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Internationalisation of English Language Education in Taiwan: Cooperative Learning through Drama in the Elementary School

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A Thesis Submitted for the Degree of Doctor of Philosophy

School of Education

The University of Durham

2007

Declaration

I declare that this thesis, which I submit for the degree of Doctor of Philosophy at the University of Durham, is my own work and is not the same as any which has previously been submitted for a degree in this or another university.

DEDICATION

To My Parents—

Without them, my vision of pursuing knowledge and the truths would be only remained as a mirage.

ABSTRACT

Internationalisation of English Language Education in Taiwan: Cooperative Learning through Drama in the Elementary School   **By LAI, Chih-Hui 2007**

The purpose of this thesis is to investigate how and whether cooperative learning through drama can be introduced to children's English language classrooms in Taiwan. Humanistic and educational internationalisation based on philosophy of John Dewey is to be applied as an alternative way for solving the problem caused by competitive globalisation and competitive learning.

Chapter 1 sets the scene by indicating the essential features of competitive learning in Taiwan, and its negative impacts are presented. Chapter 2 analyses the background of the cause of competitive learning, and the essential educational mode focused on economic and competitive concerns are analysed. Chapter 3 examines competitive globalisation and its negative impacts on Taiwan's English education for children. Internationalisation with cooperative principles based on Dewey's philosophy is proposed as a doable way to solve the problems. Chapter 4 thus analyses cooperation and drama in educational theory and practice. Cooperative learning through drama is introduced in practice to bring about a change in children's learning. Chapter 5 discusses how cooperative learning lessons are designed, implemented and reflected in the research project in the fieldwork. Action research is the method used in the fieldwork. Chapter 6 presents the children's experience and understanding of cooperative learning. The children's interview data is analysed and presented in a detailed way by applying grounded theory, and children's theory of how they conceptualise cooperative learning through drama is developed. Chapter 7 draws conclusion by discussing what could be done in relation to policy and classroom levels in children's English language learning. Suggestions and the limitations of a case study are also discussed. Reflections are presented as the final remarks of the theme of this research.

ACKNOWLEDGEMENTS

If life is like a process of interacting with different individuals on a stage, at this moment, I would like to invite these individuals standing on the stage, with spot-lights on every one of them. With my sincere heart, I bow to everyone, and I thank them all:

Professor Mike Byram and Dr. Mike Fleming, my two supervisors, encourage and motivate me a lot, with whom I experience and realise what humanistic guidance is.

Professor Byram, an educator I respect deeply, guides me step-by-step with insight. His guidance is like helping me get across the river. In this river, there are different pebbles for me to stand. He sees far and high. Each time, he guides me to step in a certain pebble, not because the pebble itself is the destination, but because every pebble I stand while I am working and reflecting is the one to help me go further and head to the other side of the river.

Dr. Fleming, whose gift on drama is within him, inspires me to think and to explore the amazing world of drama. In drama education, he is a philosopher, who writes to influence and who teaches and practises what he believes in reality. Through discussing with him, my knowledge on drama is enriched and my experience is enlarged, which becomes a significant basis for me to combine teaching and learning through drama.

In the academic stage, some individuals are like the theatre staff working silently on the back of the stage. I would like to put a spotlight on: Ms. Anita Shepherd, the secretary, with whom I see a professional and responsible attitude to manage students' administrative matters; and Ms. Susan McBreen and Ms. Mary Herbert, the friendly and professional librarians, who have been working hard to help students at education library for years.

In my personal life, three individuals especially give me emotional support while most of the time I am with myself and my own shadow for writing-up the thesis. Stuart, my fiancé, always listens to me through the phone and understands my academic challenge, with whom I feel that I am not alone. Mrs. Pat Lindsay and Mr. John Lindsay, my kind neighbours, give me warm support like a figure of parents, while my parents are on the other side of the globe. Also, in my academic life, researchers from different countries have influenced me by

sharing ideas and thinking. No matter where they are now, they all leave footprints in my heart.

The final bright spotlight turns to the children, especially the ones I work with in the fieldwork. Their reflective thinking is like a rainbow hanging in the sky—letting me understand and reflect what ought to be my educational belief in this international world.

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CHAPTER 1

INTRODUCTION

1.1 The Central Educational Problem

Scene 1:

In an English language classroom, a teacher says to a class of children 'Now, let's play a game!'. The class is divided into 'apple team' and 'orange team'. One child from the 'apple team' goes to the blackboard, while one child from the 'orange team' is also ready to stand over there. 'Ready?', says the teacher. Then, the teacher says a word 'Purple!'. Two children are hurried to write down this word on the blackboard, while the other children behind them are crying out 'purple, purple!' with an anxious tone for their team members. The child from the 'orange team' is quick and accurate to write down the spelling 'purple', but the child from the 'apple team' is holding the chalk, thinking painfully.... The teacher then draws 'one orange' on the blackboard and cries out 'The orange team gets one point!'.

Scene 2:

A class of children is working hard on their own papers. It is their exam, and the subject is English. While working hard to answer every question on his test, the child is worried about his grade from this exam. If he is not able to get a high grade this time, he, again, will be labeled as a 'bad' student among his classmates and will disappoint his parents....

Scene 3:

In a conference room, students from A, B and C elementary schools are nervous waiting for the final result. Then, the announcer raises her voice with an exciting tone 'The Winner, in this 5th English Speech Contest, is, the team from C Elementary School!'. The whole conference room bursts into applause from the audience. Students from C elementary school are jumping up and down and are ready to go to the front to accept the reward. The principal and the teachers from this school show their big smiles with pride. At the same moment, a gloomy atmosphere is in the sitting area of A and B Schools. One child from A School drops her speech draft on the floor, with tears filling her eyes....

Anyone who experiences Taiwan's English language education would not be unfamiliar with the above three scenes. This kind of learning with the features of memorising, pursuing and

emphasising grades, involving contests, distinguishing winners and losers and using rewards to promote learning are common to be seen in children's English language classrooms, in schools, as well as in any private language sectors. With its central feature of competitiveness, this kind of learning is taking place among different individuals, groups and schools, and is encouraged by school teachers, principals, as well as parents. This kind of learning is characterised as competitive learning.

In educational contexts, there are strong arguments in favour of competition (Johnson and Johnson 1999: 131-132). In their book, *Learning Together and Alone*, Johnson and Johnson have a balanced view of competitive and cooperative learning (Johnson and Johnson 1999), and they provide competitive learning structure and exercises in the classrooms (ibid. 135-149). They argued that a key to the effectiveness of conflict procedures for promoting learning is the mixture of competitive and cooperative elements within the procedure (Johnson and Johnson 1994: 71). However, Deutsch, whose definition of competition is most commonly used (Johnson and Johnson 1999: 127), acknowledges that competitiveness within groups and individuals leads to more negative results (Deutsch 1949b; Deutsch 1973: 29-30), which include more contrient interdependence (Deutsch 1949b: 230), a larger percentage of negative actions (ibid.), more obstructiveness towards others (ibid.) and greater personal insecurity (ibid.). Despite their balanced view of competitive and cooperative learning, Johnson and Johnson in their empirical research from the classrooms also shows the evidence that competitive learning situations produce more negative impacts when it is compared with cooperative learning experience (Johnson and Johnson 1983; Johnson and Johnson 1985; Johnson and Norem-Hebeisen 1977).

Competitive learning has been identified as a problem in education. The negative impacts include:
- negative goal interdependence (Deutsch 1973:22; Johnson and Johnson 1999: 129);
- negative interaction: inhibiting sharing, refusing to help and assist each other, working alone and hiding work from one another (Johnson and Johnson 1999: 133); having aggressive behaviour (Nelson, Gelfond and Hartman, cited in Goodman and Crouch 1978: 131);
- value: bettering others (Johnson and Johnson 1999: 133);
- focusing on winning, not learning (ibid. 129);

- motivation: competitive learning only promotes extrinsic motivation (Johnson and Johnson 1983: 82)

Despite the negative impacts caused by competitive learning, in Taiwan's English language learning contexts, competitive learning continues to be used as the major learning mode for the elementary school children without being examined and reflected deeply what negative impacts and experiences can be brought to the school children. More than that, the fundamental education mode, namely, a strong economy with the feature of competitiveness, is used by the MOE (Ministry of Education) of Taiwan as a core perspective to formulate competitive learning for the school children in their English language education. From my experience as a teacher of English and learner, competitive learning in Taiwan is the only and primary emphasis. From my analysis of Taiwan's English language policies for the elementary school children, as well as general educational policies (see Chapter 2 and 3), it is recognised that competitive learning has been a dominant learning mode in educational practice.

1.2 Purpose and Overview of the Thesis

The purpose of this thesis is to investigate a doable way of solving the central problem: competitive learning, and to explore whether and how cooperative learning can be introduced to the English language classrooms in the elementary schools in Taiwan. Internationalisation based on John Dewey's philosophy with the aims of democracy, knowledge for use and individual growth is proposed as a theoretical basis and a doable way to solve the problem caused by competitive globalisation and competitive learning in Taiwan's English language education.

Chapter 1 presents the features of the central problem: competitive learning in Taiwan children's English language classrooms and its negative impacts on learning. It is also pointed out that this central problem has not yet been examined and reflected critically. Chapter 2 will discuss the background of competitive learning in Taiwan's education system. In this chapter, the fundamental mode used by the MOE as the focus and the direction of English language policy in the elementary schools, as well as every level of education, will be analysed. In Chapter 3, the focus will be on the discussion of economic globalisation, which is applied by the MOE as a core perspective to formulate English language education

for the elementary schools. An alternative way, internationalisation based on John Dewey's educational philosophy, thus will be proposed as a crucial way to solve the central problem and bring about change. Chapter 4 will analyse and explore how cooperation, which is identified in Chapter 3, can be realised in children's EFL classrooms. Drama as a unique method of learning is used to operationalise cooperative learning in the classrooms, and to link the classrooms with the world. Methodology and fieldwork will be presented in Chapter 5. The purpose of this chapter will examine how the concepts identified in Chapter 3 and Chapter 4 can be operationalised and realised in classroom practice. The research question is addressed and action research is used as a research method in the fieldwork. 'What' 'how' and 'why' in relation to the concerns, decisions and actions at each stage of fieldwork are also examined. Chapter 6 is for data analysis and interpretation of the children's experience of cooperative learning. The purpose of this chapter is to investigate the children's experience and understanding of cooperative learning and how they conceptualise their experience of cooperative learning. Detailed analysis and presentation is the key focus of this chapter in order to develop children's theory of cooperative learning. Chapter 7 is about implications derived from the findings. Suggestions are made at a policy and a classroom level, and limitations of a case study are discussed. The final reflective thinking on the theme of this thesis is also addressed.

CHAPTER 2

BACKGROUND OF THE CENTRAL PROBLEM

2.1 Introduction

Chapter 1 has indicated that competitive learning is the central problem in Taiwan's English language education for the elementary school children. The purpose of this chapter is to analyse the role of education in Taiwan in order to realise what is the central mode to be used as a background to formulate children's English language policy, as well as general education policies in every level of Taiwan. In order to discuss the background of the central problem, the education system in Taiwan at every level is presented first as follows:

