significantly corresponded to their WTC scores. Watanabe (2017) investigated 32 Japanese university students' WTC growth through their experiences in a speaking class which focused on exchanging opinions with classmates and the instructor. The participants were told that they were not judged by the accuracy of their speech, but the frequency of their utterance would be included in grading, and the feedback from the instructor was given only on the contents or messages. The participants' WTC significantly improved after the semester and the great number of the students expressed that they feel more comfortable speaking English. Furthermore, Yashima et al. (2016) discovered that, through repeated discussion sessions in small-groups and whole-class every week in a semester of a Japanese university, participants found strategies to initiate turns by asking questions and listening carefully, and the number of turns they took considerably grew. This research also demonstrated that learners tend to become less nervous through the recursive discussion exercises and take up the challenge of contributing to the talk when teacher control is lifted (Yashima et al., 2016). In order to promote learners' active interactions in English, teachers need to provide enough opportunities for students to communicate with each other, while leaving some responsibility for them to take control of their utterance and interactions. This could help learners feel more confident in their English communication, which significantly affected their WTC growth as Yashima (2002) demonstrated in her well-known research with 297 Japanese college students learning English.

As these studies suggested, student-centered approach and frequent student interactions hold a great possibility to improve learners' WTC. Also, it can help them create their way to the world, beyond the classroom environment. The concept of WTC could be one of the essential components to consider when teaching Japanese learners English.

Experiencing the struggles of online teaching under the COVID-19 pandemic, college education has changed dramatically developing various new techniques and different ideas. Students are gradually back on campus taking face-to-face classes again, which have made the instructors discover both the benefits and disadvantages of online

learning even more. Alodwan (2021) identified that flexibility of date and time for their study is one of the advantages of e-learning through his qualitative research with college students learning English. Similarly, Fang (2020) found that considerable number of students expressed that online learning exerted a facilitating effect on their learning, which enhanced the efficiency of their self-study. However, communication between classmates and with teachers is easily hindered in online classes because of technological issues; such as the lack of access to the Internet and limitations of devices for interactions (Ivone, et al., 2020). As it is well-researched, interactions, output, and timely feedback are crucial elements for L2 development (e.g. Swain, 1995). Online environment is not providing learners with enough opportunities to work together, and it could contribute to their social isolation (Alodwan, 2021). Dörnyei (1997) indicated that physical closeness is a factor of enhancing affiliation, while Johnson and Johnson (1999) also stated that face-to-face promotive interaction is one of the basic elements of cooperation. Online learning definitely has created the obstacles for students to connect with others and build a community which is very important for their well-being. In fact, Fang's research (2020) with 94 students in a university and a higher vocational college in China showed that students' enthusiasm to participate in class had decreased because they were not able to communicate with other students in their online learning. The fact that students are struggling in the situation has made the instructors aware how important it is to have students interact and have opportunities to create good rapport when managing a class.

Now after two years of the transition, a lot of university classes in Japan are back to face-to-face teaching, though online teaching remains as an essential part of language study. To make the most of what was learned during the struggle, the author tries to focus on cooperative learning and its effects on the learners' perceived abilities, motivation, and group cohesion through this action research. Also, one of the goals is to find out the effective ways to implement some new format and techniques involving online tools into face-to-face classes.

Summary

The three focal elements; cooperative learning, group cohesion, and WTC are all interrelated and affect one another. In Japanese college environment, including the aspects and tasks of cooperative learning is highly beneficial to promote better academic

performance, and most importantly, for the students' well-being. To make the best out of the cooperation, building group cohesion is essential, if not necessary, and it leads to the learners' higher motivation. Through this AR, I would like to practice the ideas of previous studies listed above and connect them into my teaching.

Research Issues and Research Questions

In Japan, most universities offer only one class meeting per week for a language course with relatively large number of individuals. Unlike in typical junior high or high school context, each learner may have a different language learning background, and their goals for English study after the phase of entrance exam preparations are often not clear. In addition, students' interests vary between the departments, and they are not necessarily friends with each other in class yet especially when they are in the first few years of college. These facts can result in less cohesion in class. Through a series of opportunities to work together with others in a classroom, I would like to support them grow group cohesion so that they would also make a positive impact on their own academic success.

In order to achieve the objectives, this AR aims to investigate the students' perceived speaking skills in English, their group cohesion, and their motivation toward English learning and English use, especially WTC, by providing the number of group work opportunities throughout the semesters. Also, this study is to explore the connections between the elements above, while focusing on creating effective activities which could develop the students' group cohesion in both online and face-to-face environments.

Research questions for 2022

- (1) What impact does weekly participation in cooperative pair/group activities have on learners' perceptions of their English abilities?
- (2) How does the series of cooperative pair/group activities influence learners' group cohesion?
- (3) How do cooperative pair/group activities affect non-English major English language learners' WTC in English?

Method

During this academic year, a large number of universities in Japan were shifting

back to offering face-to-face classes after the two years of adapting to online education, though online learning has remained an essential part of language study still now for my current working environment. This target reading class of mine was one of the few courses which were completely resumed back to face-to-face, while still the majority of the reading-focused language classes were offered mostly online, sometimes entirely an on-demand style, depending on each instructor.

In order to make the most of what was learned during the online period, I tried to focus more on cooperative learning, which used to be a huge challenge through distance education. Also, some of the online techniques I had practiced in the previous two years were utilized for writing within the process of cooperative activities and follow-up assignments. In continuation of the first two semesters of this AR explained above, cooperative learning was the core of class management, and each class provided the students with numerous opportunities to communicate with each other through pair/group cooperative tasks. Then the effects of the series of those activities on the learners' perceived abilities, group cohesion, and motivation, especially the students' WTC were looked into with the questionnaires, as well as the interviews with several participants.

Because of this drastic change in the educational environment, some research elements had been adjusted from the previous two semesters. In addition, one of the goals for this year was to find effective ways to implement some new formats and techniques involving online tools into face-to-face classes, so some of the class materials were still experimental and in progress at this moment.

Teaching context. A required English reading course for first-year university students was focused; the same course as the two previous semesters described above, except for the second cycle (2021 Spring).

Participants. The participants ($N=38$ for *Spring*, 45 for *Fall semester*) were university students enrolled in this first-year reading course. The focused class was one of the required English courses for non-English majors, and most students in this class during these two semesters were first-year students in the Economics major. Among the enrolled students, a few were repeaters who were in the upper classes, including some individual from the Law and Business Management departments. The basic characteristic of this group of students this year as a whole were almost identical to the previous two semesters, except for the one fact that the students this academic year had significantly more

opportunities to meet with other students at school under the eased restrictions of COVID treatment.

Data collection. Two questionnaires and a series of exits slips were collected during the Spring semester. Also, several individual interviews were conducted for gathering qualitative data. (The mid-term questionnaire was added for the Fall semester.)

Questionnaires. In order to explore the changes in their attitudes toward group work, perceived English abilities, and WTC, questionnaires are administered twice, pre term and post term, with approximately a three-month interval during the first semester. Also, in the post-term questionnaire, specific items were added to explore more details and experience, while some items were removed due to less relevance to the subject matter. For the second semester, another questionnaire, Mid-term questionnaire was added to explore the changes within the semester. The answers to each questionnaire were collected through online forms, and the participants filled them out voluntarily on their own within the assigned time-frame. The questionnaires were developed through this AR referring to the previous studies related to this field. The detailed information of each questionnaire is presented in Table 5 below.

Table 5

Summary of Questionnaires

	Spring semester		Fall semester		
	Pre	Post	Pre	Mid	Post
Time	April	July	September	November	January
No. of participants	30	25	27	35	23
Questionnaire items	-English abilities -Group work Attitudes -WTC				
Special focus	-Background information	-Changes in abilities -Class experiences -Free Comments	-Background information	-Changes in abilities -Class experiences -Free Comments	

Note. The numbers of participants vary because they were asked to submit these questionnaires as voluntary tasks. Some items above are excluded from the analysis for this AR.

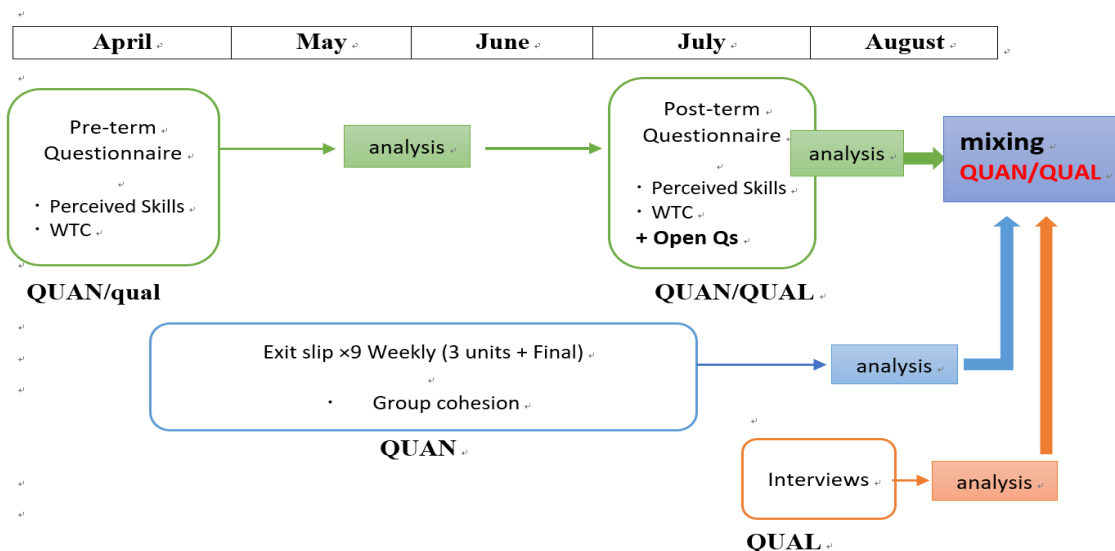
Exit Slip. During the first semester, from Week 3 through Week 11, participants were asked to fill out a short survey as exit slip, to reflect on their experience in pair or group work right after each lesson. Every week, students had at least two or three times to work with their classmates, and this survey was to see how well they worked together and if their perceptions of group cohesion changed. Also, the reflection to the final group work was included in the post-term questionnaire, so they displayed their perceived cohesion ten times through the 15 weeks, except a few weeks used for the final unit.

Interviews. About a week after the final meeting of the focused class in Spring, interviews were conducted with three participants individually. The cohort consists of one female and two males, who participated in all the surveys and questionnaires. The interviews were recorded, and they were administered only in Japanese, the participants' L1 to elicit the participants' experiences and perspectives in details and in authentic manners. Mainly, the participants were asked about their experiences with cooperative activities and group dynamics. The details of the interviews and their analysis are provided in the *Results* section below.

Data analysis. The results of the pre and post questionnaires, exit slips, and interviews were analyzed to look closely into the changes in the students' perceived English abilities, group cohesion, and WTC in certain situations for the first semester. Also, through the interviews with three participants, the detailed opinions and experiences in the course of the students were investigated qualitatively. The research design for this cycle of AR is presented below (Figure 1).

Figure 1

Research design map for 2022 Spring



Class Procedures

(1) Lesson method and contents

The main objective of the course on the school curriculum is that students improve their English comprehension to the level that they can pass EIKEN Pre-2. In order to achieve that objective, the main focus of the lesson is to introduce English reading skills, and to have students read the academic articles with the skills they learn. Although the majority of the time was used for the reading elements, opportunities to communicate with classmates and to have discussions were provided fairly. Due to the situation with the COVID-19 pandemic, the first two weeks were held online using an online education system the university provided and Zoom, a video conference tool. From Week 3 to 15, students came to the classroom for face-to-face meetings. In fact, because of the school measurement of infection control, some other classes have been held online still, so several students only come to school a few times a week.

For one unit of the textbook, three weeks were spent for reading two sets of passages, online assignments on reading comprehension, and related group activities. In the first and second weeks, the main focus was reading, and students worked on their reading skills and reading a short passage each week with several pair-talk practices. The classes in the third week of a cycle were the activity days so the lesson was devoted to group work related to the unit content, where students stayed in the same group working on several tasks together for 90 minutes. Within the fifteen weeks of the semester, students read eight academic

passages, and had five days for group work. The semester schedule for Spring is provided in Table 2, and for sample lesson plans, see Appendix B.

Table 2

Spring Semester Schedule for lessons and data collection

Week	Contents	Assignment/Activities	Data Collection
1	Orientation Online	<ul style="list-style-type: none"> • Quiz about instructor • Self-Introduction Video 	Pre-Term Questionnaire
2	Zoom Practice Self-Introduction Online	<ul style="list-style-type: none"> • Three-Step Interview • Report in Chat • Group-building Practice 	Timed-Reading
3	Unit1A Animals *Understanding the main idea	<ul style="list-style-type: none"> • Conversation Strategies Introduction • Small talk • RoundRobin (Adjectives) • Comprehension/Vocabulary Quiz 	Exit Slip
4	Unit1B Animals	<ul style="list-style-type: none"> • RallyRobin/Active Review • Small Talk • RoundRobin (Keywords/part of speech) • Comprehension/Vocabulary Quiz 	Exit Slip
5	Unit1 Activity Day	<ul style="list-style-type: none"> • RallyRobin/Active Review • RoundRobin/Team-making • Missionaries/Group work (Paragraph about animals) 	Exit Slip
6	Unit2A Travel & Adventure	<ul style="list-style-type: none"> • Conversation Strategies • Small talk • RallyRobin (Guessing the story/Translations) • Comprehension/Vocabulary Quiz 	Exit Slip
7	Unit2B Travel & Adventure *Finding key details	<ul style="list-style-type: none"> • RallyRobin/Active Review • Small Talk • RallyRobin (Scanning) • Comprehension/Vocabulary Quiz 	Exit Slip
8	Unit2 Activity Day	<ul style="list-style-type: none"> • RallyRobin/Active Review • RoundRobin/Team-making • Missionaries/Group work (Paragraph about cities) 	Exit Slip Mid-term questionnaire

9	Unit3A Music	<ul style="list-style-type: none"> • Conversation Strategies • Small talk • RallyRobin (Scanning) • Comprehension/Vocabulary Quiz • 	Exit Slip
10	Unit3B Music *Participles	<ul style="list-style-type: none"> • RallyRobin/Active Review • Small Talk • RallyRobin (Participle adjectives/translations) • Comprehension/Vocabulary Quiz 	Exit Slip
11	Unit3 Activity Day	<ul style="list-style-type: none"> • RallyRobin/Active Review • RoundRobin/Team-making • Missionaries/Group work (Famous musician interviews) 	Exit Slip
12	Unit5A Global cities *Charts & Graphs	<ul style="list-style-type: none"> • Conversation Strategies • Small talk • RallyRobin (Scanning) • Comprehension/Vocabulary Quiz 	
13	Unit5B Global cities	<ul style="list-style-type: none"> • RallyRobin/Active Review • Small Talk • RoundRobin (Hometowns/Scanning) • Comprehension/Vocabulary Quiz • Chat comment 	
14	Unit5 Activity Day	<ul style="list-style-type: none"> • RallyRobin/Active Review • Final Small Talk • RoundRobin/Team-making • Mini-Research/Group work (Finding the facts about class) 	
15	Final Presentation	<ul style="list-style-type: none"> • Group Presentations • Final Exam (Online) 	Post-term Questionnaire (+Final Exit Slip)

(2) Cooperative Learning Activities

Each day of the first two weeks in the unit cycle, students focused on reading one passage while learning new reading skills and vocabulary. Although the focal point of the lessons was reading, students spent about 50 to 60 percent of the class time in pairs or groups, having at least three or four times to talk with a different partner for small talk and discuss ideas about the vocabulary, passage contents, or their opinions to certain questions, with the structure called *RallyRobin* (Kagan, 2013). For small talk, students were given some topic or questions related to the unit contents and had a casual conversation with several students.

Some phrases for maintaining the conversation were introduced and practiced. For the students' reading skills and understanding, the last 10 to 15 minutes of the class were used for students to answer questions individually using the online learning system of the school.

In the third week of the cycle, most of the class time was devoted to group work which content was related to the theme or skills they learned the previous two weeks. Groups of three or four students were randomly assigned, but they had a group-making activity and worked together to decide on individual role in the group and a group name based on the idea of *The Same Game* (Jacobs & Kimura, 2013) Also, the highlight of the week 3 was the activity called *Missionaries* which was modified by the ideas of Kagan Structures and *Japan Association for Study of Cooperation in Education* (JASCE). In this activity, students had to do some research or create a paragraph together, and each had responsibility to represent the group. The details of the tasks and structures introduced above are described in the following section. The sample lesson plans are attached in Appendix B the end of this paper as well as Appendix C for the PowerPoint slides.

RallyRobin

This is one of the major techniques which was often used for the pair-talk type of activity in this course. RallyRobin is in fact the well-known cooperative learning structures Kagan introduced, in which students take turns sharing ideas with a partner. (If this is done in a group, it is called *RoundRobin* (Kagan, 1989)). Through this activity, everyone can respond and listen to others in a short amount of time simultaneously, which is one of the principles of cooperative learning according to Kagan (2013). In the target class, the students were often put in pairs to review the story or share ideas in English about some questions the instructor asked. When they were working on RallyRobin tasks, they were required to listen to each other carefully and to show agreement or appreciation to the partner by positive comments; such as saying “*thank you for sharing your ideas*” or “*I think so, too.*” before switching roles. Kagan (1989) described that “an approving smile or a positive comment gives us a dose of dopamine, which in turn makes us feel better and perform better” (p.48). Also, another task is sometimes added to this main opinion exchange, in which students repeat the information their partners have shared in their own words. By implementing this structure often, students can experience reinforcement every time they talk; thus, RallyRobin was used regularly with the expectation that students get motivated to speak more.

Furthermore, based on the principle of this structure, the Active Review task was carried out in almost every class. This is a RallyRobin exercise but particularly focuses on the review of their learning contents. In Active Review, students took turns telling each other about what they learned from the passages they read or what part was interesting or surprising. This task sometimes came at the beginning of the class to activate their memory or in the end of the unit, aiming to internalize the ideas they learned. JASCE's research emphasizes the importance of reviewing in the process of cooperative learning (2019). It is explained that this review should be done by the learners themselves; they can deepen their understanding and feel accomplished through the cooperative reviewing process (JASCE, 2019). Also, Johnson and Johnson (1999) describe that *group processing* is one of the basic elements of cooperation, which promotes learners to review each other's actions and efforts to maintain an effective working relationship. By sharing their learning, students could help each other more and understand the difficulties of others; at the same time, they can provide and receive another opportunity to speak and listen to the same topic. This boosts the redundancy of both input and output, one of the advantages of cooperative learning (Kagan, 1995).

Team-making Tasks and The Same Game

In the activity weeks, students were randomly assigned to a group of three to four people. Because of the limited amount of time they spent together in college, most students were not familiar with each other, especially at the beginning of a semester. Dörnyei (1997) stated that sharing genuine personal information about each other could help learners foster cohesiveness. Considering this perspective, the students were given a certain amount of time to get to know each other having a conversation casually with familiar, but related issues to the unit contents at the beginning of the group work session. Also, to maximize the success of the group work, a small task was always offered to assign a specific role to everyone in the group (e.g., discussion leader, notetaker, and word checker). Having students assign group roles by themselves was also an attempt to promote the students' *positive interdependence* and *individual accountability* for the cooperative tasks. Moreover, different rules for the role assignments were applied every time; for example, the alphabetical order of their given names was used, and other times the numbers of alphabet letters of their names were the factor. As well as fostering the chance to communicate, the main purpose of this

additional task is to have students pay attention to the members' names. Through these procedures, students were encouraged to learn their classmates' names and get familiar with each other. Another task offered for team-making was *The Same Game*. This is an exercise modified from the idea of the activity that Jacobs and Kimura (2013) introduced, in which students find the items that all the members like or some things in common among the students in the group. During the team-making, they were also asked to name their group with the commonality they found. This is applied to help students familiarize themselves with each other, aiming to build cohesion among the groups.

Helgesen (2016) explained the significance of learning the names of the students as one element of building a good relationship in class. And as it is mentioned in Literature Review section above, Cao and Philp's (2006) research suggested that familiarity with the members and participations of members in group work are the important factors in developing the learners' WTC. Considering these perspectives, paying attention to the team members was regularly promoted as an important element of this segment of a lesson. (The sample procedures are displayed in the same PowerPoint slides referred in the previous section.)

Missionaries

As it is mentioned above, Missionaries is a cooperative group activity that was modified by the ideas of Kagan Structures and JASCE. In this activity, students worked together in the original group (home group) creating some paragraphs or doing some research. Then they were moved to a different group individually, and each shared what they had prepared in the home group with new group members. In this way, everyone was responsible for their group work, and each member could equally participate in the talking as well as preparing as a representative of a group, contrasting the common problem of group work in which not all the students contribute to the task. One additional task attached to the Missionaries was a reporting of the group work on the class online chat system individually. Each student had to write a short paragraph about their group and what they did in the group; for example, they wrote information about the team members and their roles, as well as the paragraph they made and shared in groups during the class. This can provide opportunities for redundant output (Kagan, 1995), while Lee and VanPatten (2003) also suggest that writing a report works as an important purpose of an information exchange activity, which

can be added to the class activity itself. Besides, the students needed to post their reports in the class chat system, so everyone in the class could read each other’s writing, which could encourage students to be extra responsible for what they learned in class as well as for remembering each other’s names and learn from what others wrote.

Results [Spring semester]

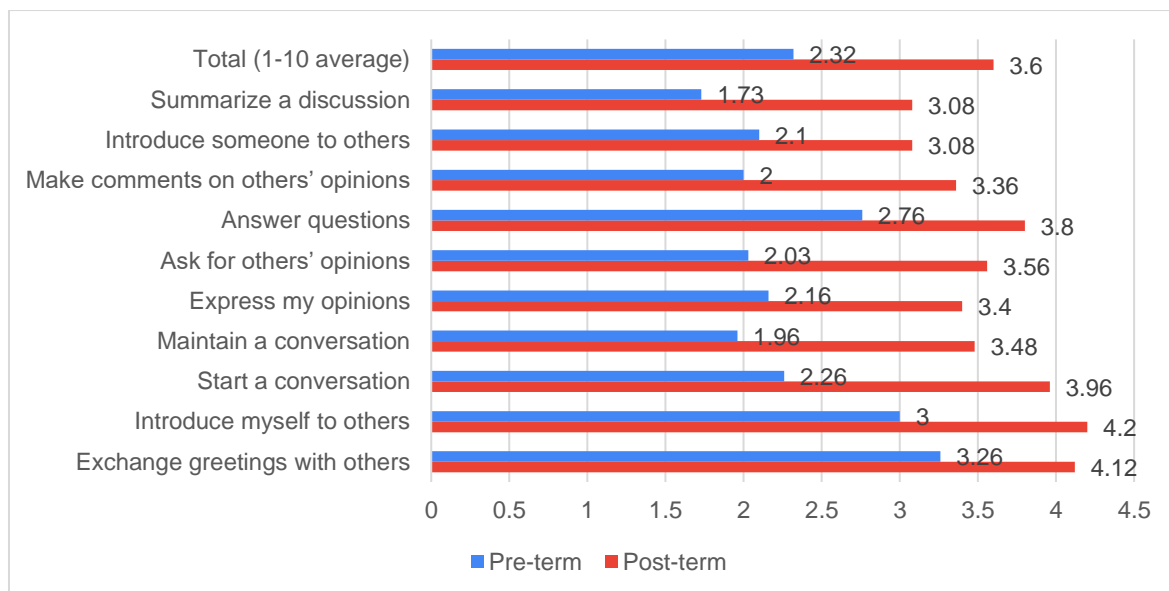
Questionnaires

(1) English speaking abilities

In both questionnaires, participants were asked to display how well they could do in each activity of speaking English; such as *exchange greetings and start a conversation*. The average scores of the participants are presented by categories in Figure 1. See Figure 1 to see the growth between the beginning of the semester and after the 15th week.

Figure 1

Perceived English speaking abilities



Note. The average scores of target students. 5-point scale was used for the answer choices (1: I can’t do it at all. to 5: I can do it well.)

The average scores of all 10 activities improved by over 1.28 points. Especially, participants seem to feel much more competent in *start a conversation* and *ask for others’ opinion* at the

post term. During the semester, students had a plenty of opportunities to talk with at least three or four students each day for the reading weeks, and they had opportunities to work in groups in the activity weeks, in which they needed to actively communicate with the members of their home group as well as the new individuals in a second group for the Missionaries activity. Often, the students were assigned to finish some tasks within a certain amount of time, so they gradually got accustomed to managing their time for a conversation. To meet all the required goals within the limited time given, students have learned the ways to move the procedure forward. The basic conversation starters and discussion phrases were always displayed in class and on the worksheet, so it can be said that students became able to start working on the task in English following the examples. Through the recursive exercises, students gradually came to feel more confident carrying out the tasks in English, and they became aware that initiating a conversation is necessary to complete the tasks. As previous research suggested, initiating a conversation is one of the difficult but necessary skills to build an interpersonal relationship (Yashima, 1995), so it is significant that the students could learn how to start a conversation in terms of building cohesion as well. Cooperative group work might have helped grow their confidence in starting a conversation; namely, their WTC and cohesion potentially have increased through it.

Similarly, the class involved many opportunities to practice taking turns with the RallyRobin structure, which might contribute to the growth of *ask for others' opinions*. Also, the score of the category, *introduce myself to others* reached 4.2 points at the post-term, which can be explained that the self-introduction in English has become a relatively easy task for the students throughout the course. As it is described above, students had to interact with many different classmates randomly every week; therefore, introducing themselves was the thing they needed to do at least three or four times during each 90-minute meeting. This could boost the students' confidence in this category, though it is not the biggest jump compared to other categories.

On the other hand, participants showed the least confidence in the items, *introduce someone to others* and *summarize a discussion*. The scores were quite low at the beginning and did not improve much. These features were included mostly in the activity day lessons when they had to talk about the team to different groups. Sometimes the students had an opportunity to share their ideas of the teams in class, but there was no regular redundancy for the activity, and they were not provided with enough experience for the features in class.

It can be said that they needed more chances and practice to become competent in these two elements, which should be an objective for the second semester.

In addition to answering about their specific speaking abilities at two different times, participants were asked to indicate their perceived changes in these two elements; reading comprehension skills and how much they could speak in English during the group work. The result is shown in Figure 2 and Figure 3.

Figure 2

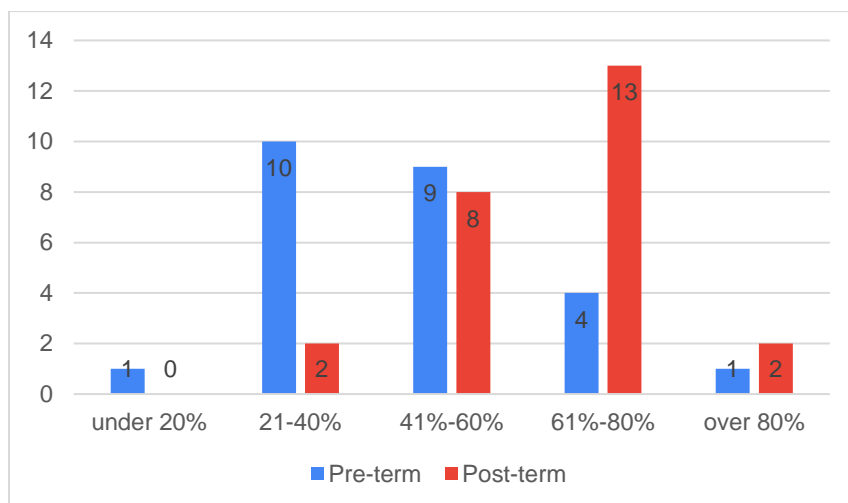
Perceived change in reading comprehension skill

(N=25)

Q. How much did/do you understand the English passages?

英文パッセージはどの程度理解度できましたか/できますか。(辞書などを使わずに)

* 学期はじめと現在の能力について比較して考えて下さい。



Note. The vertical line shows the number of participants who chose the percentage option. 5-point scale was used for the answer choices (1: under 20% to 5: over 80%)

In class, some grammar features and new vocabulary were explained. Still, the majority of the class meeting was focused on pair and group activities, so detailed explanations of the stories or articles for comprehension were almost never provided to the students. Although most of the comprehension exercises were treated as individual work without much help from the instructor, students felt that they had become more competent in understanding English passages. The majority of the participants consider that they can now comprehend an English article over 60 percent, which is a big improvement compared to the 21 to 40 %

understanding at the beginning of the semester.