2.2 The Education System in Taiwan

Figure 2.1 Taiwan's education system

5

9 years compulsory education	Junior High School	Special Educa-tion	Supple-mentary and Continuing Education
	↑		
	Elementary School		
1 or 2 years pre-school education	↑ Kindergarten		
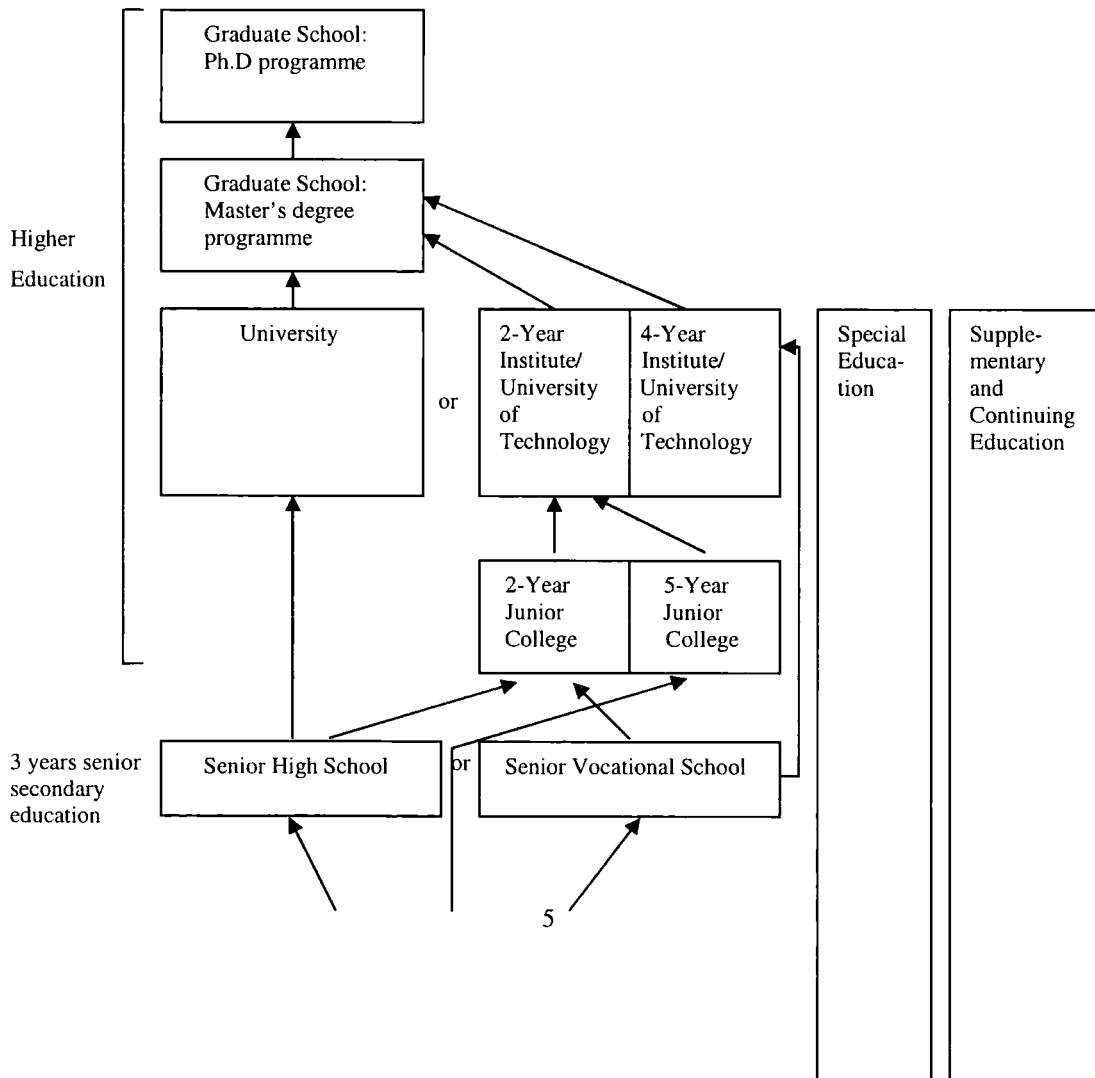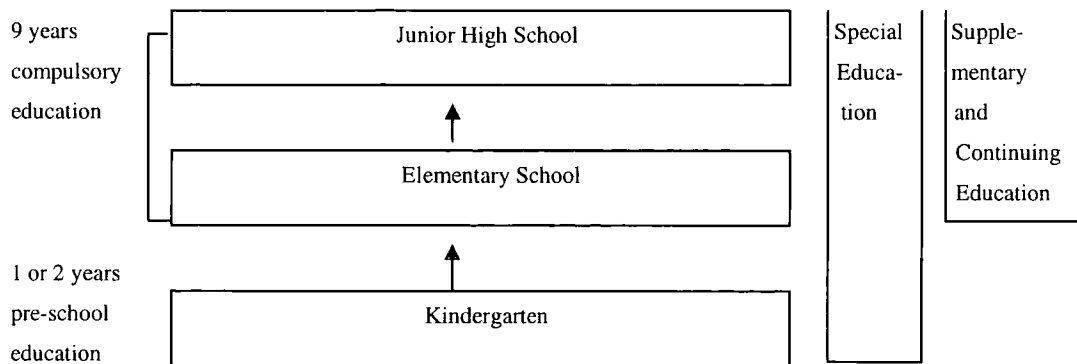
Figure 2.1 illustrates the structure of Taiwan's education system from kindergarten education to higher education. Pre-school education consists of kindergarten education from 4 to 6 years of age, and it lasts 1-2 years (MOE 2005a). Compulsory education comprises elementary schooling and junior high schooling, which lasts 9 years. Elementary school education lasts 6 years from 6 to 12 years of age, and junior high school education is for students from 12 to 15 years of age, which lasts for 3 years. Senior secondary education includes two types: senior high schools and senior vocational schools, and both types last 3 years for students whose ages are from 15 to 18 years to complete (ibid.). Higher education consists of junior colleges, institutes/universities of technology, universities and graduate schools. College or university education normally lasts 4-7 years. Junior colleges consist of two types: 2-year junior college and 5-year junior college, and normally students' ages are from 15 to 20. Institutes/universities of technology also include two types: 2-years and 4 years, and they are normally for students who are 18 to 22 to complete (ibid.). University education requires 4 years of study and students' ages are normally from 18 to 22. Graduate school education comprises 1-4 years of master's degree programmes and 2-7 years of Ph.D programmes (ibid.). As students may attend graduate schools after they have working experience, their ages can be varied. Besides, special education is from kindergartens to colleges and universities, and it is intended for students who have physical and mental difficulties (ibid.). Supplementary and continuing education provides an alternative way for people to learn, and it covers from elementary schools to open universities (ibid.). Also, the school types for every schooling consists of national, municipal and private ones.

Figure 2.1 also shows how each level of schooling advances to another level, which is indicated by the arrows. With respect to admissions, for kindergarten and compulsory education, students start schooling without entry examinations. From senior secondary education to graduate schools, students are required to meet certain admission requirements before they can be admitted to each level. These are as follows: 1) by meeting requirements and passing entrance examinations, or qualifying examinations, or 2) by registering and then being assigned, or 3) by applying or by recommendation (ibid.). Those multi-admissions only have been implemented since 2001 (MOE 2001a). Before 2001, the only way was through taking the unified entrance exams. However, no matter which type of admission, students' academic achievements at schools are the key factor for them to enter the next level of schooling and this fact contributes to the competitive ethos which is found in the system.

2.2.1 English Language Course under the Formal Schooling

Within the education system as mentioned above, students need to study various subjects at schools and English language is one of them. English language is studied as a foreign language and as a school subject in Taiwan's educational contexts, as the official and national language is Mandarin. Before 2001, English language was one of the compulsory school subjects, starting from the first graders of every junior high school (aged 12) to the students of the first year of every university. After 2001, English language was also taught as a compulsory subject at schools, but was extended to the elementary school children.

2.3 English Language Course at the Elementary School Level

Since 2001, the English language course has been introduced by the Ministry of Education (MOE) to every elementary school in Taiwan, both public and private (MOE no date a; MOE 1999a; MOE 2000a; MOE 2000b). The children of the 5th and 6th grades (aged 10 to 12) started their English courses in 2001, and the 3rd and 4th graders (aged 8 to 10) also started their courses in 2005 (MOE 2003a; MOE 2003b; MOE 2004a; MOE 2005b; MOE 2005c). In fact, long before the MOE formulated this policy and introduced the English course to the elementary schools, many school children were learning English in kindergartens, elementary schools and private language sectors. According to Mao and Tan, in 1992, 80 percent of the elementary school children in Taiwan had experiences in learning English (Cheng 2000: 1). The evidence can also be seen that many private language sectors, where they provide English courses for children after school hours, had been booming during 1981 and 1991

(Chung, 1998, cited in Chen, Chin-Yao 2001: 26). According to one investigation by Li, Chen-Ching (1988, cited in Chen, Chin-Yao 2001: 3), the numbers of this kind of private language sector for children to learn English reached over 400 in Taiwan in 1988, and it had been the parents' most favourite choice to have their children learn English, compared with other courses offered by this kind of private sector ("cram schools", as people call it), as suggested by Tsai, Nan-Fang in 1997 (ibid. 24).

English language courses had been widely offered not only in cram schools, but also in elementary schools before the MOE announced it as a formal language policy in 2001. In one research by Tsao and Wu during 1987 and 1990, they had already investigated three classes of children for their English language learning in one elementary school in Hsinchu city (Tsao and Wu et al. 1992). Besides, using the capital, Taipei city, as an example, in 1993, every elementary school had been allowed by the Bureau of Education of Taipei city government (hereafter abbreviated as BOE of Taipei) to implement its own English course (Shih, Yu-Hui et al. 1998: 765; Tseng, Tsan-Chin 1998: 54). According to Chen, Shu-Chiao and Yu, Kuang-Hsiung, in 1996, there were at least 85 elementary schools in Taipei city implementing their own English courses (Shih, Yu-Hui et al. 1998: 765). Until 1997, the numbers expended to 112 elementary schools (Shih, Yu-Hui 1998, cited in Chen, Chin-Yao 2001: 6). In 1998, Taipei city government announced that every elementary school in Taipei city had to implement the English language courses, starting from the 3rd graders (aged 8 and 9) (Chen, Chun-Li 1998: 259; BOE of Taipei 2000a; BOE of Taipei 2000b). The fact that school children in Taipei city learn English before 2001 is only one of the examples. Other cities such as Kaohsiung, Taichung and Tainan also introduced English courses in their elementary schools (MOE 2000c; Cheng 2000: 1). According to Dai's investigation (1998), there had been nearly 50 percent out of the total 2516 elementary schools in Taiwan in 1998 implementing their English language courses (Chen, Chun-Lian 1998: 3).

The popularity of English language courses at the elementary school level has lasted for decades. Even though the issue of whether English language course should be introduced formally to the elementary schools was discussed in 1960 (Hsu, Wen-Yueh 1960, cited in Cheng 2000: 22), it was not until 2001 that the English course was formulated by the MOE as a formal language policy to be implemented in every elementary school in Taiwan.

2.4 The Policy Statement of English Language Course in the Elementary Schools

In the core rationale of the English language policy statement at the elementary school level, the MOE (Ministry of Education) clearly states the reason and the purposes for introducing English to the elementary school children:

> Since the government has pushed the establishment of APROC (Asia-Pacific Regional Operational Centre), the people are deeply aware of the urgent need to improve communicative ability in English. With the high expectation of the society, English language teaching and learning extends to the elementary school level. (MOE 2000b: 1; BOE of Taipei 2000c: 1; MOE 2003c: 1, my translation)

The primary reason for the MOE to introduce the English course to the elementary school level is for the economic concern—the establishment of APROC, which is perceived as the urgent need for the school children to learn English. Furthermore, the policy states the purposes:

> The purposes of the English language course at the elementary and junior high school levels are to lay foundation of the people's communicative ability in English and to enlarge the people's 'Guo-Gi' perspectives (Guo-nation, Gi-border; perspectives beyond national boundaries), through which it is hoped to enhance the people's ability to deal with affairs among countries in the future and to strengthen the country's competitiveness. (MOE 2000b: 1; BOE of Taipei 2000c: 1; MOE 2003c: 1, my translation)

According to the policy statement, there are four purposes:

1) to develop the students' communicative ability in English;

2) to enlarge the students' 'Guo-Gi' perspectives (perspectives beyond national boundaries);

3) to enhance the students' ability to deal with affairs among countries in the future;

4) to strengthen the country's competitiveness

Here, first of all, developing the elementary school children's communicative ability in English is primarily connected with the economic concern as linking with the APROC, as stated earlier. The role of English which is seen to be linked to the economic concern had been indicated explicitly in the other earlier documents by the English curriculum planners and by the MOE, in which the APROC project was regarded as the primary drive for implementing an English course to the elementary school children (Shih, Yu-Hui et al. 1998:

9

759; MOE 1999a; MOE 2000a; Shih, Yu-Hui and Chu, Hui-Mei 2001: 1). The APROC project, according to the Taiwan government, is to promote Taiwan as an island of science and technology in the 21st century (http://www.aproc.gov.tw). Developing the children's communicative ability in English is one aspect of the preparation to meet economic needs. The role of English is emphasised because it is a communicative tool for obtaining economic information from other countries, as the MOE states in the same core rationale:

> In the fields of information and communication technology, science and technology, industry, business and higher education, English has become an important communicative tool for interaction among countries. (MOE 2000b: 1; BOE of Taipei 2000c: 1; MOE 2003c: 1, my translation)

Promoting economic growth is the primary reason for the MOE to extend the English language policy to the elementary schools. This focus of economic advancement being linked with enhancing English ability is again stated in 'the White Paper of Education Policy' (2004) and in 'An Overview of Taiwan's E-Generation Human Resources Development' (2003), in which the necessity for the e-generation (young generation with the proficiency in IT) to learn English is indicated as one of the means to promote Taiwan as a 'green silicon island' in the 21st century (MOE 2004b; MOE 2003d). The role of English in promoting the country's economic prosperity has been clearly formulated by the MOE as the primary reason and one of the main purposes for the elementary school children to learn English.

Secondly, the role of English, as stated in the second and third purposes of the policy statement, is associated with enlarging the students' perspectives beyond national boundaries and enhancing the students' ability to deal with international affairs. However, the notions are not explicitly defined in the core rationale.

Finally, the role of English is to strengthen the country's competitiveness, which is explicitly stated as one of the purposes. Strengthening the country's competitiveness as the purpose for the children to learn English is strikingly emphasised by the Ministers of Education before the formal policy was formulated:

> The MOE plans to implement English language teaching and learning to the 5th and 6th grades of the elementary schools in 2001 academic year. The purpose is to develop the citizens

with 'Guo-Gi' perspectives (perspectives beyond national
boundaries) and to enhance the country's competitiveness.
(Lin, Chin-Jiang 1999, my translation)

The same notion as related to the country's competitiveness is also stated by another
Education Minister:

The design of English course in Grade 1 - 9 curriculum .... is
to enhance the people's ability to tackle the international
affairs, and to strengthen the country's competitiveness. (Yang,
Chao-Hsiang 1999a, my translation)

Learning English is for strengthening the country's competitiveness, and it is perceived by
another Education Minister that if the English course was not introduced to the elementary
school children earlier, the whole country would lose the chance to compete with other
countries, for the role of English is perceived as a tool to promote the country's economic
advancement, through which it is used as a power to compete with other countries:

According to the current curriculum (in 2000), English
learning only starts from the junior high schools. Compared
with the developed countries, it seems that [Taiwan] has
already lost a little advantage in international competition.
(Tseng, Chih-Lang 2000, my translation)

Under this kind of competitive value from the primary officials in the MOE, the strong link
between the country's competitiveness and learning English is repeatedly stated in the
MOE's policy documents related to the English language curriculum for the elementary
school children (see the documents in MOE 2000a; MOE 2000b; MOE 2001b; MOE no date
b; MOE 2003c). More than that, the notion that the role of English is strongly linked with
the country's competitiveness is also stated in the policy statement for the 3rd the 4th graders
who have started their English course since 2005 (MOE 2004a). From the MOE's
perspective, developing English ability is regarded as the crucial ability for the elementary
school children to enhance the country's competitiveness in the 21st century (MOE no date b;
MOE 2004a).