Figure 3

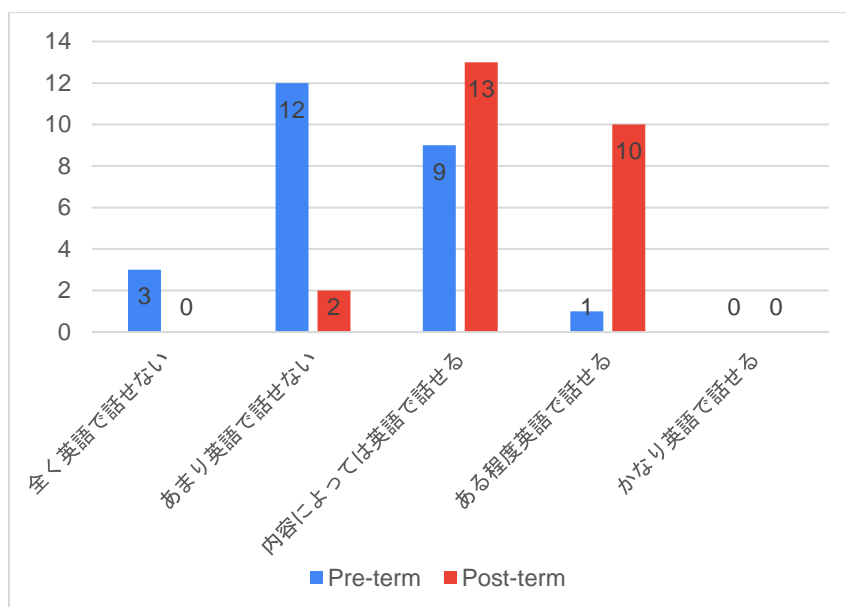
Perceived change in speaking during group work

(N=25)

Q. How much did/do you talk in English in a pair/group talk and discussion in class?

ペアトーク・グループディスカッションでどのくらい英語で話せましたか/話せますか。

* 学期はじめと現在の能力について比較して考えて下さい。



Note. The vertical line shows the number of participants who chose the option. 5-point scale was used for the answer choices (1: I can't/couldn't talk in English at all. - 5: I can/could talk in English mostly.)

As well as the reading skill, the participants' perception of their English usage rate in the group work increased considerably. Over 10 students out of 25 participants think that they can handle a conversation to a certain degree in English, although the majority of them are still a little less confident in some types of conversation. This might be because some discussions were related to the unit content which could be new and unfamiliar for some of the participants. Also, some group tasks involved writings with a time restriction, so students were required to work efficiently, which resulted in speaking Japanese. Besides, the instructions were always focused more on cooperation, so the use of Japanese was neither prohibited nor discouraged. However, even under this circumstance, where the students were allowed to speak their L1 during the group work, there is a noticeable growth in their

perceived English-speaking skill. This suggests that they tried to practice their talk on their own initiative.

(2) Willingness to Communicate

The results of the WTC questions in both questionnaires are displayed in Table 2 below. The items to investigate the participants' WTC were developed through this AR based on several previous studies (e.g., Hashimoto, 2002; Watanabe, 2013; Yashima, 2002). Participants were asked to demonstrate how willing they are to communicate in English under six types of situations where they might encounter in their life. The answer choices indicate how often the participants would communicate with the recipient in the situation in English, as well as the emotional states which represent their willingness to communicate in English under the given situations (For example, 1 shows that the participant would never do that in English, or they are not willing to do it at all).

Table 2

Willingness to Communicate in English in Pre and Post terms

Situations (If there is a chance to..)	Pre-term	Post-term
Talk with a stranger who is in trouble or need help in a town or at a station	2.63	2.84
Talk with a teacher for questions	2.53	3.36
Talk with a group of foreigners to guide an area or school	2.56	3.12
Speak in front of a class	2.33	3.12
Talk with an acquaintance you meet by chance	3.06	3.60
Talk with a classmate about a familiar topic in class	2.63	3.28
Total (average)	2.62	3.22

Note. The average scores of target students. 5-point scale was used for the answer choices (1: Never do/I don't want to do that. to 5: Always do/I want to do that.)

Under all the situations, participants' WTC increased with the growth on average by 0.59 points. The results clearly show that the three class-related items have improved more than the others. The biggest boost was the item; *Talk with a teacher for questions*, followed by *Speak in front of a class* and *Talk with a classmate about a familiar topic in class*.

Although they did not often have an opportunity to have a talk with an instructor, the score was one of the best among the six items at the post-term. This might be related to the class method in which students needed to be more actively participating while students are usually passive in a traditional teacher-centered classroom environment. Also, the growth in the other two classroom-items could be due to the fact that participants experienced talking with classmates regularly as well as sharing the group work to the class. In contrast, the scores of the other three situations outside the classroom were not particularly high or improved much. However, considering that the students did not specifically prepare or practice for those encounters in class, the scores show that they became more interested in initiating a conversation even outside the classroom as well as in the school environment.

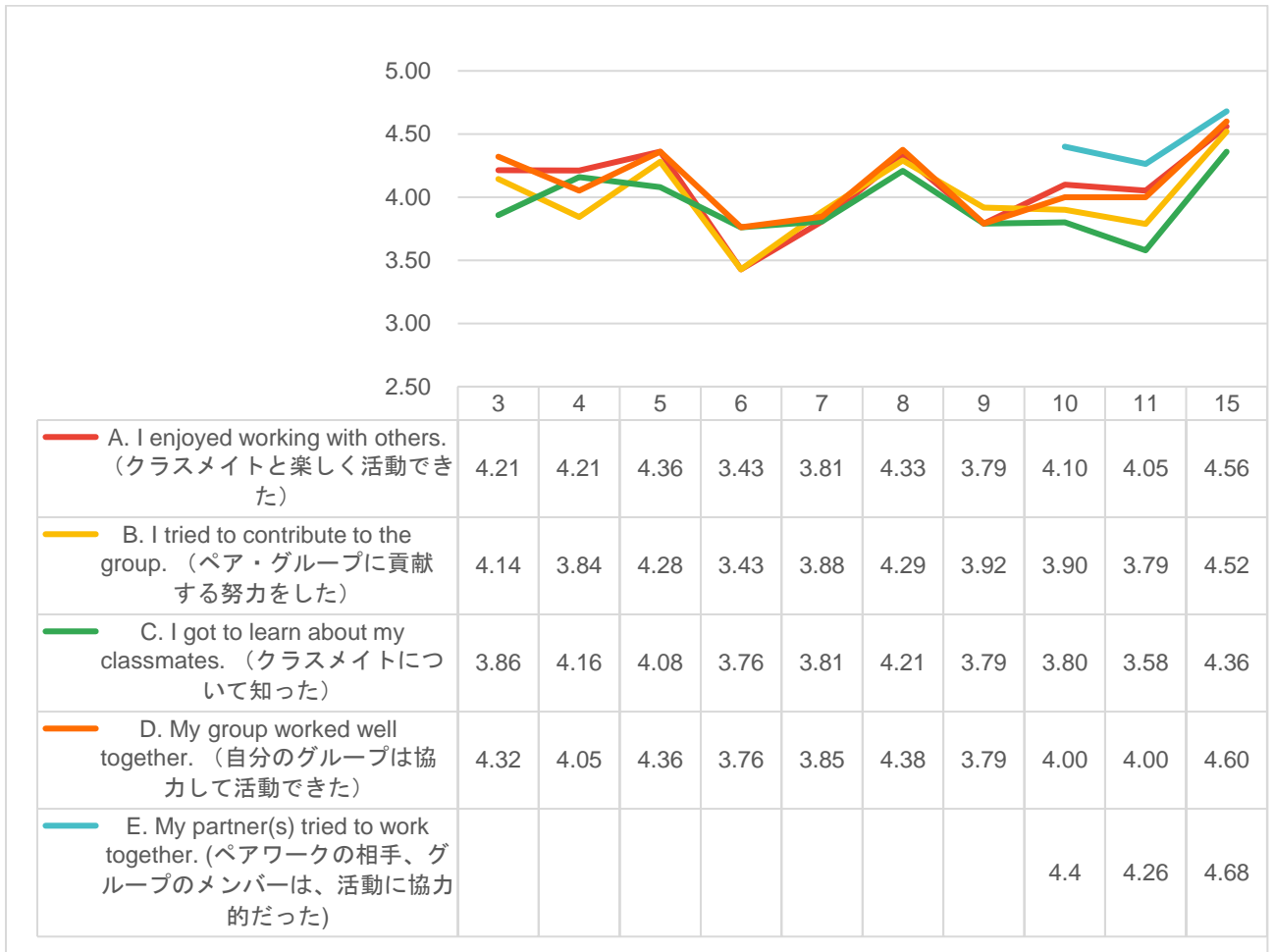
Exit Slip

Group Cohesion

The exit slip was distributed ten times throughout the semester to investigate the change of the participants' group cohesion. The first two weeks, as well as the three weeks before the final project, was excluded from the data collection. According to Johnson et al. (1993), one of the principles of cooperative learning is *face-to-face promotive interaction*, which had been a big challenge in the online learning situation until last year. But now, the situation has changed, and students are able to meet every week in person, so investigating the changes of their group dynamics every week was one of the big purposes of this procedure. The detailed results of the group cohesion questions are shown in Figure 5 below. Item E was added to the exit slip after Week 10. Also, as explained above, the class offered an activity day once in every three weeks; therefore, the answers of Weeks 5, 8, 11, and 15 were based on the perceptions of group work while the results of the reading days were more focused on the random pair-talk including small talk and opinion exchange exercises related to the unit themes.

Figure 5

Group Cohesion Progress



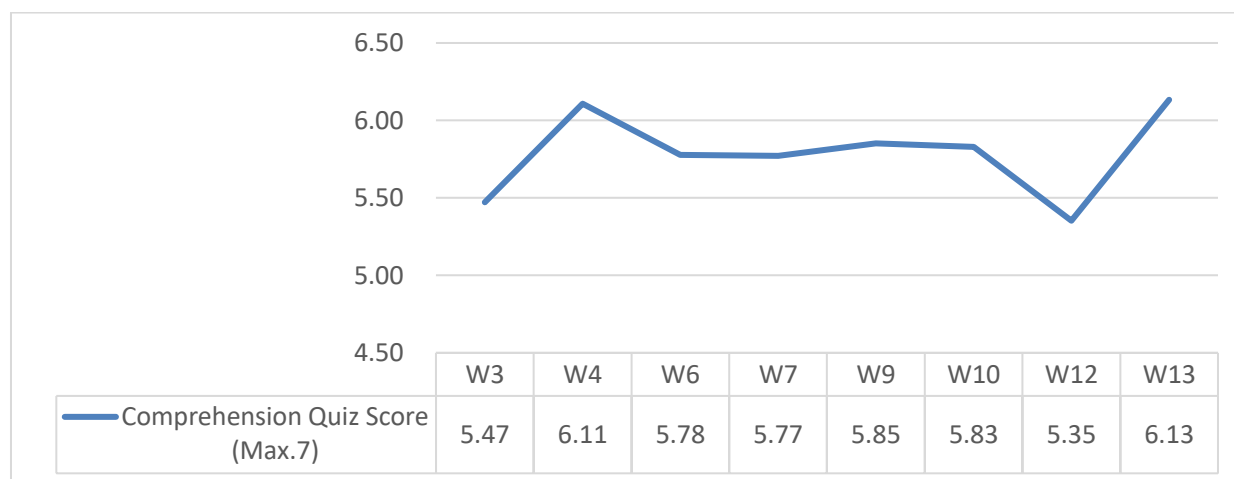
Note. The average scores of participants in each slip for ten weeks. The numbers of participants in each week vary week to week because of the absence in class or submission failures (The average participation: 21.6/38 students). 5-point scale was used for the answer choices (1: Strongly disagree to 5: Strongly agree).

Overall, the participants enjoyed the group work mostly, especially for the activity weeks (Weeks 5, 8, 11, and 15). During the reading weeks, the students mostly worked in pairs randomly for a short while with many different classmates. They might not have enough time to get to know each other with a specific individual or have more detailed conversation with him/her in those reading weeks. Also, while students spent a fair amount of time for team-making in the activity weeks, learning deeply about their classmates was not a primary purpose of the pair talk. The instructions were more focused on exchanging opinions and listening to each other. Although their cohesion scores were quite high in most weeks, this tells that the length of time spent together is an important element of group building, which support previous studies (e.g., Dörnyei & Murphy, 2003; Kagan, 2013).

Another important factor is that their group dynamics has changed up and down throughout the semester. In the final week, the scores reached the highest, but in some weeks, their group cohesion was quite low, and the scores were not stable during the whole semester. In fact, a gradual growth on group cohesion was expected because there was an assumption that the students would become familiar with each other over times; however, the scores were not showing the continuous grow. This result is fairly similar to the research of Yoshimura et al. (2021) examining dynamic changes in English learners' attitudes toward cooperative learning. They indicated that the learners' perceptions changed depending on the timing and different processes of the group projects. At the beginning of the project, learners needed more social skills to build a relationship, but gradually some other factors became important to accomplish the goal, such as positive interdependence and face-to-face interactions (Yoshimura, et al., 2021). For the current AR, getting to know each other was not a necessary element to complete a task in some weeks, besides that they were becoming friends through the class, so there might not be much new information about some individuals for certain students. This could be one of the reasons why the scores of item C displayed quite low in the later weeks. Additionally, some unit passages could have been a little difficult for the students to exchange opinions during the pair talk. In fact, the scores of the reading comprehension quiz displayed in Figure 6 were not always the same either. It shows that some contents of the unit might have been more difficult than others which could also affect students' group work contributions and cohesion.

Figure 6

Scores on Reading Comprehension Quiz in Reading Weeks



Note. The average scores of participants in each quiz for 8 reading weeks. (Max 7 points)

Interviews

Three individuals from the target class voluntarily met with the instructor and answered the interview questions about 10 days after the last class meeting. The details of the interviewees are provided in Table 3. The questions are divided into three categories: the students' English-learning background, their experiences and opinions of group work throughout the course, and their relationships with classmates and group cohesion. All parts of the interviews were conducted in Japanese. The interviewees comments on their experiences and opinions toward cooperative learning are analyzed below.

Table 3

Details of the Interviewees

Student	Ave. comprehension score (Max.7)	Perceived English Skills		WTC	
		pre	post	pre	post
Mika	6.75	2.0	3.7	2.83	3.50
Masa	5.37	3.4	4.2	3.50	4.0
Kei	6.62	2.9	4.4	3.0	3.33
Class Average	5.26	2.33	3.63	2.63	3.22

Note. All the names are pseudonyms. For Perceived English Skills and WTC, the average of the individuals' scores is displayed. (Max 5 points)

All the interviewees' comments toward cooperative activities were mostly positive, besides the scores in perceived abilities and WTC for all three individuals improved significantly. Although these three volunteers could be considered as the ones who participated in class more actively than some others, their comments are quite similar to the perspectives found in the analysis of the questionnaires and exit slip of the whole group. The common feedback collected through the interviews is displayed in Table 4.

Table 4

Common Comments from the Interviews

Comment categories	Comments
Class method/contents	<ul style="list-style-type: none"> • Speaking or cooperative activities in a reading class was unexpected. • Learned how to read efficiently • Activity days were the most interesting.
Pair/Group work	<p>[Positive]</p> <ul style="list-style-type: none"> • Became able to keep the conversation going longer in English • It was good that each person had a specific role for the group work. • Learned from each other • Liked that we could help each other and notice the mistakes in pairs <p>[Negative]</p> <ul style="list-style-type: none"> • Not able to practice speaking English in group work • Often switched into Japanese
Cohesion	<ul style="list-style-type: none"> • Became familiar and comfortable with most classmates • Exchange social media accounts and became close with some group members • Spending the whole 90 minutes together was helpful to become friends

Note. The comments from the students above are translated from Japanese by the author.

Mika usually scored quite well on quizzes, but she was not confident in her English ability. She had never learned English in communicative ways, but she went to a cram school and studied English more than other subjects there before entering this university. She stated that she was now highly willing to learn English more and thinking about joining a study abroad program. Her expectations toward this reading course were to do some grammar work based on her experiences in high school. However, she explained that she enjoyed group work greatly because she generally likes meeting and talking with new people, and she made friends with several students through group work. In contrast, she reported that some of her classmates complained that they were not happy about being in pairs or groups with people who were not familiar. According to Thornton et al. (2020), the large class size affects the students' low cohesion. The number of students enrolled in this class is 38, which is relatively big for a language class, and they might not have been able to interact with some classmates enough to know each other within the limited amount of time. Also, the same research revealed that cohesion had an impact on the attendance of the class; however, the correlation between the two elements was bigger in the second semester than in the first semester (Thornton et al., 2020). It is natural to think that students were not comfortable with each other yet only meeting once a week in the starting semester of college especially since some other classes were still offered online for most of the students in this target class.

For Mika, the group work was enjoyable, but this should not be applied to everyone.

Another interesting opinion from Mika is that she said that during the group work, she was not able to practice speaking English although she had fun working in groups. Some expressions were introduced and practiced during the class, but when working on a relatively complicated task, they were not capable of carrying on a conversation using English. The biggest reason for this can be especially that Japanese (L1) use in group work was allowed, and students were more encouraged to work together when speaking English since the focus of the lesson was cooperative learning and building rapport.

Masa is one of the students who is generally confident and has studied English hard as well as other subjects. He also has experience learning English in a cram school for the entrance exams, and he said that he had met good teachers of English through his school life, so he likes English. He is willing to learn English more to be able to respond when he is asked questions in English. He expressed that he enjoyed group work, and he was able to talk with most of the students in the class throughout the semester. He said that he was not good at working in groups before, but he could have a good time in groups because the roles were clear, and everyone was usually responsible. He especially liked the activity days because he could become familiar with his teammates more. In fact, he became acquainted with many students so he could now have a conversation with them when they met in some other classes.

As well as Mika, Masa also mentioned that he could not speak much English when he was working on some tasks during the group work in activity weeks. In pair work, he felt that he could handle some conversations in English for a few minutes, but group work was a little different. As it is mentioned above, cooperation was the main focus, but it is necessary to think about making the balance between language practice and group cooperation.

Kei was also a hard-working student. He had already passed EIKEN Pre-2 level in high school, and in the comprehension quizzes, he scored almost perfect every time. He said that he is aware of the importance of English skills, but he is not confident in going abroad or speaking much. His expectation of this course was to learn about grammar and to actually read together, so he said that he was surprised and felt a little uncomfortable doing much talking and dealing with many cooperative activities at the beginning. This idea is similar to

Mika's, and an important perspective many students might hold assumingly. Because of the traditional teaching system of high school, which is to prepare learners for the entrance exams, many students seemed to spend the final year of high school cramming hard. This could influence the students' preconception that they are going to learn about some grammar forms mostly in reading classes. However, after he got used to the class method, he started to see the advantages. He especially liked the activity days because he felt that the members were helping each other, and he could learn from others. He did not have any friends on the first day, but he became close friends with several classmates, and they often talk now.

On the other hand, Kei indicated several disadvantages he felt through the group work as well. Sometimes because of the odd number of the class group, the pairing could be a little hassle. Also, sometimes he was worried about the score of the group work when he was with some non-cooperative or low-level students. Group reward is one of the important elements in cooperative learning (Slavin, 1996), but students might not have been informed with enough clear explanations for the group goals in the class. Slavin (1996) suggested some method in which students get a certificate based on the average of individual quiz scores to maximize the students' individual accountability. This kind of procedure might be effective, if not necessary, for encouraging cooperation in group work next semester.

[Fall semester]

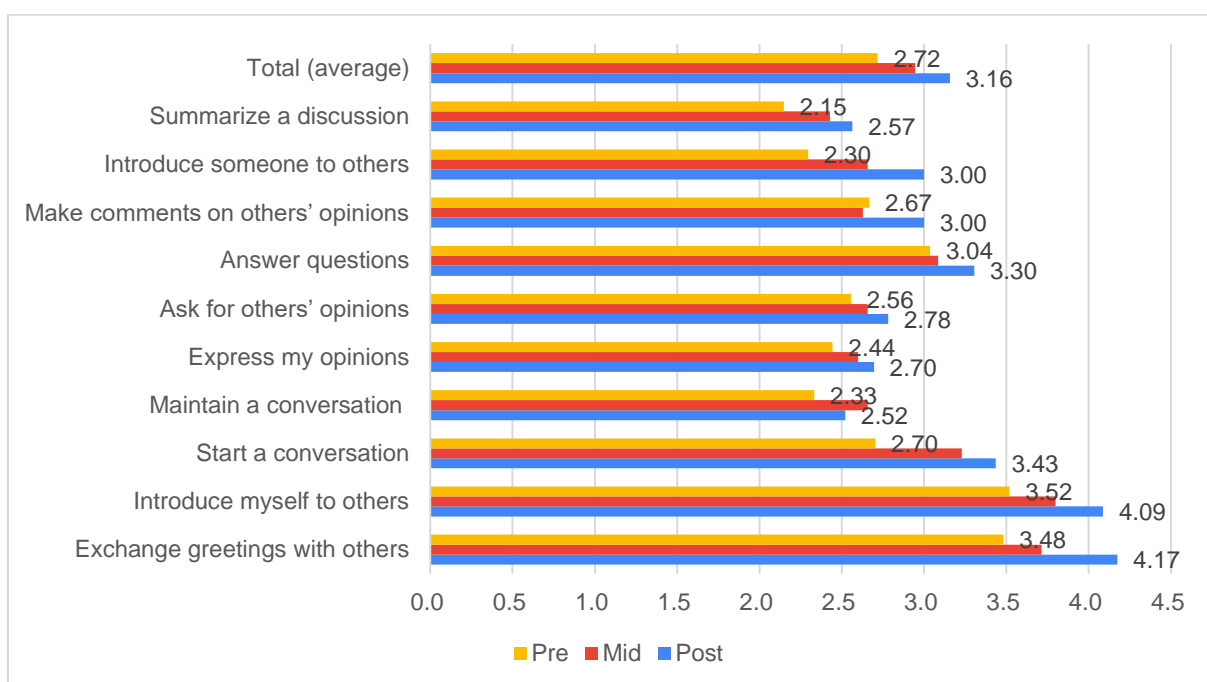
Questionnaires

(1) English speaking abilities

For this semester, the questionnaire was administered three times, and in each time, participants were asked to display how well they could do in each activity of speaking English; the items were identical to the ones used in the two questionnaires during the first semester. The average scores of the participants are presented by categories in Figure 7. See Figure 7 to see the growth between the beginning of the semester and after the 15th week.

Figure 7

Perceived English speaking abilities



Note. The average scores of target students. 5-point scale was used for the answer choices (1: I can't do it at all. to 5: I can do it well.)

The results were similar to the previous semester; the overall average scores improved considerably showing 0.44-point growth between the pre and post semester results. The participants became more confident towards initiating a conversation in English. However, one of the items, *maintain a conversation*, scored lower than others, and its post term score showed a decline from the mid-term point. As it was mentioned during the interviews in the previous semester, students often switched back to their L1 when they were working on some group tasks, in addition to the fact that the focus was more on cooperation than on their English conversation. Therefore, to *maintain a conversation* was not a necessary element in class activities, which might have prevented the participants from practicing this particular skill. Furthermore, because this was the second semester, some students had already become friends and been comfortable with each other. In fact, about fifty percent of the students in this course enrolled in the target class in the previous Spring semester, so those continuing students had already learned certain techniques for the necessary English communication in the class. This could explain the higher scores on their perceived abilities in the pre-term questionnaire, which resulted in the smaller growth in most elements during the semester.

The participants were also asked to write comments about their perceived change

in abilities in the questionnaires, and the common feedback by categories is displayed in Table 5 below.

Table 5

Common Comments regarding their self-perceived English abilities

(Mid-term, N=35)

Categories	No. of comments	Comments
Speaking Skills	19	[Positive] <ul style="list-style-type: none"> • Generally, I can have a conversation in English better than before. • I learned how to react to others' comments and to ask for the repetition. • I can keep the conversation going longer.
	7	[Negative] <ul style="list-style-type: none"> • Because I try to keep talking, I am not sure if I am using the correct grammar. • We use similar expressions when we have conversations, so vocabulary and grammar learning has been making less progress.
Other Skills	8	[Positive] <ul style="list-style-type: none"> • I became able to read a passage more easily. • I learned the skill to guess the meaning of words from the context, so I do not need to use a dictionary now compared to before.
	2	[Negative] <ul style="list-style-type: none"> • I am forgetting some vocabulary. • I don't know the spellings of some words so writing is still hard.
Motivation	5	<ul style="list-style-type: none"> • I came to feel like I want to talk more in English. • I try to have a longer conversation more positively. • I feel less hesitant in speaking English with others because I have many opportunities to talk with a lot of different students in class.

Note. The comments from the students above are translated from Japanese by the author.

The comments from the students not only displayed positive perspectives towards their abilities and their progress, but some negative aspects were brought to light. Although the participants generally appreciated the opportunities for having conversations in class, some of them were skeptical about focusing too much on fluency, not accuracy. Similar opinions

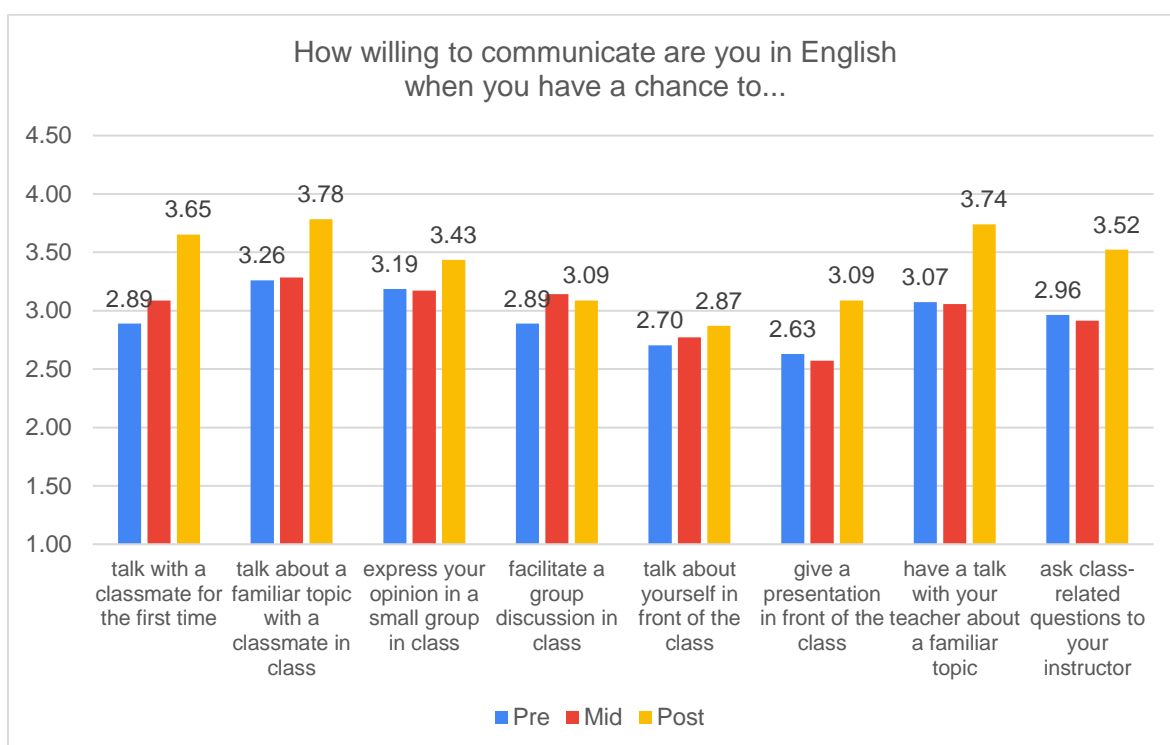
were found during the interview last semester; the interviewees mentioned that they were not able to practice speaking in group work. The participants in both semesters also positively responded to the activities in which they have a conversation with many students; such as a pair, information/opinion exchange practice, but the class procedures might not be satisfactory to certain students who expected to get more about grammar instructions or challenges to build bigger vocabulary.