From the above analysis for the MOE's statements, teaching English language to the
elementary school children consists of implicit and explicit notions. The notion with respect
to enhancing the students' 'Guo-Gi' perspectives and their ability to deal with international
affairs in the future is not explicitly defined. The clearly defined notions by the MOE are

mainly focused on promoting economic prosperity and strengthening the country's competitiveness. The focus and direction with respect to economic prosperity and the country's competitiveness are illustrated as below:

Primary reason and one of the purposes:

<u>Promoting economic prosperity</u>—the APROC project

↓

Developing children's communicative ability in English—to lay foundation of people's

communicative ability

↓

In order to obtain economic information in the fields of

technology, science, industry and business

↓

Using the economic power to

<u>strengthen the country's competitiveness</u>—one of the purposes

The above focus and direction with respect to a strong economy and the country's competitiveness are not 'new' to be used as a crucial basis to make policies. The same focus and direction can be traced from Taiwan's national educational policies. In the following sections, the discussion will be focused on this mode: a strong economy with the feature of competitiveness, as the central characteristic of Taiwan's education, and the problems caused by this mode will be discussed in 2.5.4. Also, the congruence between the English language policy in the elementary schools and Taiwan's national education policies will be discussed in 2.6. The central problem caused by the fundamental mode will be presented in 2.6.

2.5 The Role of Taiwan's Education

There are two dominant concerns that characterise Taiwan's education—1) to achieve economic prosperity 2) to strengthen the country's competitiveness.

2.5.1 Education Is to Achieve Economic Prosperity

In Taiwan's national education policies from elementary schools to higher education, the early statement which defines the role of education in relation to achieving economic

prosperity can be traced back to 1929:

> In 1929, the Nationalist Government put forth a purpose
> statement and guidelines for its policy on education. The
> ultimate goal was to fulfill and reinforce the ideals stated in
> the Three Principles of the People: nationalism, democracy
> and social well-being. According to the three principles,
> education is to improve the livelihood of the people, ensure
> each individual's decent existence in the society, pursue
> economic development. (MOE 1999b: 4)

Since 1929, Taiwan's education has been placing the focus on facilitating economic growth.
A similar statement is seen in another document:

> In education, one has to plan for the long-term. A balance has
> to be maintained when developing the various different
> categories of education, in order to produce expert personnel
> in different fields. Only in this way can national development
> progress rapidly, bringing economic prosperity and social
> harmony. (MOE 1999c: 1)

This major focus, whereby education is linked with bringing economic prosperity, is not only
stated in the MOE's education policies in the 20th century, but also in the 21st century. In the
key document in 2003, it is stated again that the education system in Taiwan is to facilitate
the Three People's Principles and the focus of the livelihood for the people is one of them
(MOE 2003e: 6). Furthermore, in the key national education documents in 2004 and 2005,
the role of education is central to achieving knowledge-based economy:

> ....through careful planning, we are able to create an optimum
> educational environment to cultivate citizens for the era of a
> knowledge-based economy. (MOE 2004c: 54; MOE 2005a:
> 54)

Education serves as the key role to promote Taiwan's economic prosperity, and it has been
clearly defined in the MOE's key educational documents. In reality, this economy-oriented
education had demonstrated its function. In the 1980s, Taiwan was termed as one of the four
'East Asian Dragons', namely, 'the High-Performing Asian Economies', as described by the
World Bank (Sweeting and Morris 1998: 203). Education had contributed to Taiwan's
economy success (Murphy and Liu 1998: 9). More than that, on the basis of this strong
economy-oriented education, more national education policies in relation to 'Challenge 2008:
National Development Plan' are formulated by the policy makers to head in a direction of

knowledge-based economy and to transform Taiwan as 'a green silicon island' in the 21st century (MOE 2003d; MOE 2003f; MOE 2004b; MOE no date c).

2.5.2 Education Is to Strengthen the Country's Competitiveness

The second dominant concern in Taiwan's national education is to strengthen the country's competitiveness. Strengthening the country's competitiveness is strikingly emphasised in the MOE's documents. One statement as indicated below clearly shows the competitive value from the MOE and the government officials:

> Facing the current challenges, the government is dedicated to enhance the country's competitiveness. [We] do not only want to compete with other countries, but also need to compete with the time. In other words, [the government] wants to establish the country as the most competitive one in the shortest time. (MOE 2003g: 2, my translation)

When this competitive value is combined with education, the current Education Minister has the description as follows:

> These education schemes should posses the foresight to formulate curriculums that will give students the ability to meet the challenges caused by globalization, and therefore, continue increasing Taiwan's international competitiveness. (Tu 2005, cited in MOE 2005a: 4)

The strengthening of the country's competitiveness as the key direction of Taiwan's national education has been significantly stated in the policy documents. More examples can be seen in the MOE's policies in 2004 and 2003:

> Education is the important indicator to measure the country's competitiveness. (MOE 2004b: 70, my translation)

And, in the 2003 document:

> ....to search for excellence in the overall academic development to enhance our nation's competitiveness. (MOE 2003e: 4)

This kind of competitive value has become the primary perspective of Taiwan's policy makers and the government officials. In 2000, the current Taiwan President had the following statement in his inaugural address:

> Talent is the foundation of the country's competitiveness, while education is a long-term plan for empowering the people. We will seek a consensus among the ruling and opposition parties, academia and the public to carry on with educational reforms and build a healthy, proactive, lively and innovative education system, which will allow Taiwan to cultivate first-class, outstanding talents amid the fierce international competition. (Chen, Shui-Bian 2000: 6)

The nation's competitiveness is clearly defined as the direction of Taiwan's education, and it has not only been emphasised in the recent years, but also repeatedly stated in the documents in the last century. In 1999, the Education Minister gave a speech in the conference for national education development, and not surprisingly, the country's competitiveness and the role of education were mentioned together:

> ....and only through a well-managed national education system can we enhance our national competitiveness for the new millenium. (Yang, Chao-Hsiang 1999b: 14)

In 1994, the former President also indicated the same direction in that Taiwan's education needs to strengthen the country's power:

> With respect to the improvement of educational systems, it is hoped that by adjusting educational contents, the function of education can go with the time. By this way, education becomes the source of driving social progress and strengthening the country's power. (Li, Deng-Hui 1994, cited in CER 1994a: 2, my translation)

Education has been playing a key role in strengthening the country's power. This direction can be traced back to 1929 (see the early quote in MOE 1999b: 4), as 'nationalism' is one of the principles to be formulated as the direction to establish Taiwan as a nation. In other words, strengthening the country's competitiveness is equivalent to the notion of nationalism. When education is combined with the country's competitiveness, it is equivalent to using 'education' to carry out the notion of 'nationalism', through which every level, aspect, context and individual of the whole nation are heading in this direction.

Taken together, as described in 2.5.1 and 2.5.2, Taiwan's education policies are based on the two major concerns: for a strong economy and for the country's competitiveness. In fact, these two concerns are only one issue, but different dimensions. A strong economy is to be

used to strengthen the country's competitiveness. Education is to be used as a strategy to achieve economic prosperity, through which the country's competitiveness is strengthened. This mode, namely, the strong economy-oriented education with the feature of competitiveness, has been used as the fundamental principle to formulate every education policy in Taiwan. Even though during the period of education reforms for every level, which was particularly carried out from 1994 to the early 21st century, this central mode with the two major concerns are repeatedly emphasised in the MOE's documents (see the early MOE's quotes with the years between 1994 and 2005).

However, any education policies based on this mode can not exist by themselves alone, but they are strongly connected with individuals under this mode. The next section is the relevant discussion.

2.5.3 Individuals under the Education System

--as capital and resources to promote economic prosperity

For Taiwan's educational policy makers, investing in individuals through education can promote the country's economic prosperity. In other words, individuals are regarded as human capital and human resources under the education system. Regarding individuals as 'capital' and 'resources' is clearly indicated in the MOE's current document 'Embracing Challenges of 2008: An Overview of Taiwan's E-Generation Human Resources Development':

> Human capital and capabilities are important strengths of a society. Without such valuable resources, a society will struggle in its development. (MOE 2003d: 1)

And, in the key document of national education, there is a statement:

> Considering that the 21st century is an era in which knowledge-based economy prevails, the future of a nation chiefly depends on whether there will be sufficient human resource of high quality. (MOE 2003e: 4)

Investing in humans as 'capital' and 'resources' through education serves as a strategy to achieve the country's economic advancement. In the same series of documents 'Embracing Challenges of 2008', they explicitly identify young generation as the 'E-Generation' and

there is a project to cultivate E-Generation in order to transform Taiwan as a 'green silicon island' (MOE 2003f; MOE 2003g; MOE 2003h; MOE no date c).

The concept that investing in humans as capital and resources through Taiwan's education is not only described in the current policies, but also described in the early policies:

> Education is the foundation of a nation.... The manpower
> required by all economic and social construction projects must
> be trained under a long-term education program. (MOE 1999b:
> 32)

"Manpower development" (Harbison and Myers 1964) through education is equivalent to investing in humans as capital and resources under the education system to promote economic success. This concept is not only stated as central to Taiwan's educational policies, but also has been implemented in reality for years and has demonstrated its function to contribute to Taiwan's economic growth. As analysed by Morris, Taiwan's education has played a crucial role in the accumulation of human capital to promote the economic success as one of the four 'East Asian Dragons' (Morris 1996: 95). Taiwan's human capital significantly plays the key role to contribute to economic growth (Lee et al. 1994: 275).

--as the foundation to strengthen the country's competitiveness

The purpose of investing in humans as capital and resources through education does not only lie in using human capital and human resources to promote the country's economic prosperity, but also focuses on using human capital and resources as the foundation to strengthen the country's competitiveness. As analysed in 2.5.2, the notion of the country's competitiveness through education is strikingly emphasised by the MOE, and the key principle of Taiwan's education policies is to use a strong economy to strengthen the country's competitiveness. On the basis of it, individuals are used as capital and resources, through which the country's competitiveness is strengthened.

Individuals are regarded as the foundation of the country's competitiveness, and it is explicitly stressed in 'the White Paper on Education Policies':

> The 21st century has been the era of knowledge-based
> economy. Enhancing the manpower quality becomes the key
> to decide the country's competitiveness. (MOE 2004b: 6, my
> translation)

And,

> In the era of globalisation, competition among countries has
> become increased. Moreover, global competition depends on
> 'innovation', 'speed' and 'quality'. In other words, it is the
> competition of talents. (ibid., my translation)

'Manpower' and 'talents' are related to human capital and human resources. Through developing high quality manpower or talents, it serves as the key to strengthen the country in order to compete with other countries.

Taken together, Taiwan's education system focuses on investing in humans as capital and resources to compete with other countries by demonstrating the country's economic power. The individuals under the focus of a strong economy and the direction of the country's competitiveness are regarded as the capital, resources and foundation to achieve those fundamental concerns. Regarding individuals as capital and resources in educational contexts can cause dangers, as will be discussed in Chapter 3 (see 3.4). Moreover, educating individuals as the foundation to compete with other countries can lead to the negative impacts, and the discussion will also go to Chapter 3.

Taiwan's education system, formed on the basis of the economic and competitive concerns, has caused the educational problems and has resulted in the education reforms. The relevant discussion is presented in the next section.

2.5.4 Educational Problems and Education Reforms

On the 10th of April 1994, Taiwan's civil movements for pleading for education reforms (Lo, Yin-Hui, 2000: 34; Law 2002: 67; Fan 2004) reached a peak. Educationists, teachers, parents and students demonstrated on the streets and strongly asked the government and the Ministry of Education to implement education reforms and to address the educational problems (Fan 2004). In response to this '410 demonstration', the government established 'the Commission on Education Reforms' (CER) on 21st of September in 1994, which consisted of 31 members from the fields of academy, education, administration, culture and government officials (Commission on Education Reforms 1994a: 12), and the mission of the CER was to collect and understand people's thinking and voices in relation to educational problems of each level (ibid.). From 1994 to 1996, the CER conducted over 350 public hearings and seminars at various educational levels (Law 2002: 68), and Taiwan's educational issues such as

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educational aims, curricula, resources, teaching materials and teachers' education...etc. were widely discussed, covering the pre-school education to the graduate school education, special education and continuing education (CER 1994a; CER 1994b; CER 1994c; CER 1995a; CER 1995b). In addition, other non-government organisations such as 'The Council for Promoting Teachers' Rights', 'the Humanistic Education Foundation' and 'Taiwan Teachers' Association' also played a key role in pushing for education reforms (Murphy and Liu 1998: 13).

During 1994 and 1996, various and complicated educational problems were widely and openly discussed by the public. The key concepts discussed by the public in relation to the problematic issues included "rigidity" (Li, Yuan-Zhe 1994: 3; Yang, Yi-Rong 1994: 21; Chang, Tse-Chou 1994: 14), "uniformity" (Huang, Chun-Jeh 1994: 5; Commission on Education Reforms 1994b: 21; Chang, Ren-Chang 1994: 11; Commission on Education Reforms 1994c: 28) and "top-down policies" (Li, Yuan-Zhe 1994: 3; Huang, Rong-Tsun 1994: 7) (for more detailed descriptions, see Appendix 1). In response to the problematic issues, from 1996 to 1998, the MOE mapped out five reformed directions (MOE 1998a; Yang, Chao-Hsiang 1999b), eight key tasks (MOE no date d; Yang, Chao-Hsiang 1999b) and the guidelines for education reforms (ibid.), and the 5-year 'Education Reform Action Plan' was also released in 1998 (MOE 1998a; MOE 1999d; MOE 2003e). Many reformed policies were formulated to solve the educational problems at each level, and the key concepts to solve the problematic issues included "deregulation" (Commission on Education Reforms 1994c: 27-31; Commission on Education Reforms 1995a: 9-10; Li, Kuo-Wei 1995: 10-13; Yang, Szu-Wei 1998: 15-21; Wen 1998: 22-29; MOE 1999e), "variety" (Mou 1994: 6; Yang, Kuo-Shu 1994: 10; Commission on Education Reforms 1994b: 21; Lin, Chin-Jiang 1994: 7; Chou 1994: 9; Commission on Education Reforms 1995b: 6; MOE 1998a) and "bottom-up policies" (Chang, Ren-Chang 1994: 11; Yang, Sze-Wei 1998: 20; Wen 1998: 29) (see also Appendix 1).