(2) Willingness to Communicate

The results of the WTC questions in the three questionnaires are displayed in Figure 8 below. The items used in the last semester were developed through this AR based on several previous studies (e.g., Hashimoto, 2002; Watanabe, 2013; Yashima, 2002); however, this time the questionnaires focus only on the classroom items because of the irrelevancy found during its analysis of the AR last semester. Participants were asked to demonstrate how willing they are to communicate in English under 8 types of situations where they might encounter in their English classes. The answer choices indicate how often the participants would communicate with the recipient in the situation in English, as well as the emotional states which represent their willingness to communicate in English under the given situations (For example, 1 shows that the participant would never do that in English, or they are not willing to do it at all).

Figure 8

Willingness to Communicate in English at Pre, Mid, and Post terms



Note. The average scores of target students. 5-point scale was used for the answer choices (1: Never do/I don't want to do that. to 5: Always do/I want to do that.)

Under all the situations, participants' WTC increased with the growth on average by 0.45 points between pre and post semesters. The score of the first item, *talk with a classmate for the first time*, made the biggest increase, showing that they were more comfortable at the post term to interact with someone who is not familiar, compared to the pre-term. In fact, talking with a new person requires self-introduction and certain greetings; therefore, it can be said that the participants' WTC can connect to their growth in perceived speaking skills. One of the interesting findings from the WTC growth is that students felt more willing to communicate with the instructor as well as with their peers. There was a question item, *talk with a teacher for questions*, in the questionnaire of the last semester, and the score of the element increased considerably, which is a similar growth to the teacher-related items of this semester. As a matter of fact, one of the goals of each lesson was that students spend over sixty percent of the class time in pairs or groups; thus, the students had limited opportunities to communicate with the instructor. However, the results shows that they became more motivated to talk with their teacher, which could indicate that the students started to seek more opportunities to talk with a different, and advanced interlocutor to challenge themselves. They have naturally come to understand that the instructors could be a beneficial

resource to use the language with under the circumstance where they have limited opportunities to use English outside the class. It has been challenging for teachers to interact with each and every student in class personally, especially in a relatively big class with over forty students; yet, students expressed through this series of questionnaires that they are willing to talk with the teachers. The high WTC towards communicating with a teacher shows that we teachers play a significant role as a resource providing the students with a different kind of opportunities of interactions in English. It is very important to explore more about the students' expectation towards their instructors for the future analysis.

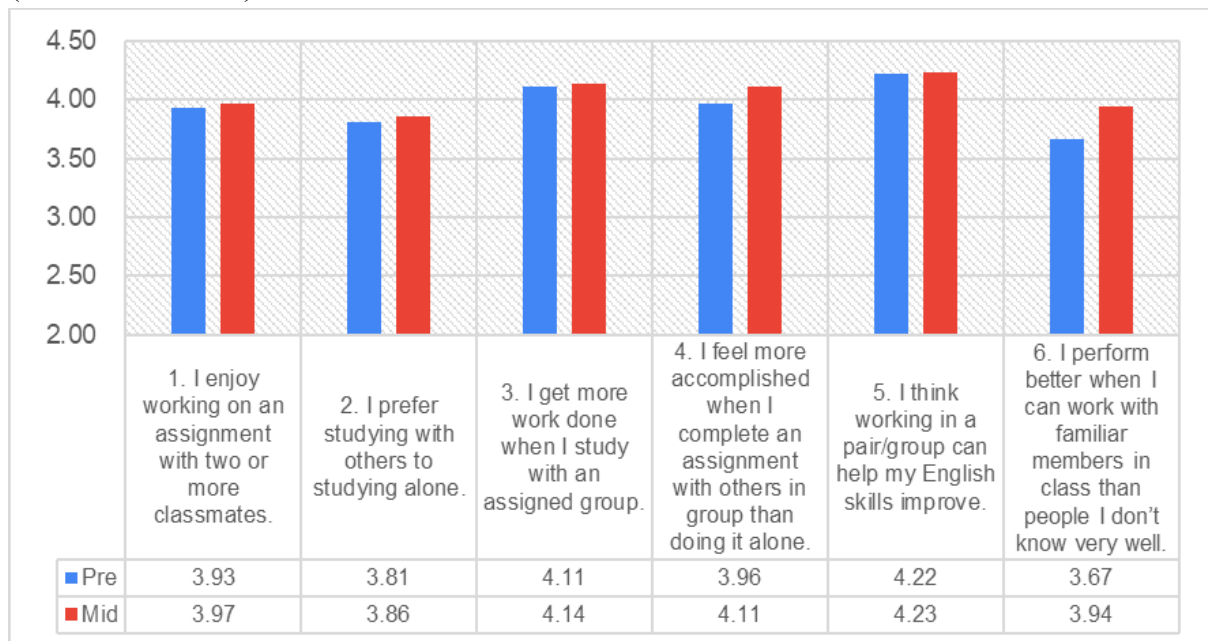
Moreover, another intriguing finding is that the score of the item, *give a presentation in front of the class*, made a fair growth between the pre and post term. Although the students were relatively hesitant about presentations, they became more willing to do it at the post term. During the Missionaries activities, all the students were responsible for representing their own group presenting what they created, and repeating the process might have pushed the students to feel more motivated to do so. The report about the participants' WTC in the previous semester revealed that the scores of the situations outside the classroom were not particularly high or improved much because of its lack of specific preparation or practice for the settings. The results of this semester also support this perspective; redundant encounter to a certain situation plays an important role to motivate the students, as the students gradually became more comfortable presenting to a group by experiencing it frequently.

(3) Group Cohesion

The exit slip was used to investigate the change of the participants' group cohesion last semester; however, this cycle, it could not be performed due to several technical issues but instead, an additional questionnaire and a collection of the participants' comment about the group experiences were analyzed in detail. As mentioned above, some students were already familiar with each other at the beginning of this semester, so the students' perception towards group work was relatively high during the pre-term questionnaire, even before the first group work was performed. At the mid-term, participants continued to show their feelings that cooperative learning was enjoyable and helpful. One interesting fact is that the participants were thinking that they could perform better working with familiar members, which could indicate that the students had become closer to certain classmates by this time

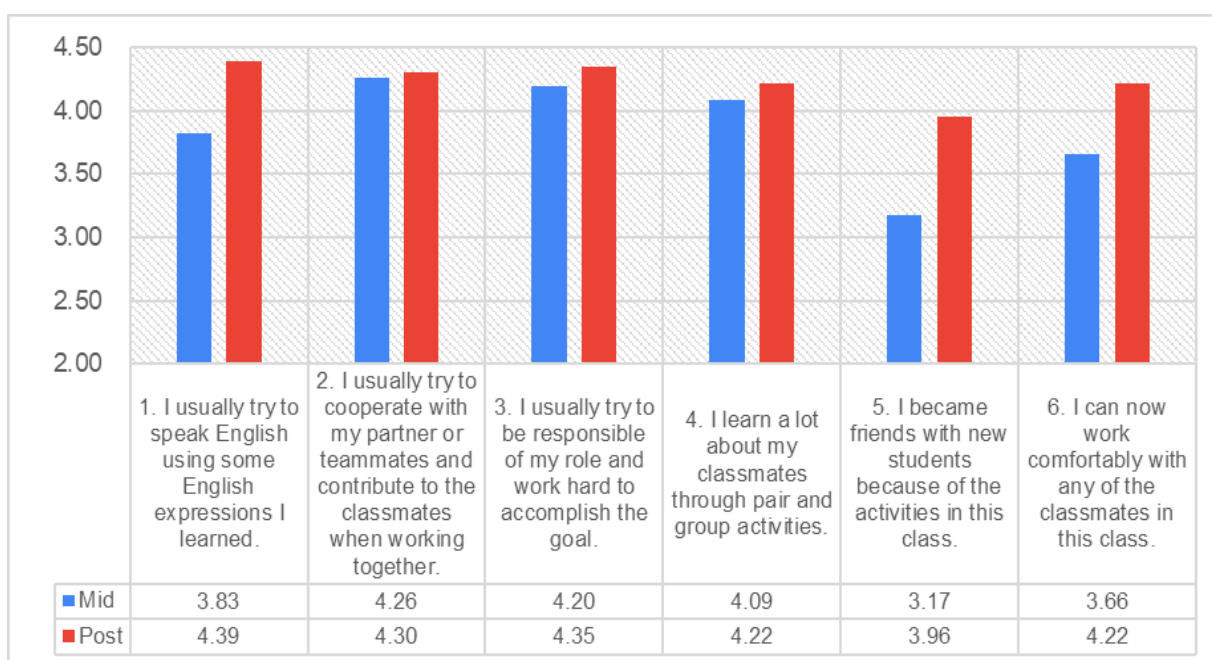
of the semester; thus, they preferred to be with friends. Nevertheless, they still showed that they enjoyed the group work, so it can be said that this particular circumstance about having closer friends in class was not a factor to negatively affect their group cohesion. The details of the students' perception of group work and their experience in group work are presented in Figure 9 and Figure 10.

Figure 9
Perceptions of group work
 (Pre and Mid term)



Note. The average scores of target students. 5-point scale was used for the answer choices (1: Strongly disagree to 5: Strongly agree)

Figure 10
Group work experience in class
 (Mid and Post term)



Note. The average scores of target students. 5-point scale was used for the answer choices (1: Strongly disagree to 5: Strongly agree)

Figure 10 displays the participants' opinions over the experiences in the group work during the semester, and this gives interesting insights about the students' group cohesion and its changes throughout the term. The item about becoming friends, *I became friends with new students because of the activities in this class*, made the biggest increase from the mid-term to the post-term (+0.79). As it is suggested above, it seemed like that the students were forming a friendship with certain classmates after a few rounds of group work during the mid-term. This fact became even clearer in the post-term questionnaire that considerable number of students expressed that they became friends with each other. Also, the results of the post-term questionnaire shows that most of them indicated that they could work with any of the classmates comfortably, reaching the average point of 4.22.

To explore more about the actual relationships between students, their comments on the group work experience as well as group cohesion were looked into, and their opinions are displayed in Table 6 below. Throughout the semester, students had opportunities to talk with at least three to four classmates in a lesson, and most of the students felt that they were able to talk with many different people who were not familiar to them before. 25 students expressed that they developed a good relationship with others in class, and some even said that they found some common interests which helped them to have more interesting

conversation. Clearly, most opinions were positive and their feedback matched their improved scores on the items about group work experiences. In addition, the students were becoming aware that they were now able to start a conversation with a new person at the same time as getting to know about each other, which is also related to their perceptions of own developed speaking skill. Overall, the participants enjoyed the group work, and throughout the cooperative activities, they surely built strong group cohesion that they could now work with any classmates comfortably.

Table 6

Common Comments regarding their Group Work Experience and group Cohesion
(Mid-term, N=35)

Categories	No. of comments	Comments
Group Cohesion	25	[Positive] <ul style="list-style-type: none"> • I am able to talk with many new people in this class and became friends with some of them. • I am glad that I got to talk with many different students and developed a good relationship with them. • Group work was helpful because the group members helped me on some difficult tasks so we could achieve the goal more easily together. • Finding some things in common helped me to get to know more about the classmates, and we could have more interesting conversations because of that. • Everyone was kind, and most of them tried to communicate actively.
	4	[Negative] <ul style="list-style-type: none"> • Sometimes I got to be paired up with the same people. • There are still some people I don't know well. • Because we work with different students every time, it is a little difficult to become friends with one student.
Skills	4	<ul style="list-style-type: none"> • My skill to communicate with others improved. • I feel less hesitant to start speaking English. • I could talk with someone I do not know very well now. • I am able to think about how to say certain things in English within the group.
Others	4	<ul style="list-style-type: none"> • I think I have a broader mind by talking with many different students. • I realized that it is easier to talk to a new person if we speak English.

Note. The comments from the students above are translated from Japanese by the author.

Discussion

This AR has shed light on implementing cooperative activities in a reading course and suggested possible ways to improve class cohesion and the learners' confidence in speaking English. Moreover, it revealed some challenges, such as making the balance between cooperative learning and language practice.

RQ (1) What impact does weekly participation in cooperative pair/group activities have on learners' perceptions of their English abilities?

The results of the questionnaires show that their perceived English-speaking skills have improved greatly from the beginning of the semester. This course is a reading focused one, and it can be said that a certain number of students did not expect that they needed to speak much, as the interview comments suggested. However, the series of pair talk to express ideas frequently had become somehow a good habit, and it looked like they felt comfortable with saying greetings and starting a conversation every time when they were in pairs of groups, as the scores of the speaking components are implying. Also, corrections of grammar were rarely provided for the students' talk in those pair and group activities, but the participants felt they could do more in English, especially the elements such as answering questions and asking for others' opinions. Jacobs and Kimura (2013) stated that students were less worried about accuracy when they talked with their peers, and this might help students talk more. Similarly, Yashima et al.'s (2016) research suggested that through a series of opportunities in discussions, students found strategies to initiate turns by asking questions and listening carefully. Under the circumstance of no teacher control, they tried harder to contribute to the task. By looking at the growth in their perceived speaking abilities, it could be said that cooperative activities were effective in improving the students' confidence, even in online lessons.

In addition to the speaking skills, the students' perceived reading skills made some improvement. Although grammar work or explanations of the forms and sentence structures were minimal in class, the participants' expressed that they could understand the reading passages better than before. The interviewees said that they could get help from their partners or group members for some quizzes, and all these elements suggest that the cooperative

activities were fairly successful for the improvement in the students' comprehension skills as well.