Within the education reforms at each level, one of the crucial reformed aspects related to the above issues is 'the Grade 1-9 Curriculum', which covers the 9 years compulsory schooling (MOE 2004e). The crucial change of this reformed curriculum lies in that the curriculum guidelines were formulated to replace the traditional uniformed curriculum standards (MOE 1999e). Since 2004, this reformed curriculum has been implemented from grade 1 to grade 9, which covers every grade from elementary schools to junior high schools (MOE 2003i). In

'the General Guidelines of Grade 1-9 Curriculum', the core rationale, curriculum goals, core competence, learning areas and implementation guidelines are clearly stated, and some key aspects which go beyond the economic and competitive concerns are formulated in this reformed curriculum. (MOE 1998b; MOE 2000b; MOE 2004e). For example,

-   It is designed to cultivate the students with 5 qualities: humanitarian attitudes, the integration ability, democratic capacity and disposition, both native awareness and a global perspective and the capacity for lifelong learning (MOE 1998b; MOE 2000b; MOE 2004e).

-   The 10 core competences are formulated as teaching goals and the learning aims. These 10 basic abilities are closely related to the students' 5 qualities. For examples, one of the basic abilities is to enhance self-understanding and explore individual potential (MOE 2000d, for the other basic abilities, see Appendix 2).

-   The 7 learning areas (i.e. Language and Arts, Mathematics, Social studies...etc.) are designed for students to learn within the scope of three dimensions: oneself and others, individuals and society, and individuals and nature (ibid.3).

-   Besides, the 6 important issues (i.e. human rights education, environmental education...etc.) are integrated into the 7 learning areas (MOE 1999e).

As shown above, those aspects and aims are based on educational concerns, through which "the students are regarded as of central importance in education" (MOE 2000b: 4). However, tracing back to Taiwan's educational history, there are also certain educational aims and concerns formulated in the policies before the education reforms. For example, at the elementary school level, the educational aims were stated as follows:

-   In 1962, the focus was to develop students' morality, physical and mental health (Commission on Education Reforms 1994d: 26). The central goal was to develop students' healthy characters (ibid.).

-   In 1975, the main purpose was to develop children with a vivacious, dignified and decent spirit (ibid.).

-   In 1993, the purpose was to develop vivacious children with moral, intellectual, physical, social and aesthetic domains (ibid.).

Looking back to the past, those educational and humanistic aims, however, are only paid 'lip-service', for the focus and direction of Taiwan's national education in reality and in practice are all paid to economic and competitive concerns, as analysed in 2.5.1, 2.5.2 and

2.5.3. With respect to the reformed grade 1-9 curriculum, even though there are seminars and meetings to discuss how to implement the educational aims (MOE 2000e; MOE 2001c; MOE 2003j; MOE 2003k), the fundamental principles of the nation's education policies are still dominated by the fundamental mode—a strong economy with the feature of competitiveness.

This central mode with economic and competitive concerns as the key focus and direction of Taiwan's education policies has not been questioned seriously. Even though there were some educationists pointing out the educational problems such as "utilitarianism" (Huang, Chun-Jeh 1994: 4; Chou 1994: 8; Wen 1998: 25), "planning manpower to satisfy markets" (Yang, Yi-Rong 1994: 21; Huang, Chun-Jeh 1994: 4-5), "competition to enter higher education" (Commission on Education Reforms 1994a: 11; Chou 1994: 8) and deep-rooted value for pursuing high degrees (Wen 1998: 24), and some educationists were aware that the economic concern plays the dominant role in Taiwan's education policies (Huang, Chun-Jeh 1994: 4-5; Chang, Tse-Chou 1994: 13; Chang, Ren-Chang 1994: 11,), the central educational problem caused by this fundamental mode has not been pinpointed as a serious issue to be changed.

The central problem is competitive learning. As discussed in 2.5.1 and 2.5.2, Taiwan's education policies mainly focus on achieving economic prosperity, and the economic power is used to strengthen the country's competitiveness. However, both concerns are only one issue. They all lead to competition, for the country's economic power is used to compete with other countries. And, in a society with a value system which stresses the value of competitiveness, schools and classrooms are likely to be characterised by the same feature. Taiwan's highly competitive learning at every level has existed for many decades (for the education system of every level, see 2.2). Schools have played a central role in encouraging competition (Sweeting and Morris 1998: 222), and "the intensive competitiveness" (Murphy and Liu 1998: 9) in Taiwan's educational contexts for every level has been an undeniable fact for many decades.

2.6 Congruence between English Language Policy at the Elementary School Level and National Education Policies, and the Central Problem

In 2.4, the analysis was focused on Taiwan's English language policy at the elementary

school level, and the congruence between this policy and the national education policies (see 2.5, 2.5.1 and 2.5.2 and 2.5.3) is obvious. Both of them all apply the fundamental mode as the focus and the direction, namely, the strong economy with the country's competitiveness. Under this mode, individuals are regarded as human capital, human resources and the foundation to achieve the country's economic success and to compete with other countries. While this fundamental mode has caused Taiwan's educational problems at every level and has led to the educational reforms (see 2.5.4), it is still used by the MOE as the focus and the direction to formulate the English language policy for the elementary school children (see 2.4).

It is not an over-simplification to say that this fundamental mode can cause predictable problems in English language education in the elementary schools in the future. The obvious indicators and evidence have been manifested themselves in Taiwan's educational problems (see 2.5.4). And, the central education problem, which still remains in the schools and classrooms, has not yet been discussed critically as an issue to be changed. Competitive learning is the central problem, which has being existed in the schools and classrooms at every level for many decades. Competitive learning in the children's English language classrooms does not only start from the year that the MOE formally introduces the English course to the elementary school children, but it has been existed for over two decades, for English language courses have been very popular in cram schools and in elementary schools, as mentioned in 2.3.

While the English language course for the elementary school children was introduced by the MOE as one of the aspects of reforms, ironically, the fundamental mode which had caused the central problem, as well as other educational problems, has not yet changed. Even though the educational aims at the elementary school level (i.e. citizens with 5 qualities, 10 basic abilities) are formulated to be integrated into English language teaching and learning (MOE 2000b), the fundamental mode with the economic and competitive concerns are predominant as the key direction. The key focus and direction of the fundamental mode do not only cause the central education problem in Taiwan, but also lead to a major negative impact and show critical contradictions when those educational aims and concerns are implemented in real practice. Further discussion on this theme will be presented in Chapter 3.

2.7 Summary

In this chapter, the fundamental mode used by the MOE (Ministry of Education) as the focus and the direction of English language policy in the elementary schools has been analysed. The economic and competitive concerns are the key focus and direction for the MOE to introduce English language course to the elementary school children. While these two fundamental concerns which are used as the predominant principle to formulate Taiwan's national education policies cause the educational problems and result in the educational reforms, the MOE still applies these two concerns as the key principle in the elementary school children's English education.

The two major concerns but one issue which is applied by the MOE as the central position to formulate the English language policy at the elementary school level can be illustrated as follows:

The focus:

A strong economy

↓

The strategy:

English language education in the elementary schools

↓

Developing school children's communicative ability in English

↓

Obtaining economic information in the fields of technology, science, industry and business

↓

The direction:

Using an economic power to participate in the world and to strengthen the country's international competitiveness

|

Investing in school children as human capital and human resources

↓

Regarding school children as human capital, resources and foundation to compete with other countries by demonstrating economic power

||

School children are used to achieve economic power and to strengthen economic competitiveness

|

Using the country's economic competitiveness to participate in this world

|

Competitive value

↓

1) Within the country, in the school contexts: competitive learning

2) Outside the country, in this world: competing with other countries

|

|

↓

Impacts on the school children

....

↓ | | |

lead to; in order to   link with   equal to
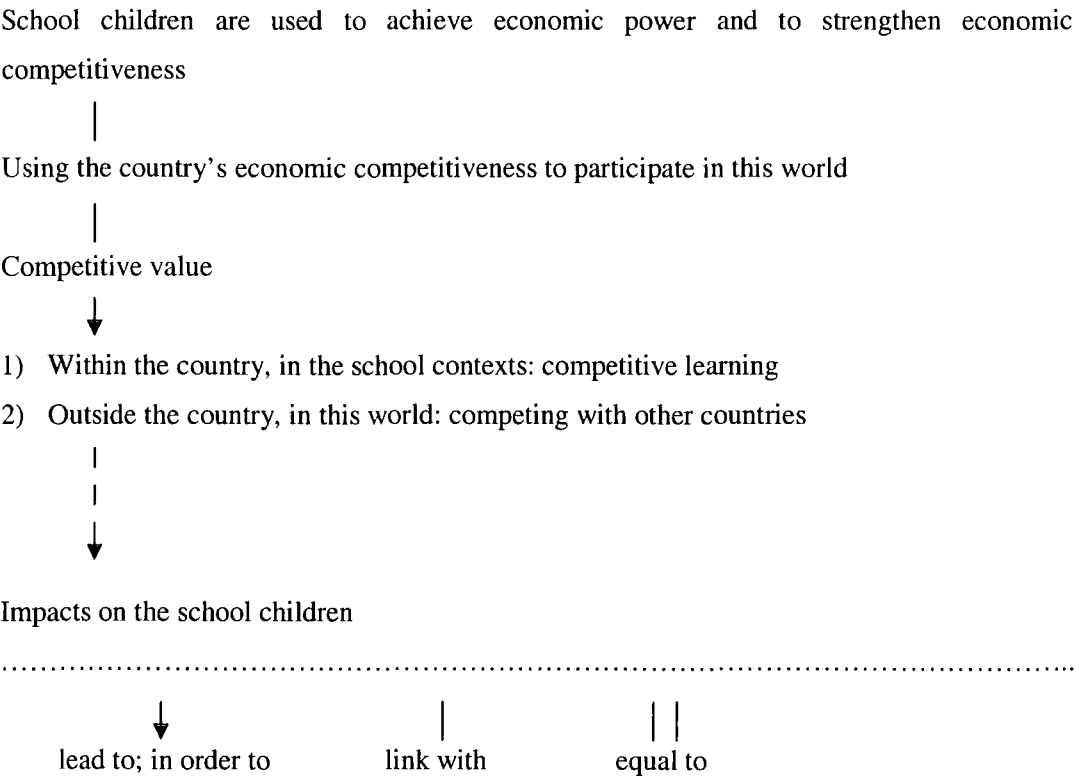
In the next chapter, the discussion will be taken closer to economic globalisation, which is used by the MOE as the core perspective to formulate the English language education in the elementary schools in Taiwan. And, the negative impact caused by economic globalisation will be discussed. The alternative way, educational and humanistic internationalisation, is proposed to solve the negative impact caused by competitive globalisation and competitive learning, and it will be addressed closely in Chapter 3.

CHAPTER 3
ENGLISH LAGNAUGE EDUCATION:
INTERNATIONALISATION INSTEAD OF GLOBALISATION

3.1 Introduction

In Chapter 2, the background in relation to competitive learning was provided, and the analysis was focused on the MOE's (Ministry of Education) fundamental perspective by using the aim of a strong-economy with the feature of competitiveness to formulate the English language policy in the elementary schools, as well as the national education policies. The two major concerns but one issue, which emphasises using a strong economy to compete with other countries, leads to competitiveness. When this trait is reflected in the educational contexts, competitive learning is the central feature in children's classrooms.

In this chapter, the discussion turns to economic globalisation, and how it links with the MOE's core perspective to formulate the English language education in Taiwan's elementary schools. Following by that, my critical views of the MOE's global economic perspective are addressed. I then propose a humanistic and educational concept of internationalisation as the alternative way, instead of competitive globalisation. In order to develop humanistic internationalisation, John Dewey's educational concepts and principles are applied as the axiomatic basis, and they will be discussed as the way to solve the central education problem in Taiwan's English language education for the school children and to bring about change.

3.2 English Language Education in the Elementary Schools under the MOE's Global Economic Perspective

As discussed in Chapter 2, the role of English is perceived by the MOE as a tool to obtain economic information in order to achieve a strong economy and to strengthen the country's competitiveness (see 2.4). The MOE's central position is that the country's economic power is used for strengthening the country's competitiveness, and it is used as the fundamental mode to formulate the English language policy in Taiwan's elementary schools. Based on this fundamental mode and position (as analysed in 2.4), it is clear to see that the MOE has a core perspective in relation to English language education implemented in 2001 for the elementary school children. The core perspective is the global economic perspective.

The global economic perspective borne by the MOE is closely related to how the MOE perceives the 21st century and the relations among English, technology and individuals. The MOE perceives the 21st century as the era characterised by a knowledge-based economy, as said in 2.5.1 and 2.5.3. This knowledge-based economy era is equivalent to the era of globalisation (see the MOE's quotes in 2.5.3). In other words, the 21st century is perceived by the MOE as the era of economic globalisation. This new era, as perceived by the MOE, is full of challenges which arise from global competition (MOE 2003h: 1). Global competition is equivalent to competing with other countries by demonstrating the country's economic power. In order to deal with this major challenge, the MOE regards English and technology as the crucial tools to meet with the challenge caused by economic globalisation. It is emphasised by the MOE:

> Emphasizing the importance of being globally aware and proficient in IT (information technology) will also assist Taiwan to establish a competitive edge in the global arena. (MOE 2003d: 2)

And,

> Having [English] language and internet proficiency will help link Taiwan to the rest of the world. (ibid. 1)

The combination of English language and technology serves as the key strategy to achieve the country's economic prosperity, and by using economic power and economic competitiveness, it promotes Taiwan to enter this world. It is the MOE's core position. On the basis of this global economic perspective, the MOE formulates the English language policy for the elementary school children. The school children are regarded as human capital and human resources (for the relevant concepts, see also 2.5.3), and they are defined as 'e-generation', which is the young generation with the necessity to learn through the internet and to be competent in English language (MOE no date c: 1; MOE 2003d: 2; MOE 2003g: 5). Being competent in English and information technology, the school children are expected to obtain economic information in the fields of technology, science, industry and business in the future, in which the purpose is to achieve a strong economy and to compete with other countries. Apart from the key policy documents of the English language course for the elementary school children, as indicated in 2.4, the MOE states the above purpose explicitly in the series of education documents in relation to 'Embracing Challenges of 2008', in which the project for investing in the 'e-generation' in English and IT has been implemented in

order to enhance Taiwan's international competitiveness (MOE 2003h; MOE 2003f; MOE no date c). To be more specific, the key purpose for the MOE to invest in the elementary school children to learn English is to use the school children to achieve economic advancement and to head in the direction of enhancing Taiwan's international competitiveness.

3.3 Globalisation and It's Essential Features

The MOE's core position in relation to English language education in the elementary schools is based on the concept of globalisation, in particular, economic globalisation. The concept of globalisation and its essential features are discussed as follows:

1. Inter-relation and interdependence

    among countries are based on an economic concern

2. Characteristics:
    - information technology, business, industry
    - faster and world-wide transport
    - economic advantage
    - making profits
    - "market competition" (Brown and Halsey et al. 1997: 21; Waslander and Thrupp 1997: 441)
    - game--winners and losers

3. Breaking through nation-state

    by a global auction in investment, jobs and new technology (Brown and Lauder 1997: 173)

4. Participation: excluding poor countries

5. Value: competition

6. Regarding individuals as human capital and human resources

7. Role of Education: as the strategy to achieve a strong economy and to strengthen a

country's international competitiveness

The term of 'globalisation' began to be used about 1960 (Gundara 1999: 25), and in essence, it is seen as economic integration (Jones 1998: 143). The process of globalisation is to be seen to have begun in the 1970s when the oil crisis drove corporations to relocate and transfer capital to the cheapest places around the world, seeking the most efficient means of manufacturing and the best markets to sell their products (Jarvis 2000: 344). With its economic essence, globalisation has led to the spread of technologies, business and industries beyond the national boundaries. The examples can be seen in that Ford, IBM, ICI and Mercedes Benz have tired to break through national borders to create a global auction for investment, technology and jobs (Brown and Lauder 1997: 173).

In the process of economic globalisation, information technology is spread, and faster and world-wide transport is developed. It makes the world 'smaller' (Hettne 1996: 17), and time and space is shrinking when information can be transmitted quickly through the internet and faster transport can benefit people to travel easily from one country to another country. Economic globalisation claims in this way. However, as economic advantages, making profits and "market competition" (Brown and Halsey et al. 1997: 21; Waslander and Thrupp 1997: 441) are emphasisd in the process of economic globalisation, poor countries are excluded and they are not able to participate in the global economic world. As said by Delors (1996: 42), globalisation leads to the situation that every country tries to claim some special advantages in order to participate in economic relations. Without question, these special advantages in relation to economic advantages and modern technologies are what exactly the poor countries lack. Under such circumstances, poor countries are excluded from participating in the global economic world. The relation among countries is seen as the game between winners and losers (ibid.). On the basis of economic advantages, globalisation is, in fact, "not based on equity and equitable principles" (Gundara 1999: 28), but on exclusion and a winner-loser game.

The countries' inter-relation and interdependence based on an economic concern characterises economic globalisation. The economic concern among countries is strikingly linked to one of the most distinctive features of globalisation: competition. As pinpointed by Dicken (1992), Michie and Smith (1995) (cited in Brown and Lauder 1997:172), a global economy has led to an intensification of economic competition among firms, regions and

nation states. The direct and obvious evidence in relation to countries' economic competitiveness in a global economy can be seen in M. E. Porter's book: *'The Competitive Advantage of Nations'*, in which he provides the principles of competitive strategy in industries and the determinants of national competitive advantage, and discusses the agenda of global competition by studying a wide range of nations (Porter 1998). In his book, Porter's position is clear: he claims that only through competition, can nations get advantage. He even provides this strategy:

> Creating competitive advantage in sophisticated industries demands improvement and innovation—finding better ways to compete and exploiting them globally, and relentlessly upgrading the firm's products and processes. Nations succeed in industries if their national circumstances provide an environment that supports this sort of behavior. (ibid. 67)

With the above 'relentless' strategy, the essential picture between the relation of economic globalisation and competitiveness is vividly revealed.

In a global economic world, it is not only that competition is strikingly emphasised, but human beings are regarded as capital and resources to be used to achieve countries' economic advantages. The terms of 'human capital' and 'human resources' are derived from economic theory and industrial practices. From economists' view points, human beings can be used as resources and as "a form of capital" (Schultz 1961: 3) to achieve economic growth. The concept of human capital was fully developed by the American economist Theodore Schultz in the 1960s (Woodhall 1994: 2643). He claims that "people are an important part of the wealth of nation" (Schultz 1961: 2), and stresses the importance and implications of the concept of human capital in that people invest in themselves as capital (ibid.) for achieving economic growth. Like the concept of human capital, the concept of human resources is also seen to be linked with building modern nations, namely, the nations with the highly economic development (Harbison and Myers 1964: v). Human resource development is put as greater importance in the workforce in order to meet with the challenges caused by technological change and expansion of the global economy (Niemi 1994: 2685). Human resource development is mainly associated with manpower development (Harbison and Myers 1964) and it is seen as the accumulation of human capital and its effective investment in an economic development (ibid. 2). No matter human beings are defined as 'capital' or 'resources', the implications of these concepts are seeing human

beings as a kind of 'goods' and 'materials', and the purpose of developing human beings is to promote nations' wealth.

Under the economic globalisation, investing in human beings as capital and resources can be through formal education, through which it aims to achieve nations' wealth and to strengthen nations' competitiveness. As noted by Guthrie, "nations increasingly view schooling as a strategic instrument for promoting national economic development" (Guthrie 1994: 2495). More than that, under the trait of economic globalisation, nations' economic power is used to strengthen nations' competitiveness. It is also said by Bassey that the wealthist discourses, in which the creation of wealth of nations is dominant, show signs of pushing education systems towards competitiveness in heading to a knowledge-based economy (Bassey 2001: 26). Of course, education can not do that alone. It must be operating through human capital and resources. Guthrie significantly identifies the relation between competitive economic globalisation, human capital and resources and the role of education:

> National economies are now global in their competitive outlook...insatiable in their quest for technological innovation, and crucially dependent upon the availability of human talent. (Guthrie 1994: 2496)

And,

> Specific educational reform tactics and administrative procedures may differ from nation to nation... Regardless of the variety of national tactics, the long-term goal will be to utilize educated intellect as a strategic means for a nation to gain or retain an economically competitive position in the global market. (ibid.)

Nations' education systems which serve as the role of achieving nations' economic prosperity and nations' competitiveness are closely linked with a competitive economic globalisation. Taiwan's English language education in the elementary schools is perceived and linked by the MOE within the competitive economic globalisation. In the next section, the arguments will focus on my critical views of the MOE's global economic perspective which is applied to formulate elementary school children's English language education.

3.4 My Critical Views of the MOE's Global Economic Perspective

As shown in 3.2, Taiwan's MOE perceives 21st century as the era of economic globalisation, which is also an era with the emergence of digitalisation and full of international competitive model with respect to political and economic aspects (MOE 2003g: 1). The MOE also perceives that a kind of contest between nations' power—'the best wins' and 'the worse loses', has gradually become obvious (ibid.). And, the core of competition, as perceived by the MOE, has been transformed from the traditional contest of 'physical power' to 'brain power' (ibid.). In order to compete with others on a global scale, as indicated in 3.2, the MOE's strategy is through investing in elementary school children to learn English and information technology. In fact, for Taiwan's MOE, applying the economic perspective to formulate the education policies is not only restricted to the English language policy at the elementary school level in the 21st century. This core perspective has been applied to formulate national education policies at every level since last century as analysed in Chapter 2 (see 2.5.1, 2.5.2, 2.5.3, 2.5.4 and 2.6). The only slight difference between the English language policy and other education policies lies in that English has a potential role to connect Taiwan with other countries. However, the MOE only perceives this potential from a global economic view—using English as a tool to get economic information in order to achieve a strong economy and to strengthen the country's international competitiveness.

It is clear to see that the MOE's global economic perspective for formulating English language education in the elementary schools is parallel to the essential features of globalisation as discussed in 3.3. That is, the MOE regards countries' inter-relation and interdependence only through an economic concern. And, this economic relation is full of challenges in a way of competition on a global scale. On the basis of the global economic competition, it is perceived by the MOE as a winner-loser game. English language education, thus, is used by the MOE as a strategy to access economic information and modern technologies in order to achieve the national economic advantages and to strengthen the nation's international competitiveness, through which it aims to win in this global economic game. Investing in school children as capital and resources serves as the foundation to compete with other countries by demonstrating economic power. Investing in elementary school children in the English language education is the key strategy to achieve a strong economy and to 'win' on a global scale.

My critical views towards the MOE's global economic perspective in relation to English language education in the elementary schools include five aspects. The purpose in presenting my critical views is not, to use John Dewey's words, "for the sake of whole-sale condemnation" (Dewey 1938: 27). "It is for quite another purpose. It is to emphasize the fact" (ibid.). First, as Taiwan's Ministry of Education, the MOE does not formulate the English language policy for the elementary school children on the basis of educational concerns, but on economic concerns. The fundamental mode, namely, a strong economy with the feature of competitiveness, has been used as a dominant principle to formulate the policy (see 2.4). The MOE has been 'far away' from the educational position which they ought to take.

Second, under the fundamental mode, the school children are not regarded as 'beings', but as 'capital' and 'resources'. Again, it violates educational principles and it leads to the dangers. As indicated in 3.3, the terms of 'capital' and 'resources' implies a materialistic concern. When a human being is defined in materialistic terms and is trained through an education system conceived by this kind of materialistic concern, what type of generation will be 'made' as the future of tomorrow? More than that, the concept and implications of human capital and resources ignores the individuals' differences. That is, when each child is defined as 'capital' and 'resources' through English language education in order to obtain economic information in the future, does it imply that every child is prepared to grow as an entrepreneur, a business person or a technologist in the future? When education ignores individuals' differences and puts huge emphasis on a materialistic aspect, it leads human beings in a dangerous direction.

Third, for the MOE, investing in school children as capital and resources through English language education does not only serve as the means to achieve the country's economic advantages (i.e. establishment of APROC, promoting Taiwan as a green silicon island in the 21st century), but also serves as the end of strengthening the country's international competitiveness. As emphasised in 2.5.2, a concept of a country's competitiveness is, in fact, a concept of 'nationalism'. English, with its position of spreading world-wide, has a lot of potential to bring people together, promoting international understanding, sharing concerns and values...etc. However, when it is restricted by this kind of nationalism, which is equivalent to gaining the country's economic advantages in order to compete with others, as perceived by the MOE, English language loses its great potential. On the other hand, when

English language education is seen as a tool to strengthen the country's competitiveness, it only leads to a closed nation with its closed group mind. A competitive group mind is a closed mind, which can lead to closed attitudes and actions towards other countries. A competitive group mind also can cause the nation's isolation from others if there is no economic advantage to be claimed.

Fourth, formulating the English language policy in the elementary schools based on the global competitive perspective also shows that the MOE ignores a fact—countries' inter-relation and interdependence can be based on international cooperation. An example can be seen in the Tsunami in December 2004, when people from different countries were involved in the rescue in an international cooperative way, and Taiwan was also part of it. Simply perceiving countries' interaction and interdependence from the global economic competition and using it as a core perspective to formulate the policy, the MOE does not see what truly is the force to make a progressive society or societies in the world—it's not competition, but cooperation. Even though in the MOE's education documents some concepts such as 'knowledge-based economy', 'e-generation', 'e-learning' are mentioned to link with the 21st century, the MOE's fundamental competitive value has not yet changed, but still remains in the last century.

The competitive value does not only lead to a closed nation with closed attitudes and actions with respect to the inter-relation with other countries, but also fails to see the significance of the cooperative values, which is the genuine force to head to a progressive society or societies. Competitive value, which is applied outside of the country, brings about competitiveness in relation with other countries and different people from other countries. Competitive value, which is applied within the country, leads to competitive learning in the school contexts. Competitive learning, as the central education problem in Taiwan, leads to certain negative impacts on school children and the discussion has been presented in Chapter 1.

Finally, my critical view is that the MOE's policy shows a contradiction. The contradiction lies in that the closed attitude and the open attitude are mentioned in the same policy statement, and a contradiction also shows in practice. As seen in 2.4, the MOE explicitly develops the notions of achieving a strong economy and the country's competitiveness, but does not explicitly develop the notions mentioned in the second and third purposes for the

elementary school English course, which are related to "enlarging the students' perspectives beyond national boundaries" and "enhancing the students' ability to deal with affairs among countries in the future". If these two purposes at the policy level are related to an 'open' attitude in a way of extending students' perspectives beyond national boundaries, it also relates to one of the teaching objectives at the classroom level mentioned in the core document—"to enhance students to know about native and foreign culture and customs" (MOE 2000b). The contradiction is revealed in a way that the notion of a closed attitude in terms of nationalism, which is wanting to gain the national economic advantages in order to compete with others, exists together with this kind of open attitude towards other countries. Besides, in the reformed curriculum 'the Grade 1-9 Curriculum' for the elementary and junior high school students, the general educational aims (see 2.5.4) are formulated to be integrated to every learning area, including English language. For example, one of the 10 basic abilities is formulated like this: "to promote cultural learning and international understanding" (MOE 2000d: 4). Again, it is a notion related to an open attitude towards other countries. However, when the focus and direction are predominated by the economic and competitive concern, which in fact leads to nationalism and a closed group mind, attitude and actions, the contradiction in relation to implementing the above educational aims is obvious. In other words, if the educational aims based on an open attitude and action are to be implemented in real teaching and learning, they will never be achieved the original meanings in the real practice, because of the obvious contradictions.

In a word, applying a global economic perspective to formulate English language education for the elementary school children brings about a contradiction, a closed nation with a closed group mind and actions and the central problem, and it violates the basic educational concerns. In 3.5, I propose the concept of internationalisation for the English language education in the elementary schools, through which it is hoped to solve the central problem and the above negative aspects caused by economic globalisation.

3.5 English Language Education in Taiwan's Elementary Schools—Applying Internationalisation through John Dewey's Educational Concepts

As pointed out in 3.4, Taiwan's MOE applies the global competitive view to formulate the English language education in the elementary schools, and it can cause negative aspects in education. Most importantly, the central problem: competitive learning, has never been

resolved but still continues, and, the potential of English language will not be able to be realised through education.