Overall, the results of questionnaires on their perceived speaking skills suggest that their experiences of cooperative learning had a positive impact on their confidence in English skills including speaking and reading.

RQ (2) How does the series of cooperative pair/group activities influence learners' group cohesion?

Although students responded positively about their cooperative learning experience, it could be said that some of the activities were not a major help for building group cohesion. The scores of the items in the exit slip were generally high but not showing constant growth or stability. During the group work weeks, the students spent a sufficient amount of time together and the cohesion scores became higher; thus, implementing this type of activity could make more influence on their group cohesion. This perspective of the participants' group cohesion shift supports the previous study of Yoshimura et al. (2021) introduced above, which explained the changes of the learners' group cohesion during the project, but it also gives an interesting insight. One interviewee expressed that working in the same team for 90 minutes pushed him to build connections with his teammates, and this supports the previous studies implying that the length of time spent together is an important element of group building (Dörnyei & Murphy, 2003; Johnson & Johnson, 1999; Kagan, 2013). For establishing cohesion in class, activities that need a longer time to complete in group could work better than random pair talk for a few minutes with many students although those short-term tasks have different advantages such as promoting redundancy.

Furthermore, the themes of the unit or contents of the lesson can be a significant factor in influencing the students' participation. Weeks 6 and 9 were the first day of a new unit, and students might have been a little less confident in giving ideas yet; besides some of the new strategies were introduced for the first time. This could affect the student's low contributions, which lowered their cohesion scores. Nevertheless, in the post-term questionnaire, students showed the highest cohesion scores. Despite the fact that there were some weeks students felt a little less cohesive with others, the final scores could explain that they had been interacting and learning to work together through the semester of regularly-offered group work.

Generally, few students know each other in a first-year class of a Japanese university, and this can be an obstacle for them to perform at their best in class, as research indicates that building good relationships with others is one of the important factors for the students' well-beings and good academic performance through their college lives (Dörnyei & Murphy, 2003; Johnson & Johnson, 1999; Kagan, 2013). The classes in the first semester can potentially provide the new students with great opportunities to meet and interact with new friends. During the pandemic, many college classes are offered online, giving students extra challenges including technological difficulties, and the absence of communication for building a network. Some students expressed their desire to have face-to-face classes, which suggests that they need more opportunities to have social exchanges last two years. Furthermore, now that we have a preferred environment for the students to build communities, we should take advantage of this situation. Johnson and Johnson (1999) explained that meaningful cooperation can result in greater psychological health and higher self-esteem. Moreover, Johnson et al. (2013) stated that cooperative learning promotes positive attitudes toward the university experience itself. Thus, as a college instructor, helping students build good cohesion through the lessons with cooperative activities will remain one of the most important objectives in my future AR.

RQ (3) How do cooperative pair/group activities affect non-English major English language learners' WTC in English?

The cooperative activities might have pushed the students' active participations because the tasks required careful listening and skills to get enough information or ideas from their partners. In fact, students' answers showed that they have considerably higher WTC in English at post-term, especially for classroom-related situations; such as *Talk with a teacher for questions* and *Speak in front of a class*. All those classroom items made a considerable increase from 0.65 to 0.83 points during the first semester. The interviewees' answers revealed that some students expected to be doing more passive tasks in a reading class, and this could have affected students' lower WTC at the beginning. Also, according to Yashima (2002), if a learner is motivated, he or she tends to feel more confident in their competence, and the confidence affects his or her WTC. The participants' scores for their perceived skills also grew significantly in a similar way WTC improved in this research as well. As a matter of fact, the three interviewees' growth of perceived skills is correlated with

the improvement of their WTC by 0.21 points. Although this is not greatly significant and it needs more investigations, this result can support Yashima's (2002) study above, and it could be said that the cooperative activities have a great potential to increase the learners' WTC, as well as their confidence in speaking English.

For the first semester research, WTC items were developed for the target class including the situations unrelated to the classroom environment; such as *Talk with a stranger who is in trouble or needs help in a town or at a station* and *Talk with a group of foreigners to guide an area or school*, based on the previous research ideas (e.g., Hashimoto, 2002; Watanabe, 2017). As expected, the scores of these items increased less compared to the ones related to classroom situations. However, considering the fact that students did not particularly practice or learn about the situational conversations for those unfamiliar cases, the slight growth can suggest the great possibility for motivating students to use English even outside school, as one of the interviewees expressed that she wanted to go abroad now.

Overall, the participants' WTC made a great improvement, but its relationship with cooperative learning should be explored more with both quantitative and qualitative methods. In addition, further research with more proper observations of the students' interactions in groups are needed to examine how they are actually interacting and initiating conversations.

Implication

After the two-year break from face-to-face class management, this semester was a great challenge with new adjustments, and a number of elements for cooperative activities are still a work in progress. However, the results indicated the possible benefits of cooperative group work including increased confidence and higher WTC in-class activities, as well as building the students' group cohesion. To expand these possibilities, some tasks and materials for the class need to be improved for the future classes, whatever the class methods have to be; face-to-face or online. First of all, the activities should be planned and developed more carefully to maximize effective peer interactions. This includes more familiar topics, and constant team-building activities with a longer amount of time to help them build group cohesion. Second, although the results of this AR showed some positive changes in students' perceived skills, it would be richer with different qualitative features looking more deeply into their experiences of group work and group dynamics; such as recording of the exchanges and detailed observations of particular groups. For the next

semester, the questionnaire will be revised with more open-ended questions, and video recordings of the class or group work are planned to be conducted to obtain clearer descriptions of students' interactions and behaviors in group work. Thirdly, in order to expand this study, WTC would be focused more on different types of situations added in the questionnaires, and its correlations to the cooperative activities are going to be investigated.

All these discussions considered, although there are still numerous challenges for implementing it more effectively, this AR gave a great insight into the positive effects of cooperative learning in a reading-focused English class.

Conclusion

In order to conclude this AR Project, I will first reflect on this overall research and my experience going through these years of AR. Then I will review some of the principal ideas underlining my research before I will describe some of the distinguishing features and development in this series of AR, as well as its key findings. And then, I will specify the weaknesses and limitations of my study. Then finally, I will try to access potential ways to improve the lessons and methods of my research in the future.

One of my important goals as a college instructor is to motivate students to learn and use English more. The best moment being a teacher for me is when students tell me that they became more interested in English because of my class or they decided to study abroad because they were inspired by the experience they had throughout my lessons. Nevertheless, another important goal was added to the list during these three years of my AR, which is to enhance the students' well-being. Because of the COVID-19 pandemic, university students were forced to take classes online for a long time, and it has led to their isolation and demotivation to learn (e.g., Alodwan, 2021; Fang, 2020). I have witnessed some of the failing students because of this unfortunate circumstance, and supporting the students through my English lessons has become a challenging but crucial objective I have to achieve since then.

I started teaching English with little knowledge or practical training, and I struggled and failed often to provide students with the classes that could motivate them to learn English more. Especially, I had always had issues in reading classes I had with students in non-English majors, which they had to take to fulfill the required credits. Because many of those

students were not necessarily interested in learning a language or they did not have a clear goal for it, they did not put much effort into the class and sometimes fell asleep. Also, they were not willing to communicate with each other because they were not familiar with each other. Since I started learning about the theories and methods for second language teaching, I began noticing many of my class elements I should change to improve the situation. Also, I obtained numerous ideas that I could try to make a positive change from other incredible teachers through AR meetings. I was getting ready to challenge myself more to create a better lesson; however, just around then, the COVID-19 pandemic happened. At the beginning, I felt that I needed to give up trying certain things I was willing to try because the classes were online. However, gradually I became able to implement some of the ideas and attempt to incorporate some lesson elements I learned into online teaching, although they sometimes did not work out as I expected. I started the chat or online discussion exercises, and through Zoom, I encouraged students to communicate with others in group work. Going through the struggle, I started paying attention more to the theories and practice of cooperative learning structures, as well as the role of group cohesion. Now I am teaching face-to-face on campus, but my lessons are completely different from the ones I did before the pandemic. I know what I need to focus on and by using the cooperative learning structures, I could do more to get closer to the new objective. Also, now since the students are able to come to the university campus, I can think about my biggest goal again; to motivate the students to learn more; because in college, there are so many opportunities waiting for them if they are willing to pursue those.

As explained above, cooperative learning, group cohesion, and WTC are the three focal concepts of my study. Interactions between learners are one of the necessary factors of language learning, and cooperative learning structures could help to promote active communication between students. However, if the students do not have a good relationship with each other, cooperative learning might not be effective (Dörnyei & Murphey, 2003). This is the reason why I have tried to emphasize promoting cohesion among students. Learning each other's names and exchanging genuine information about themselves are always the crucial components I include in group activities. Working together also boosts the students' motivation in class. Research says that recursive discussions between students without teacher interventions or student-centered approach could help students' WTC

improve (e.g., Matsubara, 2007; Yashima, 2016). My lessons were created and managed based on all these concepts and perspectives.

Although I could not apply some elements during the first year because of the sudden transition from the in person environment to online, I could at least try to implement new ideas through the distance education. I had a limited time in Zoom meetings, but I focused on encouraging the students to learn about each other. Students were always reassured to remember the names of the team members and share the information they learned from the partner to the class or to some other students. Redundancy is another concept I always had in mind, so the students were regularly asked to write about their talk with a classmate. One of the advantages of online learning was that I could ask students to participate in the class by writing. Using the benefit, I was able to have all the students share ideas. I could witness that the students started to enjoy working together and to try contributing more to the group tasks as time passed. Also, the survey results displayed that the participants have a higher motivation toward English learning and communication at the end of the term. Even if a limited amount of time was allowed, learner-learner interactions may have played a significant role in having them find a new interest in the language under the difficult circumstance.

The second year was the time for me to step up to overcome the challenges and limitations of online education. I tried utilizing what was learned in the previous year, and I added some new features in my data collection; especially to observe the group cohesion, I asked certain questions about their perceptions of group work and of their teammates. The biggest change in the lessons was that I implemented some more cooperative learning structures that I practiced into most of the activities. The students had a longer amount of time for the peer talk, and they switched the partners more. I put even more emphasis on the basic structures, such as RallyRobin, so that students paid more attentions to the partners' talk and taking turns. They were more active in groups, and they appreciated the interactional activities more; the results of the questionnaire showed that they enjoyed the group work and understand the benefit of it. In addition to the activities in Zoom, I provided live chat assignments more frequently to promote more interactions among students even in a written format. However, the results of the questionnaire gave me a particularly important insight about the chat exercise; students did not think that it was particularly helpful in building connections with others, compared to the group interactions on Zoom. As the previous study

suggested, face-to-face communication is significant in cooperative learning; the students did not seem to have enough time to build cohesion during the semester, although I saw the possibility to develop the students' discussion skills through the chat exercise.

Finally, the final year, my research was able to be conducted in a face-to-face style in the classroom. This was in fact another big challenge, but I wanted to utilize the advantage of online teaching in an in-person environment and incorporate the ideas of two different class format. The students spent more time in pair or group work moving around the classroom, and more opportunities to talk with different students within each class time; the objectives were to pair them up with at least three to four classmates. I have seen the students engaging more in group activities with specific roles and responsibilities. In addition to promoting more cooperation, one of the big changes in my data collection was to apply the exit slip every week in order to know the progress of group cohesion. In fact, the results of this could tell interesting new perspectives on group cohesion among students. The scores changed week by week, and the scores were higher in the group work weeks. Their group cohesion is dynamic, and they need to spend a certain amount of time to feel that they were connected or comfortable together. Furthermore, there were some changes made in the questionnaires; I added more specific items to know the students' perceived abilities and their WTC. The results showed that students were more confident in the skills related to initiating a conversation; such as asking each other's opinion, which is potentially associated with their improvement in WTC for the classroom items.

Although there were important findings and positive outcomes in the data, I have noticed many weaknesses and issues to overcome in my AR.

Firstly, my questionnaire items, especially the ones for the first two cycles, produced only a limited picture of what I aimed to learn. Some questions were too general and could not provide many details to analyze the participants' perceptions or motivation. The items were developed to more specific elements for the final year, but WTC items could have been more related to the students' everyday life instead of following the previous well-known research. Also, activities could have been more connected to the items on both perceived skills and WTC.

Secondly, this research could be richer with a more qualitative analysis of students' actual interactions. Due to the limited time and resources, video recording could not take

place during in the target reading class, and proper interviews were not carried out until the final year. If I had conducted more interviews during the online era, the data might have been more helpful in developing the activities for building group cohesion. The online environment made it difficult to reach out to the students physically and emotionally. I should have refined the methods of data collection during these two years so that the results could have given me better observations behind the screen.

Lastly, the balance between cooperative activities and language learning should be considered deeper, when creating a lesson. I have become able to manage and facilitate the cooperative activities better than before, but it was not enough when we think about the students' language development in class. Some students mentioned that they spoke Japanese mostly during the group work which might have made them think that trying to speak English was not important at the moment. Sometimes, being caught up with the group work, I neglect the lexical development of the students. Cooperative learning itself is not a goal. That cooperative learning is a tool to help language learning should have been clearly stated and emphasized more throughout the course. Connecting the two elements well is one of the new challenges and important objectives to me for the future lessons and research, which is a very significant perspective I found through these three years of my AR journey.

To expand the prospect, a number of components and materials are subject to change for future classes, as I described above, either in a face-to-face or online environment. However, I have made huge progress as a college instructor through these years in NUFS, and the experience has made me confident that I could try even harder and challenge new things continuously in the future. So, I would like to outline some potential ideas and areas for my future research. First of all, I would like to implement some of the other cooperative learning practices I am learning, such as jigsaw reading and learning-through-discussion techniques (JASCE, 2019). Additionally, I would like to seek some ideas for better grouping methods and experiment some different pairings. Some students expressed that they felt more comfortable working with familiar people, while research suggested that heterogeneous grouping is effective in promoting cooperation (Kagan, 1993). Looking into the difference of students' attitudes towards different types of groups would be helpful for me to create more successful group activities. Finally, I am interested in the students' language encounters outside the classroom. The results of the questionnaires on WTC

showed that the students were still not much willing to use English outside the classroom, but ultimately, that is a goal of learning English. I would like to investigate the students' WTC more qualitatively so that I could provide opportunities to prepare the students for outside-class experiences.