As also said in 2.5.4, there are certain educational aims and concerns in Taiwan's educational documents. However, they are only paid lip-service, because it is the fundamental mode, the focus of a strong economy with the feature of competitiveness, which dominates actual educational practice. Despite the educational reforms (see 2.5.4), even though some more educational aims were formulated in the reformed curriculum and it was hoped to integrate them into English language teaching at the elementary school level, there is also a contradiction in actual practice as emphasised in 3.4. While this fundamental mode has been operationalised and caused competitive learning in Taiwan's educational contexts for many decades, the educational aims with their humanistic vision have never been realised in reality. Competitive learning keeps existing in the children's English language classrooms for more than two decades.

In order to develop the humanistic and educational potential, in this section, I need to turn to John Dewey, for it is Dewey who best formulates the ideal of humanistic education. John Dewey's educational concepts and principles, thus, will be presented as the axiomatic basis of internationalisation of English language education in Taiwan's elementary schools. Before presenting Dewey's concepts, the notion of internationalisation and its essential features are mentioned as follows:

3.5.1 Internationalisation and Its Essential Features

As mentioned in 3.3, Taiwan's English language education in the elementary schools is characterised by the essential features of competitive *globalisation*. In order to solve the central problem in children's English language education, the notions of *internationalisation* are proposed.

For the purpose of this thesis, internationalisation is defined as a process, an action, a change and a direction within a context of educational and humanistic values. As will be revealed later, this definition is built upon the philosophy of John Dewey. In the process of internationalisation, inter-relation and interdependence among different countries are based on educational and humanistic values. The shared educational and humanistic values are communicated and realised among groups and individuals from different countries. An

economic concern is not the dominant concern, but it is realised as only one of the factors to promote people from different countries to have contact with each other easier and faster, with the spread of transport and information technology. It is also not the prevailing concern that education be used to strengthen countries' international competitiveness.

Under educational and humanistic internationalisation, various interactions between individuals, groups and countries bring about more mutual international understanding and shared concerns: real-world topics/issues are brought into discussion. International issues such as environmental issues, wars and human rights, which are related to the common concerns of human beings, are widely discussed and put into action when the situations need to be changed. In the process of internationalisation, more awareness and knowledge related to people, countries, cultures and issues in the world are to be raised and addressed. With the precondition of gaining more awareness and knowledge, individuals' attitudes related to people, countries, cultures and issues in the world are modified, from narrow-minded to open-minded with clear understanding.

Based on the international educational/humanistic values, individuals and groups from poor countries have the equal right to participate in the process of internationalisation. The value of promoting internationalisation depends on genuine cooperation without competitiveness. Working together with each other and helping one another among countries is the primary concern in the process of internationalisation. Under the genuine cooperative principles without excluding poor countries, individuals and groups from different countries bring and share experiences. Through bringing and sharing experience, more awareness and knowledge are brought in, and individuals enlarge their world views. Working under the genuine cooperative principles without competitiveness, individuals and groups from different countries change their attitudes. There is no winner and loser game in competing for one's own advantages and protecting one's own profits.

Individuals in the educational/humanistic world are regarded as human beings. Every individual is not regarded as human capital or a resource which is used to compete with others, but every individual is regarded as a being with an ability and a power to think, judge, reflect and change the environment. Different individuals do not interact with one another through competition, but through the various and full cooperative interactions. The genuine cooperative interactions place the focus on working together, equal participation, sharing

common and mutual concerns, helping each other and positive interdependence without having the actions of beating others. Through various and full cooperative interactions, every individual's personal experience is also enriched. With the principles of cooperative interactions among different individuals from different countries, individuals' experiences are changed and breaking free from barriers of class, race and national territory can be envisaged. The direction is thus heading to togetherness, in which different individuals and different groups among countries are not isolated from each other. Togetherness is envisaged to be true in a way of operating genuine cooperative principles and actions.

The role of education is, thus, in creating humanistic internationalisation. Through education, the cooperative principles and actions are able to be put into practice. English language education has significant potential to bring about togetherness among individuals and groups from different countries and to head to a world of internationalisation. As mentioned earlier, John Dewey's educational concepts and principles will be applied as the axiomatic basis of internationalisation of English language education in Taiwan's elementary schools. The essential concepts are represented as follows:

3.5.2 Internationalisation through John Dewey's Educational Concepts

As indicated in 3.2, the perspective of global economic competition is applied by the MOE to formulate the English language policy in the elementary schools. Competitiveness, on a global scale, can lead to closed attitudes and actions towards others, which manifests itself in that the country protects what it gets and it only interacts with the countries if there is economic advantage to be claimed. Dewey pinpoints this:

> ...one group has interests 'of its own" which shut it out from
> full interaction with other groups, so that its prevailing
> purpose is the protection of what it has got, instead of
> reorganization and progress through wider relationship.
> (Dewey 1916: 86)

Dewey continues to point out the negative impact of the closed attitude towards others:

> It marks nations in their isolation from one another; families
> which seclude their domestic concerns as if they had no
> connection with a larger life; schools when separated from the
> interest of home and community; the divisions of rich and
> poor; learned and unlearned. (ibid.)

From Dewey's ideas, it can be argued that isolation is the essential impact related to economic nationalism. Taiwan's English language education prepares the school children to head in this— negative direction.

Dewey pleads that the conception of 'democracy' ought to be applied in order to bring people and countries together. He argues that "a democracy is more than a form of government" (ibid. 87). What characterises democracy is described as follows:

> It is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity. (ibid.)

Dewey's democratic ideal is that the barriers between different individuals, groups and nations can be broken down. This direction can only be operating through interactions between oneself and others in different forms of associated life and communicated experience. Dewey's concept of different forms of associated life and communicated experience denote a large of number human relations, in which individuals participate in interests. The meaning of interests, according to Dewey, is "concerns" (ibid. 125). The human interests can be expressed as the human concerns.

Dewey's democratic concepts consist of 'interactions' and 'participation' within human concerns. When these concepts are realised in practice, it brings about the breaking down of human barriers and it can lead to the direction of togetherness. This direction is also connected with one of the four pillars of education proposed by Delors in his report to UNESCO on education in the 21st century.

Economic globalisation breaks down national borders through economic power with a competitive feature. Dewey's concept of breaking free from national boundaries is through cooperative efforts:

> It is not enough to teach the horrors of war and to avoid everything which would stimulate international jealousy and animosity. The emphasis must be put upon whatever binds

> people together in cooperative human pursuits and results,
> apart from geographical limitations. (ibid. 98)

In other words, according to Dewey, bringing individuals, groups and nations together can only happen through cooperative efforts. He emphasises more specifically:

> Competitive motives and methods must be abandoned for
> cooperative. (Dewey 1931, cited in Boydston 1985: 97)

As Dewey believes "the process and the goal of education are one and the same thing" (Dewey 1897, cited in Garforth 1966: 53-54), his ideal of democracy as the goal for togetherness can be linked with cooperative efforts as the process to achieve this goal. In other words, Dewey's democratic ideal is not seen as a static philosophical concept, but it can be operationalised as the actions through the process of cooperation. He points out:

> The two elements in our criterion both point to democracy.
> The first signifies not only more numerous and more varied
> points of shared common interest, but greater reliance upon
> the recognition of mutual interests as a factor in social control.
> (Dewey 1916: 86)

The first element of the democratic ideal is shared, common and mutual concerns, as said by Dewey, and it can be applied as one of the fundamental principles of cooperation. In other words, cooperation can be operationalised through bringing and sharing common and mutual humanistic concerns. Dewey continues to indicate the second element of the democratic ideal, which can characterise another fundamental principle of cooperation:

> The second means not only freer interaction between social
> groups (once isolated so far as intention could keep up a
> separation) but change in social habit—its continuous
> readjustment through meeting the new situations produced by
> varied intercourse. (ibid. 86-87)

Thus the second fundamental principle of cooperation derived from Dewey's democratic ideal is continuous readjustment and change through free and varied interactions between social groups. What is more, based on this democratic ideal, every individual participates in the society on equal terms, and there is flexible readjustment through various interactions among individuals (ibid. 99).

When Dewey's cooperative principles are applied to Taiwan's English language education in the elementary schools, great potential for English language can be revealed. Dewey emphasises the function of language:

> ...language is primarily a social thing, a means by which we give our experiences to others and get theirs again in return.
> (Dewey 1990: 55)

The significance of language is pointed out by Dewey in that its function is for sharing experiences between different individuals. And, sharing experience is seen by Dewey as communication:

> Communication is a process of sharing experience till it becomes a common possession. (Dewey 1916: 9)

Dewey says more explicitly:

> Language is the device for communication; it is the tool through which one individual comes to share the ideas and feelings of others. (Dewey 1897, cited in Garforth: 1966: 53)

Applying Dewey's concepts as mentioned above means that when language is learned within the cooperative context, each individual is able to share his/her own experiences, ideas and feelings with others. English language with its 'lingua franca' position can really play a significant role for Taiwan's school children to share their experiences and mutual concerns with others from different countries, no matter whether they are from the poor or the rich. On the basis of that, children's attitudes and understanding towards others will be changed.

However, Dewey also warns that language can lose its significance:

> When treated simply as a way of getting individual information, or as a means of showing off what one has learned, it loses its social motive and end. (ibid.)

This insightful point links with the MOE's weakness of seeing English language for school children as a means to get economic information in their future without recognising broader and deeper concerns. The broader and deeper concern, on the one hand, is that school children can use English to share their experiences, ideas and feelings when they interact with individuals from different countries so that more common understanding and mutual shared

concerns are brought in between individuals among countries. When English is learned based on this first fundamental cooperative principle, children's experience can be enriched. On the other hand, when mutual shared concerns are built up through various and free interactions among individuals from different countries within the cooperative contexts, "it modifies the disposition of both the parties who partake in it" (Dewey 1916: 9). And, it is equivalent to operating the second fundamental cooperative principle through English language education in that school children are able to readjust and modify their understanding and attitudes towards other individuals through interacting with them based on the shared concerns and values. Within the international humanistic context, in which interactions are based on cooperative efforts, as emphasised by Dewey, school children learn to readjust themselves and their experiences are changed.

Dewey's position is not however on which rejects any 'usefulness' for education. While the MOE perceives that economy is the link for the school children to enter this world, Dewey's position is through recognising "all human association" (ibid.) with its progressive significance for helping school children link with the world. Knowledge has an important position in linking children with the world. Dewey points out the concept of 'knowledge':

> For genuine intellectual development it is impossible to separate the attainment of knowledge from its application.
> (Dewey 1936, cited in Garforth 1966: 73)

Dewey pinpoints further:

> Knowledge is not just something which we are now conscious of, but consists of the dispositions we consciously use in understanding what now happens. Knowledge as an act is bringing some of our dispositions to consciousness with a view to straightening out a perplexity, by conceiving the connection between ourselves and the world in which we live.
> (Dewey 1916: 344)

In other words, Dewey sees knowledge as the key for humans to understand the world. What is more, knowledge has a function to be operationalised into actions for changing and modifying the environment humans live in. Dewey's notion of 'knowledge for use' has a broader and progressive concept than knowledge for supporting the competitive economy as perceived by the MOE. The place of knowledge has its progressive meaning in that it is for

school children to perceive and interact with their environment, and to improve and change the environment.

When the concept of knowledge is perceived as a progressive meaning, knowledge which children gain from English language education has a powerful function to help children link with the world and bring about the change when they can. When knowledge is transformed into actions, in which children interact, understand and modify their environment, it will not be restricted in one place or one country, but extends to a number of places and countries, for the role of English with its lingua franca position.

In order to develop knowledge for its use in a progressive sense, the educators' responsibility is of significance. Dewey emphasises that the role of teachers "is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences" (Dewey 1897, cited in Garforth 1966: 50). Applying Dewey's concept of the teachers' role, it means that teachers of English have the responsibility not only to connect children's learning experience with the world, but also to select influences outside the schools carefully. Existing life is so complex, as noted by Dewey, and children can be confused, distracted or overwhelmed by it (Dewey 1897, cited in Garforth 1966: 48-49) if teachers don't select the influences outside the schools carefully. On the other hand, when teachers are able to play the role as members of 'this international community' and select the influences outside the schools carefully for children and transform them into knowledge in a progressive sense, children's learning experience can be linked with people, countries, cultures and issues in the world so that their perspectives can be enlarged. On the basis of that, introducing real world topics and issues to school children is necessary, and teachers have an important role to play in selecting them carefully in order to help school children connect with the world without confusing them.

When teachers select the influences outside the schools and connect children's experience with the world, schools, thus, are not isolated from the world. On the contrary, if schools are isolated from life and the world, it can cause the educational waste, as argued by Dewey (Dewey 1990: 75). There are two aspects for Dewey's ideas. First is from the standpoint of the child. When the schools are isolated from life, it means that every individual is not able to "utilize the experiences he gets outside the school" (ibid.). In other words, the educational waste lies in that every child is not able to utilise his/her personal experience that he/she

gains from home, the community and the society and share them with others within the school contexts. The second aspect is from the standpoint of the society and different societies. If the schools are isolated from life, it means that what individuals learn (i.e. knowledge) in the school contexts becomes the educational waste, for it has no function to interact with the environment in a progressive sense. The danger results in that a society and different societies are not developed through continuous change because knowledge plays no role in modifying the environment, but only copying the environment.

Here, Dewey's concept of connecting schools with the world does not only prevent causing educational waste, but also links with his concept of "the continuity of experience" (Dewey 1938: 28). He says:

> ...education must be conceived as a continuing reconstruction
> of experience. (Dewey 1897, cited in Garforth 1966: 53)

In other words, when educators help the school children connect their experiences from homes and communities, through schools and a society to different societies of this world, education manifests its true meaning, for the continuity and reconstruction of experience operationalises its true meaning through the extension in space of the number of individuals. However, a continuing reconstruction of experience ought to be educative, as Dewey pleads. He argues that the wrong kind of experience with its mis-educative character has the effect of arresting or distorting the growth of further experience (Dewey 1938: 25-27). Dewey gives some examples about the wrong kind of experience in educational contexts, such as "automatic drill" (ibid. 27), "the learning process with ennui and boredom" (ibid.), learning something foreign to the situations of life outside the schools (ibid.), learning from books with their character of being 'static' and 'a finished product' without involving learners' life experiences (ibid. 19) and learning through an experience with the character of being immediately enjoyable but in fact promoting the formation of a slack and careless attitude (ibid. 26).