Overall, this AR project has made me a better teacher and motivated me to be a better researcher though I am still at the beginning of the journey. I learned interesting ideas about cooperative learning through developing the lessons, and the students have taught me numerous new perspectives on the focal elements; such as group cohesion, which made me even more interested in exploring the students' group dynamics. I truly appreciate this experience, and I am excited about the next stage of my AR adventure.

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Appendix A

Questionnaire items for 2022 Spring

Note. The questionnaires were conducted online on Google Form. The unrelated items are omitted from the original questionnaire.

Pre/Post-term

English Abilities

How well can you speak English under the situations below?

***5-point Likert Scale (1: I can't do it at all – 5: I can do it well.)**

- 1 Exchange greetings with others あいさつを交わす
- 2 Introduce myself to others 自己紹介する
- 3 Start a conversation 会話を始める
- 4 Maintain a conversation 会話を続ける
- 5 Express my opinions 意見を述べる
- 6 Ask for others' opinions 他の人の意見を聞きだす
- 7 Answer questions 質問に答える
- 8 Make comments on others' opinions 他の人の意見にコメントする
- 9 Introduce someone to others 他の人を紹介する
- 10 Summarize a discussion 話し合いの内容をまとめる

WTC

How willing to communicate in English under the situations below?

***5-point Likert Scale (1: Never do/I don't want to do that. to 5: Always do/I want to do that.)**

If there is a chance to...

- Talk with a stranger who is in trouble or need help in a town or at a station
- Talk with a teacher for questions
- Talk with a group of foreigners to guide an area or school
- Speak in front of a class
- Talk with an acquaintance by chance
- Talk with a classmate about a familiar topic in class

Post-term

Changes in English Abilities

1. How much did/do you understand the English passages?

***5-point Likert Scale (1. under 20% 2. 21-40% 3. 41%-60% 4. 61%-80% 5. over 80%)**

学期の始め	1	2	3	4	5
-------	---	---	---	---	---

現在	1	2	3	4	5
----	---	---	---	---	---

2. How much did/do you talk in English in a pair/group talk and discussion in class?

***5-point Likert Scale (1: I can't/couldn't talk in English at all. - 5: I can/could talk in English mostly)**

学期の始め	1	2	3	4	5
現在	1	2	3	4	5

Appendix B

Sample Lesson plans

(1) Reading Week (Sample: Week 13)

Unit13 Unit 13 Reading Day [Topic “City Life”]

Objectives:

- Students are able to learn and use the word “common” and the phrase “A is famous for ...”.
- Students are able to answer scanning questions before they read the paragraph.
- Students talk with more than 5 students in pair activities.
- Students can learn something new about their classmates.

Time	Interaction	Activity & Procedure
5	T-Ss	Greetings, Attendance
5	T-Ss	Introduce the agenda Review (Share students' writing from last week)
5	S-S	<u>Active Review [RallyRobin]</u> Students share the review comments from the passage they read last week
5	T-Ss	Warm-up, Small Talk (Pre-reading Activity) · Explain task, Review Conversation Strategies
10	S-S	Practice with Strategies 2-minute Talk
5	T-Ss	<u>Pre-reading</u> Introduce title/photo/captions
10	S-S	Vocabulary Work [RallyRobin] ➤ Find out Part of Speech ➤ A short conversation using target vocabulary
3	S-S	Share in class
2	T-Ss	<u>During-reading</u> Introduce important phrase [...is famous for / ... is known for]
8	S-S	➤ A short conversation using the phrase [RallyRobin]
5	T-Ss	➤ Introduce First sentence of each paragraph
8	S-S	➤ Scanning exercise [RallyRobin] Ss read scanning questions to each other, and take turn answering (no writing)
3	T-S	➤ Introduce new Reading skill (quotations)

17	S	Individual Reading in Class Explain homework ① Comprehension Questions ② Vocabulary Practice ③ Online Discussion
----	---	---

Total:90 minutes
 S-S: 44 minutes
 T-Ss: 29 minutes
 S: 17 minutes

(2) Activity Week (Sample: Week 8)

Unit2 Activity Day [Topic “Travel and Adventure”]

Objectives:

- Students are able to assign roles and name their groups properly by themselves.
- Students are able to answer group work questions together as a group within assigned time.
- Students make a short paragraph about a city with the phrases they learn in the passages.
- Every student can represent the home group in a new group sharing the passage.

Time	Interaction	Activity & Procedure
3	T-Ss	Greetings, Attendance
5	T-Ss	Introduce the agenda Review (Share students’ writing from last week)
5	S-S	<u>Active Review [RallyRobin]</u> Students share the review comments from the passage they read last week
2	T-Ss	Warm-up, Team-making · Explain task, Review discussion phrases
10	S-S	Team-building The Same Game (Name the group, Assign roles based on the info)
4	T-Ss	<u>Group Work ①</u> Explain task, Review Expressions
10	S-S	Work together in groups of 3 Open E-learning page and look at the photos (One student is allowed to use the Internet/smartphone), the guess the cities and answer questions *Use Discussion Expressions
3	T-S	Share in class
5	T-Ss	<u>Group Work ②</u> Short review of the reading skill: Supporting details Explain task

16	S-S	<p>City quiz</p> <p>①Work together in the same group</p> <ol style="list-style-type: none"> 1. Do a little research and make a short paragraph about a city assigned to each group 2. Follow the format and make a quiz for other students to guess which city it is. 3. Practice giving a short talk about the city *Everyone has to know what they are going to say <p>②Missionaries</p> <ol style="list-style-type: none"> 1. Each student moves to a different group 2. in the new group, each student gives the speech about a city they made in the home group 3. Each student has to bring back the ideas to the home group 4. Back to the home group, students share the information and Notetaker should write all the info down for the points
20		
3	T-S	Announcement
4	S	- Assignment ① Exit Slip ② Students post the comment on the online chat (include the passage they presented in class.)

Total:90 minutes
S-S: 61 minutes
T-Ss: 25 minutes
S: 4 minutes

Appendix C

Sample PPT slides

(1) Reading Week (Sample: Week 13)

Elementary
English Reading A

2022Spring

Eriko Mishima

Day 13

Day 13: Agenda

1. Review
2. Small talk (with Conversation Strategies)
3. Unit 5 Overview
4. Vocabulary
5. Reading
6. Grammar
7. Homework
8. Announcement

Unit 5
City Life
5A: Global Cities

Unit 5
Language point: prefixes, suffixes
Reading skill: Charts and Graphs

Active Review (Book Closed!)
Rally Robin (交互に意見を言う、共有)

1. Think about what you remember from the passage Unit5A. (What was memorable in the passage?)
2. In pairs, you **take turns** sharing ideas. (at least 2 sentences)

*When I say GO, start. I learned that New York is the greatest city. Also, I want to visit Paris because it has lots of entertainment.

*Please say:
"Thank you, your review helped me remember the contents!"

3. Share in class!

Review

p.67 Reading Comprehension Main idea: 全体を見る

1. What is the reading **mainly about**?
 - why certain global cities are important
 - global cities that are equally strong in many areas
7. Which statement would the writer probably agree with?
 - A global city is a powerful city.
 - Fewer people will live in cities in the future.
 - The global index will probably have the same cities ten years from now.

Review

p.69 Vocabulary

If you have **access** to something, you have...

- a list of reasons to support it
- a way to get or use it


Review
 Students' answers
 Which city (in the top 15 Global Cities) do you want to live in? Why?

- I want to live in London, because London is strong in Entertainment. I like to watch plays in theater.
- I want to live in Paris. Because of the variety of entertainment. And I like Paris Saint-Germain, so I want to go to the Parc des Princes to see a game.
- I want to live in Paris. Because I love playing and there are many entertainment venues in Paris. Another reason I wanted to live is that it is easy to get information.
- I want to live in New York City because it is strong in all five areas. I will be able to get stimulated a lot by experiencing various cutting edge things if I live in New York City. So, my life will be fun every day.

Conversation Strategies

Techniques and phrases/sentences you can use to have a longer/more interesting conversations

1. Opener/closer
2. Shadowing
3. Commenting
4. Turn-taking
5. Follow-up Questions
6. Clarification
7. Getting time to think
8. Changing topics
9. Agreeing
10. Longer sentences



Conversation/Discussion Strategies

9. Agreeing

- I (totally) agree with you!
- I think so, too!
- That's so true!/ That's for sure!
- Absolutely/Exactly/Definitely!
- That's what I am thinking./ I feel the same.
- I know what you mean.

Practice

Read each statement below and respond with **opinions**.

e.g. A: I think we should know more about our country.
 B: I know what you mean!
 It is important to know about our country.

- I (totally) agree with you!
- I think so, too!
- That's so true!/ That's for sure!
- Absolutely/Exactly/Definitely!
- I feel the same.
- I know what you mean.

1. Learning other languages is very fun!
2. Fast food is very unhealthy.
3. We should be careful when riding a bike.
4. Playing sports help you make friends.

Warm-up: Small Talk
Topic: City Life

What is good about your city?
 Do you want to live in a city or country? Why?
 Which city in Japan do you want to live?

雑談、カジュアルな、ちょっとした世間話


目的:
 ・英語スイッチを入れる
 ・クラスメイトと交流する

- I (totally) agree with you!
- I think so, too!
- That's so true!/ That's for sure!
- Absolutely/Exactly/Definitely!
- I feel the same.
- I know what you mean.

Openerではじめ、closerで終わること
 Shadow + Comment + Follow-up Question で
 Turn-taking を使ってどちらの学生も同じく

Unit5B
City Life
Rio Reborn
Unit 5

Language point: prefix, suffix
 Reading skill: Charts and Graphs + Quotes



Reading
p.71
Rio Reborn

ざっと目を通す


- Title, Headings
- Photos, Captions
- First lines, Key words



Rio de Janeiro, Brazil
favelas
crime/poverty/gang

Reading
p.70 Caption

Rio de Janeiro is a major city in Brazil, with a population of over six million people. Almost a quarter of its people live in poor neighborhoods called favelas, such as this one on a Rio mountainside.



Participle adjective
ファベラスと呼ばれる貧しい地域

Target Vocabulary

• crime	• move into
• receive	• separate
• resident	• property
• common	• develop
• provide	• model

Rally Robin (交互に意見を言う、共有)

1. Look at the target vocabulary. Divide the words into 4 parts of speech. (Noun/Verb/Adj/Adv)
2. In pairs...
 - *When I say **A: I think __ is a noun.**
 - *When your partner says "Thank you, I think so, too." **B: Thank you, I think so, too.**
 - *When you say "Thank you, I think so, too." **(A: I don't think so. I think __ is an adjective.)**
3. Make the final decision together, then share in class!

Vocabulary
Part of Speech (品詞)

- **Noun (名詞)**.. もの、人、場所などの名前
- **Verb (動詞)**.. 動き、動作、存在 ~する
- **Adjective (形容詞)**.. 名詞の状態(外見、性質、感情など)
- **Adverbs (副詞)**.. 動き、状態などに情報を付け足す
どんなふうに (時間、場所、程度、頻度 など)

Vocabulary

• crime	• 犯罪
• receive	• 受け取る[get]
• resident	• 居住者
• common	• よくある、共通の[usual, typical]
• provide	• 提供する[offer]

Vocabulary

- **move into** • ~に引っ越す
- **separate** • 離れた、関連のない
- **property** • 所有地、財産 (資産)
- **develop** • 発展する
- **model** • 手本、模範

同じ単語で違う品類
separate (動詞): 隔てる、引き離す

Suffix
development (n) 発展、発達
-ment (n) 名詞を作る
move-movement
govern-government
attach-attachment

Rally Robin (交互に意見を言う、共有)

1. Answer the questions using the vocabulary.
2. In pairs, you take turns sharing ideas.
 - *When I say GO, start.
 - *When your partner gives the idea,

say

1. What did you **receive** on your last birthday?
-I received ___ from ...
2. What are some **common** things university students do during weekends?
-I think it's common to _____ during weekends.

Vocabulary (Suffix/Prefix)

Common Suffix

- tion/-er/-nce 名詞を作る (connection, painter, performance)
- able/-ous/-ful /-ive 形容詞を作る (available, religious, careful, creative)
- ly 副詞を作る (properly, eventually, normally)

Common Prefix

- inter- (複数の中) international, interview
- re- (再び) review, react, reborn
- pre- (前に) predict, prepare
- co(con)- (共に) collection, collaborate

Reading

1st paragraph : Introduction

- be famous for... ...で有名である
- be known for... ...で知られている

Last sentence: However, things are starting to change.
しかし、状況は変わり始めている。

2nd paragraph...crime
3th paragraph...people
4th paragraph...challenges now

Rally Robin (ペアで交互に意見を言う、共有)

1. Take turns telling your partner about your city.
 - A: Where is your hometown?
 - B: My hometown is Mizuho-city, Gifu.
 - A: What is your hometown famous for?
 - B: It's famous for persimmons and beautiful rivers.
 - A: Persimmons and rivers? That's nice.
2. When both of you finish, say "Thank you, nice talking with you!", then sit down.

Reading 1st sentences

2nd paragraph

In the past, many favelas received **very little** government assistance.
以前、ファベラスはほんの少ししか政府からの支援を受けていなかった。

3rd paragraph

Police influence is changing the favelas, but something else is, too.
警察の影響はファベラスを変えているが、その他にもファベラスを変化させているものがある。

4th paragraph

Life is improving in the favelas, but there are still challenges.
ファベラスの生活は発展しつつあるが、いまだに困難も抱えている。

Rally Robin (ペアで交互に意見を言う、共有)

1. Take turns asking the scanning questions to each other.
2. When your partner reads a question, find the answer from the passage. 交互に質問を読み上げ、パートナーは英語で答えます。
*When I say GO, start.
*When your partner gives you the answer, say: "Thank you! I think so, too"
3. Discuss the answers and make sure both of you understand them.

Scanning questions!

Look at the passage and answer the questions.

・交互に読み上げて、答えを探す
・Thank you, I think so, too!

1. What were two common things in favelas in the past?
2. Who said "the children who live here now...will be different people" ?
3. Why do more Brazilians move into favelas today?
4. Who said "they feel part of the society of Brazil"?

Scanning questions!

Look at the passage and answer the questions.

1. What were two common things in favelas in the past?
gangs and guns
2. Who says "the children who live here now...will be different people" ? police officer, Leonardo Nogueira
3. Why more Brazilians move into favelas today?
Housing is expensive in other parts of Rio.
4. Who says "they feel part of the society of Brazil" ?
Simone Miranda, a Rio tour guide

Reading Skill -Quotes(引用、セリフの抜粋)

2nd paragraph

"In 20 years," says police officer Leonardo Nogueira, "the children..."

警察官のレオナルド・ヌグエイラは、「20年で、ここに住む子供たちは...」と言う...

3rd paragraph

"Favelas are a place for young doctors without much money to get started and young architects to start working," explains Simone Miranda, a Rio tour guide.

"But now," says Miranda, "they feel part of the society..."

リオのツアーガイドであるシモネ・ミランダは、「ファベラスはお金のない若い医者や、仕事を始めようとする若い建築家のための町になっている」と説明する。「しかし今、...」

Homework

① Textbook p.72

Reading Comprehension

② Textbook p.74

Vocabulary Practice

→ MaNaBo Quiz

③ Online Discussion Post (Write about your hometown!)

→ MaNaBo board

* Exit Slip は今回もありません

Homework

③ Online Discussion

チャット内に自分の地元について、英語で紹介を書き、投稿します。

* 本文で学んだ表現を使うこと

...is famous for .../...is known for

Hi, I'm Eriko. My hometown is Mizuho-city in Gifu. It is famous for persimmons and beautiful rivers. There are still lots of rice fields and it's a comfortable place to live.

(2) Activity Week (Sample: Week 8)

Elementary English Reading A
2022Spring
Eriko Mishima
Day 8

Day 8: Agenda

1. Review
2. Warm-up (team-making)
3. Unit Overview
4. Reading Skills
5. Group work
6. Homework
7. Announcement

Unit 2
Travel and Adventure

- The Trip of a Lifetime
- Adventure Island

Language point: Word family/partnership
Reading skill: Finding key details

Active Review 1 (Book Closed!)
Rally Robin (交互に意見を言う、共有)

1. Think about what you remember from the passage Unit2B. (What did you learn about the extreme sports in Vanuatu?)
2. In pairs, you take turns sharing ideas. (同じ意見でも必ず伝える)

*When I say GO, start. I was surprised about the sport called Volcano Surfing. I think it is very dangerous.

*Please say: "Thank you, your review helped me remember the contents!"

3. Share in class!

Review

p. 30 Reading comprehension 何を指すかを尋ねる問題

2. In line 2, what does those refer to...
...for those (people who are) interested in adventure and sport, ...
冒険やスポーツに興味がある人たち
7. How are volcano surfing and land diving similar?
× They are both old sports.
○ They are both extreme activities.

Review

日本語まとめ

Volcano surfing

- 火山のサーフィンで飛んでくる岩や火山の噴火から逃げるスピードの速い過激なスポーツ。
- 海でおこなうサーフィンに似ていて、噴火して飛んできた岩などにあたらないように避けるサーフィン
- 標高300メートルのYasur山で行われている。海のサーフィンに似ているけれど違う部分もたくさんある。Volcanoのサーファーの目的は、火山の噴火で飛んでくる石から逃れるため。速くて、楽しくて、危険な、極端なスポーツ。

Land diving

- 男が足首に木のつるを結び高い塔から飛び降り、つるをおったり地面を強く打ったりせずに頭でっぴんで地面に触れるのが目標のアクティビティ。
- 15世紀前にバヌアツのペンネコスト島で始まった茶飲儀式の一部。男性は足首に木のつるを結び、高い塔から頭から飛び降りる。目標は、ブドウの木を壊したり、地面に激しくぶつかったりすることなく、頭でっぴんで地面にふれること。
- Land Diving は高所から足に命綱であるツタをくくりつけて飛び降りるVanuatuの行事。現在ではツタを丈夫な物に替えてバンジージャンプとして世界中に広まっている。

1 Review

p.18 Vocabulary
 得点平均 10.7 / 12 点

A

3. A(n) [**native**] of somewhere is from that place.

B

Pamplona [**natives**] and visitors from many [**nations**] around the world join in.

native
 名詞：原住民、地元民
 形容詞：生まれつきの、...地元の

New groups! 教卓

村松 慶俊	梶原 玲可	秋田 聖斗	坂野 鈴那	奥村 魁斗	藤橋 空
中村 啓彰	三心	森 虹樹	岡田 有己	岡野 晃大	永妻 孝
近藤 智央	川 ことみ	大島 萌央	加山 穂香	加地 加山 諒	下 健太郎
江原 雅人		加藤 慶		川合 穂可	見島 蒼葉
小森 章英	三関 巧	佐藤 涼	堀 龍平	前 陽	豊田 悠真
佐藤 椋翔		鈴木 健心		戸田 幸登	内木 優雄

Students' Names

Team-making

Question 1
 グループで座ったら自分の名前を伝える。
 Hi, I'm Eriko./ Hello, I'm John. / Hi, I am Michael./ Hello, I'm Tom.
 →アルファベット順で一番速い方、Discussion Leader

Question 2 (DLさんが先に答えて、みんなに聞く)
How many countries have you ever visited?
 I've visited 2 countries. / I've visited 1 country. / I've visited 3 countries.
 →最も多くの外国に行ったことがある方、Notetaker (同じ場合じゃんけん、DL以外)

Question 3 (DLさんが聞く)
Where is the furthest place in Japan you have ever been to?
 I've been to Okinawa. / I've been to Sendai. / I've been to Tokyo.
 →まだ役割がない方の内、一番遠いところに行ったことがある方、Reporter

Team-making

役割分担 (3人の場合、ReporterはWord checker を兼任)

Discussion Leader
 フレーズを使い、できる限り英語でディスカッションを進めます。

Notetaker
 配布されるワークシートに必要事項を記入します。(後ほど提出する)

Reporter
 教員から指示があった場合、応えます。

Word checker:
 知らない単語や表現を代表して調べます。(唯一スマホ/PC使ってもOK)

Team-making (Naming your team)

Round Robin (The same game)

1. 各自、頭の中で以下の物事について考える
 My favorite ___ is ____.
 1. season 2. convenience store 3. class period 4. building in Chukyo

2. メンバーに体を向け、自分の好きな物事を交代で伝えます。
 > DLさん、ディスカッションを始めます。すべて英語で!
 > NTさん、すべて代表して書き込みます。
 > スペル等わからない場合、WCさんが調べます。

3. すべての項目から共通点を探し出し、チーム名をつけます。
 (e.g. Team 7-eleven / The 4th period/Summers)
 > Reporterさん、クラスへ向けて名前を発表

Group work

Use the phrases for English discussions!

リーダーさんが使う表現

- ✓ Hi, I'm _____. I am the discussion leader today.
- ✓ Let's start.
- ✓ What's your favorite color, Eriko?
- ✓ Thank you, Eriko.
- ✓ How about you, Eriko?
- ✓ Can you check the spelling of this word?
- ✓ OK, which item is the most popular?
- ✓ So, the name of our team is _____. Is that OK?

Group work
Use the phrases for English discussions!

メンバーさんたちが使う表現

- ✓ My favorite ____ is ____.
- ✓ I am not sure how to spell ____.
- ✓ I think ____ is the most popular.
- ✓ I think the name is good!
- ✓ Thank you for leading the discussion, Eriko.

Group work①

Look at the photos and write down the names of the countries, and answer the questions about them!

どの国?

→MaNaBoIに資料が上がっています!
グループで協力して答えましょう!(約10分)

Use the phrases for English discussions!

Group work① Use the phrases for English discussions!

リーダーさんが使う表現

- Let's start.
- Does anyone know about picture number 1?
- Which country is it?
- What do you think, Eriko?
- Do you know the name of its capital city, Eriko?
- Can you check the spelling, Eriko?

メンバーさんたちが使う表現

- I am not sure.
- I think the photo #1 is _____.
- I think the capital city of the country is _____.
- I agree with Eriko!
- Thank you for leading the discussion, Eriko.

1. France (Paris)
2. UK (London)
3. South Korea (Seoul)
4. USA (Los Angeles)
5. Australia (Sydney)
6. UAE (Dubai)
7. China (Beijing)
8. Brazil (Rio de Janeiro)
9. Malaysia (Kuala Lumpur)
10. Spain (Barcelona)

1. What is the **name** of the capital city in this country? Paris
4. **Who** is the president of this country? Joe Biden
5. What is this famous building called? Sydney Opera House
8. In this country, what **language** do the people mainly speak? Portuguese
10. **Who** is the famous artist who designed the big church in the photo? Gaudi (Antoni Gaudi)

Reading Skill (p.31)
Finding Key Details (詳細情報を読み取る)→Scanning

Main idea

*My favorite **drink** is **tea**. I always have **tea** in the morning for breakfast. I sometimes make a pot of **tea** and **drink** it all myself. **Tea** makes me very relaxed and I can enjoy many kinds of flavors.*

それ以外は supporting details / ideas (詳細情報)

Reading Skill → そうすることで、いつのまにか全体も理解できる！

Scanning (詳細内容から必要な情報を探しながら読むこと)

Unit2A The Trip of a Lifetime

1. How did they decide to travel? ways: 手段
2. What kind of places did they stay on the road? place names
3. How many countries did Gregg go through during the journey? numbers
4. Where did Brooks leave the trip to return to the U.S.? places

Reading → (詳細内容)

Key/Specific details (詳細内容)

Volcano Surfing

1. How tall is Mount ...
2. How often does M ...

Land Diving

1. Where did bungee ...
2. How was bungee j ...

Supporting ideas (詳細情報)
Main idea (伝えたいこと) を裏付ける役割

説明、歴史、例、具体的な名前、数字、イメージ

Group work②

City quiz!! Missionaries

1. ある都市についての文章を協力して作成
国ではなく、都市！
2. メンバー全員が、その文章を他のグループに伝えられるよう準備する
3. メンバーが他のグループへ派遣され、違うグループの学生と仮のグループを組みます。
4. 仮のグループ内でお互いの英文を伝え、どの都市か考える
5. ホームグループに戻ったら、他のグループが伝えた動物について共有しワークシートに書き込む
できる限り英語で！

Group work② → 後ほど別グループへ行って発表！

Which city is it?

Discuss with your teammate, and choose one city of the world you all want to visit.

Then describe the city in English, (without including the name of the city).

Make a short paragraph.

グループになり、世界のあるひとつの都市について、英語で簡単に説明しなさい。必要な要素を必ず入れること。

Which city is it?

Format

- This is a ___ city in _____ (国の名前、地域)
- It is famous for _____ (名物や有名なもの、人)
- You can _____ (その町でできること) Nagoya

例： This is an interesting city in Asia. It is famous for spicy chicken wings and golden statues of killer whales. You can see koalas in a zoo and visit a famous shrine, and go shopping in downtown, where a big international Cos-Play event is held every year.

Characteristics of English language

2. The important part of the speech often comes first.
もっとも言いたいことは先に伝える

main idea → **supporting details / ideas**

I like dogs because they are smart.
賢いから私は犬が好き。

伝えるときは...

Hi, I'm Eriko. The name of my team is _____.

This is an interesting city in Asia. It is famous for spicy chicken wings and golden statues of killer whales. You can see koalas in a zoo and visit a famous shrine, and go shopping in downtown, where a big international Cos-Play event is held every year.

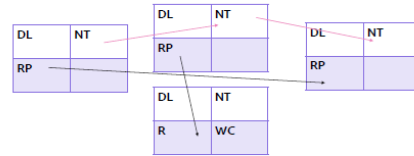
What city is it?

Group work②

City quiz!! Missionaries

他のグループへの派遣

NTさん一つ先のグループへ、RPさん二つ先のグループへ



Group work②

City quiz!! Missionaries

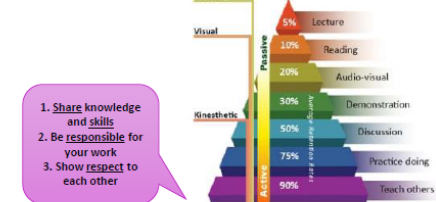
ホームグループに戻ったら、他のグループが伝えた都市について共有しワークシートに書き込む **できる限り英語で!**

Round Robin (交互に意見を言う、グループで共有)

"I listened to A (チーム名) and B (チーム名)'s speeches. A described _____, and B described _____."

"Thank you for getting the information."

Learning Pyramid



5. Homework

① Exit Slip

→ Google Form

② MaNaBo Board へのメッセージ投稿

チャットに、以下の内容を記入し、投稿する。(1回のポストですべて入れて下さい)

- ① チームメンバー全員の名前
- ② チーム名
- ③ 自分の役割
- ④ 自分のグループが発表した都市についての英文 (発表したものと完全に同じでなくてもOKですが、内容は一致していること)

Homework

② MaNaBo Board へのメッセージ投稿

例

Hi, I'm Eriko. The members of my team were A, B, C, and me. The name of my team is _____. I was a **Discussion Leader**. Our team presented about **Nagoya**. This is a big city in Asia. It is famous for spicy chicken wings and golden statues of killer whales. You can see koalas in a zoo and visit a famous shrine, and go shopping in downtown, where a big international Cos-Play event is held every year. Nagoya is a great city!

Announcement (Week 9)

Textbook Unit3A p.35~

The Power of Music

3A: Hip-Hop Planet

Unit 3

Language point: adjective participles

Reading skill: Finding reasons



Closing

Conversation Closer

必ず、今日話したクラス
メイトに伝えてから退室
しましょう！

- *Thank you for the help, today.*
- *Nice talking with you!*
- *Have a nice one!(day, evening)*
- *See you next week!*

Thank you, everyone
for the active participation!



emishima@lets.chukyo-u.ac.jp