What is opposed to the wrong kind of experience is the educative one. The educative experience, as suggested by Dewey, has the character of the emphasis of expression and cultivation of individuality (ibid. 19), "the kind of present experiences that live fruitfully and creatively in subsequent experiences" (ibid. 28) and acquaintance with a changing world (ibid. 20). And, most importantly, the educative experience ought to be "worthy of the name

education" (ibid. 90). When education links with experience in a right way, it produces the
power and progress:

> Experience is the liberating power. Experience means the new,
> that which calls us away from adherence to the past, that which
> reveals novel facts and truths. Faith in experience produces
> not devotion to custom but endeavour for progress.... (Dewey
> 1917, cited in Garforth 1966: 291)

"Every experience is a moving force" (Dewey 1938: 38). It is the responsibility of the
educators to create learning contexts for learners to gain educative experience, and "to see in
what direction an experience is heading" (ibid.). Dewey believes that the "democratic social
arrangements promote a better quality of human experience" (ibid. 34). As indicated earlier,
Dewey's democratic ideal and actions head in the direction of togetherness through the
cooperative efforts and principles. Competitive globalisation loses its power for achieving
this positive goal, because of its essential feature of competition for protecting one's own
economic advantage. While the global economic world emphasises the value of competition,
it only leads to countries' isolation from each other. While competitive learning becomes the
main focus, which is linked with the perspective of competitive globalisation, pitting one
against another in order to see which is the strongest, as said by Dewey (ibid. 56), results in
isolation of different individuals in educational contexts. Achieving togetherness 'on a
human scale' can not rely on the current economic globalisation and competitive education .

Dewey's education provides the direction, the process, the actions and the change for the
humanistic and educational internationalisation. Applying Dewey's educational concepts,
every child is regarded as "the starting-point, the center, and the end" (Dewey 1990: 187),
and every individual is a human being with the ability to think and apply knowledge to
change the human environment. As indicated earlier, when teachers connect children's
learning experience with the world, it affects children in a way that their perspectives are
enlarged. Enlargement is identified by Dewey as one of the key factors of 'growth'. He says:

> ...intellectual growth means constant expansion of horizons....
> (Dewey 1916: 175)

Dewey's concept 'growth' is related to 'enlargement' in a way that individuals constantly
expand their horizons. He emphasises more specifically:

These are impossible without an active disposition to welcome
points of view hitherto alien. (ibid.)

In other words, enlargement of children's perspectives by introducing them to world people,
countries, cultures and issues is what Dewey means 'growth'. Being able to grow in a way of
expanding and enlarging one's own horizon is identified by Dewey as "openness of mind"
(ibid.). What is opposed to open-mindedness is stubbornness of mind and prejudices and it
can result in preventing development, because it shuts the mind off from new stimuli, as
indicated by Dewey (ibid.). He pinpoints:

Open-mindedness means retention of the childlike attitude;
closed mindedness means premature intellectual old age. (ibid.)

From Dewey's conception of 'growth', it is easy to see the necessity of enlarging children's
horizons and perspectives, and of developing children's open-minded attitudes towards world
people. However, as discussed earlier, Dewey also points out that the existing world is
complex, and it is the teachers' responsibility to select influences carefully for children and
assist them to respond the influences properly without confusing them. Apart from the first
factor of 'growth', Dewey indicates another important factor of 'growth'. As discussed
earlier, teachers' responsibility also lies in helping every child to bring his/her individual
experiences that each child gains from home, community and society and to share them with
other individuals in the schools. Connecting different individual's experiences is related to
Dewey's significant concept 'a continuing reconstruction of experience', as pointed out
earlier, and it is related to the other key factor of 'growth'. Dewey says:

...the ideal of growth results in the conception that education is
a constant reorganizing or reconstructing of experience. (ibid.
76)

In other words, through connecting different individuals' experiences, it helps children's
growth. Dewey's concept of 'growth' has a positive meaning when it is linked with children.
He indicates that the "primary condition of growth is immaturity" (ibid. 41), but "immaturity
means something positive, not a mere void or lack" (ibid.). Dewey emphasises more:

Taken absolutely, instead of comparatively, immaturity
designates a positive force or ability,--the *power* to grow. (ibid.
42)

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In other words, children's 'immaturity', which is equivalent to "the possibility of growth" (ibid.), is seen by Dewey as 'a positive force', an 'ability' and a 'power'. He points out that an educational fallacy with respect to the concept of children's growth is the "failure to take account of the instinctive or native powers of the young" (ibid. 50). Based on Dewey's concepts, it is clear to see the necessity of helping children to bring and share their individuals' experience, for it helps to link different children's positive force, ability and power together. And, by bringing and sharing individual children's experiences, it leads to 'growth', no matter the experiences are from children, as said by Dewey:

> Normal child and normal adult alike, in other words, are engaged in growing. The difference between them is not the difference between growth and no growth, but between the modes of growth appropriate to different conditions. (ibid.)

Children's own power, force and ability are seen as the positive equivalence of their growth. When different individuals' power, force and ability are connected with each other, it leads to 'enrichment' of their overall experience and results in their growth. Dewey emphasises more:

> Infancy, youth, adult life,--all stand on the same educative level in the sense that what is really *learned* at any and every stage of experience constitutes the value of that experience, and in the sense that it is the chief business of life at every point to make living thus contribute to an enrichment of its own perceptible meaning. (ibid. 76)

In other words, the experience from each stage of life, including the very young age, contributes the 'enrichment' of life, if the quality of experience is the educative one. Thus, in the process of helping children's growth, the teachers' responsibility lies in creating a learning environment based on the fundamental cooperative principles, through which children are able to bring and share their individuals' experience and gain more 'educative experiences' which are the ones recommended by Dewey. When children learn in a cooperative learning environment where the educative experiences are emphasised, it can lead to the end—togetherness, which is the direction of democracy and the end of internationalisation. And, in the process of heading in this direction, children's experience is transformed. Dewey indicates:

> ...so far as activity is educative, it reaches that end—the direct transformation of the quality of experience. (ibid.)

Operationalising Dewey's cooperative principles in the process of internationalisation, the focus is placed on working together, bringing and sharing mutual concerns and experiences, equal participation and helping each other, through which it brings about change for the progressive human relations. When the positive interdependence between different individuals, groups and countries is based on humanistic internationalisation proposed by Dewey, closed individual and group minds can be transformed and individuals' attitudes and actions towards others can go through the continuous change. Introducing Dewey's humanistic education in Taiwan's English language education can help the children enter the world with a progressive and humanistic meaning and it can lead the school children to enter the world of tomorrow, where the human barriers are broken down and the genuine cooperative principles and interactions are the key to bring people together. English language has this positive function when the educative and humanistic visions based on Dewey's education are realised in reality.

3.6. Conclusion

In this chapter, John Dewey's education is presented as the axiomatic basis of internationalisation of Taiwan's English language education in the elementary schools, which is also proposed as the way to solve highly competitive learning in Taiwan's school contexts linked with the MOE's (Ministry of Education) global economic perspective. Dewey, as the father of child-centredness (O'Hear 1991), is often subject to the same kinds of criticisms of his child-centred approach and education (Prawat 1995: 13; Darling 1994: 24) and his 'progressive' education (Geiger 1958: 189; Handlin 1959: 47). His thinking on democracy has been criticised because "he leaves too many questions unanswered and gives too few details about the realization of such a democratic ideal" (Westbrook 1991 and Ryan 1995, cited in Hildreth 2006: 1). He has also been criticised for emphasising direct experience (Hirsch, Jr. 1987, cited in Olson 2002: 7). The criticisms also lie in that he keeps knowledge away from education (Hirsch, Jr. 1987, cited in Olson 2002: 8), and he places too much emphasis on the child, but is "against adult participation in the education of the young" (ibid.). However, many of Dewey's critics have misinterpreted his writing and have mispresented him.

For Dewey, he "was the first philosopher who tried to read democracy into the ultimate nature of things and social reform into the meaning of knowledge", as argued by Feuer

(Feuer 1959: 568, cited in Garrison 1994: 13). For Dewey, the realisation of the democratic ideal is through "the democratic practice of life" (Dewey, cited in Boisvert 1998: 52), and the "school was for much of Dewey's life the primary source of progress in a dynamic democracy" (Olson 2002: 4). Dewey's conception of democracy is by no means 'idealistic' or utopian, but it can be implemented and realised through education to bring about change in reality. Dewey emphasises direct experience because he sees a problem from traditional education in that it produces "barren symbols and flat residue of real knowledge which have no organic connection or direct relationship with the child's experience" (O'Hear 1991: 17). Dewey's philosophy of 'knowledge' is also not understood by his critics. Dewey is against the stockpiling of facts if it is done without purpose and connection with the individual (Olson 2002: 8). Dewey's conception of knowledge is as "something to be sought, not for its own sake, but for the sake of action" (Sleeper 1986: 3, cited in Garrison 1994: 7). As a pioneer of child-centredness, Dewey helps to legitimate child-centred educational theory (Darling 1994: 25). "Child-centred education is not just a respecter of childhood, but a respecter of individual children and their differences" (ibid. 3). Dewey, as indicated by Darling, sees a problem from schools that schools tend to operate with predefined curricula and to treat everyone as though they are the same (ibid. 26). Dewey claims that it is not the curriculum that should be central, but the child (ibid.). Dewey's position is not to be against adult participation and therefore to leave children to work 'alone' by themselves, but his position is to criticise 'tradition education' in that:

> the center of gravity is outside the child. It is in the teacher,
> the textbook, anywhere and everywhere you please except in
> the immediate instincts and activities of the child himself.
> (Dewey 1900: 51, cited in Darling 1994: 26)

In this chapter, how John Dewey's educational concepts can be applied to Taiwan's English language education in the elementary schools is analysed in 3.5.2, and it also demonstrates how the critics mispresent John Dewey's concepts because "they have never encountered Dewey's work first-hand" (Olson 2002: 1). Dewey's educational principles are proposed as the axiomatic basis of 'internationalisation' of English language education for Taiwan's elementary school children and to solve the central education problem. Competitive learning has been defined as the central education problem in Taiwan and competitive learning has lasted in school children's English language classrooms for more than two decades. Isolation is the major impact caused by competitive learning, which is also the negative impact as the consequence of competitive globalisation. While the global competitive view is used by

Taiwan's MOE to formulate the English language policy for the elementary school children, competitive learning in children's English language classrooms will not disappear, but only increase. The MOE may be able to perceive the trend of economic globalisation, which places a huge demand on competitive economies, and to claim that countries' economic prosperity is created by economic competition. The MOE may be able to claim that English language has a position to support the country's competitive economy so that it is useful to regard English as the tool to promote the country's international competitiveness and on the basis of that competitive learning through English language education in the elementary schools has the position to remain without any change. The MOE, however, does not see the humanistic and educational role which English language can play in the 21st century. More importantly, the humanistic visions which are also formulated in the MOE's reformed education documents will never be realised in educational practice if the competitive practice remains in the classrooms without any change. In particular, English language education in the elementary schools formulated by the MOE will not bring about any progressive change, but only fits into the trend of competitive globalisation, and competitiveness will still dominate as the major feature in the English language classrooms without any humanistic change.

Education ought to be seen as the fundamental method of social progress and reform, as argued by Dewey. Dewey's humanistic education is proposed to bring about progressive change—to change the school children's learning experience in their English language learning, from competition to cooperation. Dewey's education is not only applied as the basic philosophical position of internationalisation of English language education for the elementary school children, but also as a doable potential to be practised and realised in the real classrooms in Taiwan's education contexts. His key concept of internationalisation is also hoped to bring about change outside the classrooms. That is, when children's learning experience is transformed into cooperative learning, it becomes a powerful seed for children to bring it outside the classrooms. In other words, when the school children learn under the cooperative principles, bringing and sharing experiences under the humanistic teaching is the key practice in the classrooms, through which children have positive interdependence with each other and an equal right to participate in the activities, and children help each other, instead of competing with each other to see who is the winner and the strongest. When the cooperative principles are practised inside the classrooms through English language learning, children are not isolated from each other and a sense of togetherness can be built up. One

day, when children interact with other individuals from other countries, English language can play its progressive role, through which what the school children learn in the real classrooms based on the cooperative principles will be transformed into the positive direction outside the classrooms, and the powerful seed is planted outside the classrooms. It is equivalent to abandoning competitive minds and actions which lead to human isolation. And, cooperative efforts, principles and actions are put in place, through which togetherness on a human scale can be seen to be true. The international humanistic world based on cooperation, as pleaded by Dewey, can be envisaged to be true. Preparing the school children to head to the world of tomorrow is necessary. And, the world of tomorrow is where the human barriers are broken down through practising genuine democratic ideals and cooperative principles. Heading to that international humanistic world, preparation for the school children to learn in the language classrooms under the cooperative principles is necessary.

To summarise the above key points can be represented by the illustration as below:

Precarious, problematic world
(the world of today)
|

The global competitive world — Competition ⟶ Isolation

Competitive learning in the school contexts

⇩

Change the situation

↓

Dewey's education

Cooperative principles in learning through drama method in the classrooms
(planting the seeds in the classrooms)

↓

Leading to change — in the classrooms

↓

The change extends to outside the classrooms
|

50

The international humanistic world ___ Cooperation ___ Cooperative actions
extend to outside the
↓   classrooms

Democracy/Togetherness
(the world of tomorrow)

As this illustration also represents the basic philosophical position of this thesis, the rest of the thesis is intended to show how this philosophy can be realised in practice in English. In the next chapter, cooperation in learning contexts through drama method is introduced in the EFL classroom to implement Dewey's education. The key concepts of cooperative learning and drama as a teaching method will be discussed in relation to real classroom practice.

CHAPTER 4

LITERATURE ANALYSIS:

COOPERATION IN EDUCATIONAL CONTEXTS: LEARNING THROUGH DRAMA IN THE CHILDREN'S EFL CLASSROOMS

4.1 Introduction

In Chapter 3, cooperation has been identified as an important issue as a key part of Dewey's philosophy. Dewey's perspective also includes the importance of linking schools and school knowledge with the world outside the schools. The purpose of this chapter is to discuss how cooperation/cooperative learning can be made operational—how it can be realised in the children's EFL classrooms. To do this, in the first part of this chapter, I will analyse other authors' research, especially their empirical research—to clarify the ways in which cooperation can be realised/operationalised in educational contexts. The second part of this chapter will discuss why drama is a unique method of learning in EFL classrooms, and how drama can be used to link schools and the world and to operationalise international cooperation and to bring about change.

4.2 Cooperation in Educational Contexts

The term 'cooperation' is used in different ways. Sometimes teachers assume cooperation is taking place because students are sitting together, but it is important to distinguish true cooperation from mere working side by side. The first part of this chapter will examine definitions and practice of cooperation in educational contexts.

4.2.1 Definitions of Cooperation

Three essential definitions of cooperation which are widely discussed by different authors are presented as follows:

Positive interdependence

"Positive interdependence exists when one perceives that one is linked with others in a way that one cannot succeed unless they do (and vice versa) and/or that one must coordinate one's efforts with the efforts of others to complete a task" (Johnson and Johnson 1992: 195). Positive interdependence can be seen as an indicator whether cooperation is taking place: if

participants do not perceive their mutual fate and/or mutual causation of each other's success, then the situation is not defined as cooperation (ibid. 180). According to Johnson and Johnson, positive interdependence is regarded as the essence of cooperation and the most important factor in structuring situations cooperatively (ibid. 179; Johnson and Johnson 1999: 47). Different types of positive interdependence are defined in cooperative situations (see Johnson and Johnson 1999; Johnson, Johnson and Holubec 1994b; Johnson and Johnson 1992). Here, the discussion is taken closer to the three types of important positive interdependence in cooperative contexts: positive goal interdependence, positive means interdependence and positive outcome interdependence.

First of all, while competition is related to a negative goal interdependence in a given situation, in a cooperative context, the goals for individuals are promotively interdependent (Deutsch 1962: 276). In other words, cooperation is characterised by a positive goal interdependence. The earlier research with respect to positive goal interdependence can be found in May and Doob, Maller, and Mead. May and Doob define cooperation from the aspect of shared goals and point out that on a social level individuals co-operate with one another when they are striving to achieve the same or complimentary goals that can be shared (May and Doob 1937: 17, cited in Deutsch 1949a: 130). Similar to May and Doob, Maller states that a cooperative situation "stimulates an individual to strive with the other members of his groups for a goal object which is to be shared equally among all of them" (Maller 1929, cited in Deutsch 1949a: 130). May, Doob and Maller all relate a cooperative situation to shared goals and every participant makes efforts to achieve the goal. Sharing a goal among participants in a cooperative situation is thought by Mead to bring different individuals together:

> In co-operation, the goal is shared and it is the relationship to
> the goal which hold the co-operating individuals together.
> (Mead 1937: 17, cited in Deutsch 1949a: 130)

Based on the above concept, Deutsch develops his theory of cooperation and refines the definition of a cooperative situation as one:

> ...in which the goals of the participants are so linked that any
> participant can attain his goal if, and only if, the others with
> whom he is linked can attain their goals. (Deutsch 1973: 20)

Bringing individuals together through achieving a shared goal, as said by Mead, is well defined by Deutsch as shown above, in which "individuals are so linked together that there is a positive correlation between their goal attainments (Deutsch 1962: 276). To be more specific, Deutsch identifies a positive goal interdependence as being like a situation in which "everybody sinks or swims together" (Deutsch 1973: 20). Johnson and Johnson develop a similar definition in a learning context in that "students perceive that they can achieve their learning goals if and only if all the members of their group also attain their goals" (Johnson and Johnson 1999: 77).

Second, in a cooperative situation, positive interdependence includes means interdependence. The means refer to the actions required on the part of group members (Johnson and Johnson 1992: 181). Three categories of means interdependence are identified-- task interdependence, resource interdependence and role interdependence (ibid.):

1. Task interdependence: it specifies that "a division of labor is created so that the actions of one group member have to be completed if the next group member is to complete his or her responsibilities" (ibid.);

2. Resource interdependence: it refers to a situation that each group member is given a portion of the information, materials, or other necessary items and group members are required to combine their resources in order to complete a task and to achieve their goals (Johnson, Johnson and Holubec 1994b: 53);

3. Role interdependence: it relates to a situation that each group member is assigned a complementary and interconnected role in their learning tasks (i.e. recorder, integrator, checker of understanding and encourager of participation...etc.) (ibid. 34-36; Johnson and Johnson 1992: 181).

Positive means interdependence can result in individuals realising that the performance of group members is mutually caused (Johnson and Johnson 1992: 181). The realisation results in group members perceiving that: 1) their efforts are required for the group's success 2) because of their roles, resources, or task responsibilities, their potential contribution to the group is unique 3) each member is obligated to other members for support and assistance 4) each member shares mutual responsibility (ibid. 182).

Third, when individuals are in a cooperative situation where positive interdependence is taken place, they are oriented toward a desired outcome (ibid. 181). How persons behave in a

cooperative context is largely determined by their perceptions of the outcomes desired (ibid.). Positive outcome interdependence results in that all group members realising the following aspects (Johnson and Johnson 1989, cited in Johnson and Johnson 1992: 181):

1) sharing a common fate;

2) recognising mutual benefit, i.e. helping other group members means helping oneself;

3) having a long-term time perspective and group members are able to perceive that long-term joint productivity has a greater value than short-term personal advantages;

4) having a shared identity based on group membership, which binds group members together emotionally and creates an expectation for a joint celebration based on mutual respect and appreciation for the success of group members.

All of the above three types of positive interdependence in a cooperative situation can be linked with the notion of individual accountability. In a cooperative learning context, the greater the positive interdependence is structured within individuals, the more the learners feel their responsibility (Johnson, Johnson and Holubec 1994b: 55). When a learner feels a shared responsibility in that he/she ought to do one's share and contribute himself/herself, it also promotes learners' motivation in learning together (Johnson and Johnson 1999: 81).

Promotive interaction

As indicated earlier, positive interdependence is recognised as the essential factor of cooperation, and positive goal interdependence is one of the key categories. Different authors identify the notion of positive goal interdependence in that in a cooperative context a shared goal with its character of a positive correlation is involved among participants. Deutsch uses the term "promotive interdependence" to specify this notion, which means that when any individual perceives and behaves in a way of promotive interdependence, he/she increases his/her chances of goal attainment and he/she also increases the others to attain their goals (Deutsch 1962: 279).

M. Deutsch, D. W. Johnson and R. T. Johnson have theorised that positive goal interdependence can result in promotive interaction (Johnson and Johnson 1992: 190). Johnson and Johnson indicate that promotive interaction exists when participants encourage and facilitate each other's efforts to complete tasks in order to reach the group's goals, through which both an academic and a personal support system for each member are also built (Johnson and Johnson 1999: 82). The more specific concepts and practice developed by

Johnson and Johnson are the face-to-face promotive interaction. Their research (see Johnson and Johnson 1989) shows that it is the face-to-face promotive interaction among individuals that most powerfully influences efforts to achieve social competence, psychological adjustment and caring and committed relationships (Johnson and Johnson 1999: 82). They indicate that the face-to-face promotive interaction in the process of cooperative learning results in individuals behaving in the following key ways (ibid.):

- encouraging one another to achieve mutual goals;

- providing help and assistance to each other;

- exchanging needed resources (i.e. information and materials);

- providing feedback to one another;

- challenging each other's conclusions and reasoning to promote decision making;

- acting in trusting and trustworthy ways

In other words, the above ways are also how learners interact with each other when they perceive and behave in the ways of promotive interdependence in cooperative contexts where they are linked together to attain their common goals. Through interacting with each other in cooperative situations, as argued by Barnard, it brings about the changes of the motives and interests of participants (Barnard 1938, cited in Deutsch 1949a: 131).

Working together in groups

Besides the essential definitions of cooperation from the aspects of 'positive interdependence' and 'promotive interaction', another key definition of cooperation is related to 'working together in groups'. It is defined by Johnson and Johnson that "cooperation is working together to accomplish shared goals" (Johnson and Johnson 1999: 5). And, "cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (ibid.).

Linking the concepts of cooperation to the concepts of groups can be found in other authors' research earlier. Znaniecki and Newstetter state the concept of group in terms of "a feeling of identification" (cited in Deutsch 1949a: 149). French also points out that one of the two criteria for recognising the existence of a group is identification, which is related to the fact that group members have a feeling of belonging (ibid.). When individuals feel that they belong to groups, the expression "we" is used, as indicated by Koffka (Koffka 1935, cited in Deutsch 1949a: 149). The expression 'we' implies the feeling of unity in joint action, and

Koffka refers this notion as "psychological group", which is referred to an individual life space, while "sociological group" is referred to a group space (ibid.).

However, in cooperative learning contexts, while it is important to structure individuals being physically near each other and working in groups, the concept of cooperation is more than that. As noted by Johnson, Johnson and Holubec, cooperation in learning contexts is much more than arranging learners in seating together and telling them to help each other (Johnson, Johnson and Holubec 1994a: 25). 'Working together in groups' has deeper meanings with its application. Working together in groups in cooperative learning contexts has been theorised and practised by Johnson, Johnson and Holubec, and from their research, they indicate the notion of "cooperative learning groups" (Johnson, Johnson and Holubec 1994b: 6-7; Johnson and Johnson 1999: 73, 89: Johnson and Johnson 2004: 24-25). They argue that if cooperation is taking place, "cooperative learning groups" would reveal the defining features as follows (ibid.):

- Group members perceive high positive interdependence;
- The group goal which maximises all members' learning provides a compelling common purpose to motivate members to accomplish something beyond their individual achievements;
- Group members do work together and work face-to-face to produce joint work products. They work together to achieve their mutual goals and support each other's efforts to learn through helping, sharing, assisting, explaining, caring and encouraging;
- Every group member is accountable to do his or her fair share of the work and responsibility;
- All members share leadership responsibilities.

The key concepts of 'cooperative learning groups', as well as the concept of 'groups', as mentioned earlier, can be linked with the characteristics of effective teams in cooperative learning contexts. As identified by Miller and Harrington, the 'effective cooperative learning teams' have the characteristics in that team members perceive 1) a clear shared goal or purpose 2) a sense of belonging 3) shared responsibility 4) that personal contribution is of importance and is encouraged (Miller and Harrington 1992: 208-209). In addition, other key characteristics which form the effective teams in cooperative learning contexts are identified as follows (ibid.):

- Effective teams develop group norms for mutual respect and resource sharing;

- Effective teams are open to different viewpoints, and team members' ideas are taken seriously. Members of effective teams openly evaluate each other's ideas, and are willing to experiment with ideas and methods;

- The team members develop constructive norms for how disagreements, risk and errors are handled. In effective teams, team members have open attitudes towards disagreements, and they are worked out rather than ignored or avoided;

- Past mistakes are forgiven, and how to do it better is the main focus. Team members who take risks and fail are encouraged to try again;

- During team meetings, a sense of equitable participation in problem-solving and decision making for every member is built up. The team meetings are not dominated by one or two members, and equitable participation is perceived by every team member. The effective meetings based on equitable participation are to improve communications, provide access to information, resolve important issues and establish actions.

In other words, when the cooperative teams are identified as effectiveness, it results in the characteristics as indicated above. However, the great efforts must be involved in promoting effective teams. Miller and Harrington recognise that teachers can play critical roles in developing effective teams in cooperative learning contexts. Their suggestion of the teachers' role in promoting the effective cooperative teams include: helping teams set goals, providing resources to teams, offering constructive feedback and helping learners develop both learning and teamwork skills (ibid. 208). And, most importantly, they believe that teachers can play a role of modeling and demonstrating desired behaviours and outcomes (ibid.).

In a word, the key concepts and sub-concepts of cooperation have been developed by different authors based on their research. How the concepts of cooperation are operationalised/realised in the classrooms will be examined in the next section.

4.2.2 Practice of Cooperation in Classrooms

Different cooperative learning methods, which are practised in the classrooms to implement the key concepts and sub-concepts of cooperation, will be discussed in this section. Also, the notion of grouping in relation to cooperative learning will be discussed.

4.2.2.1 The cooperative learning methods

The following cooperative learning methods are commonly practised in the classrooms:

Jigsaw

The original jigsaw method is designed for students to learn in a situation of extreme interdependence (Kagan 1985a: 70). Each student is provided with only part of the materials of an academic unit, and each student studies the materials in order to teach them to the rest of the group members (ibid.; Johnson and Johnson 1999: 35). For example, in studying one person's life, teachers give the material of that character's childhood to one student, the material of the character's middle life to another student, and another material on the final years of that character's life to the other student (Johnson and Johnson 1999: 35). After each student studies his/her own part (it's like a jigsaw puzzle), he/she teaches and shares the materials with other group members, then the whole group gains the whole picture of that character's life. In a jigsaw activity, each student has to participate actively in order for his/her group to learn (ibid.).

Group-investigation

In group-investigation, students form cooperative learning groups based on their common interests in a topic (Johnson, Johnson and Holubec 1994b: 71; Johnson and Johnson 1999: 236). Learning groups formulate researchable problems, develop a division of labour in researching the topic, synthesise the work of group members, present the finished product to the class and evaluate own and others' work (Johnson and Johnson 1999: 236; Graves and Graves 1985: 431). This method usually invites learners to be involved in complex problem-solving tasks and they determine the goals, the contents and how the tasks to be studied (Bennett 1994: 55; Kagan 1985a: 77). By using this method, a primary goal of learning is to satisfy curiosity about the world and oneself, and learning is also seen as a means of helping teammates and classmates (Kagan 1985a: 76). Unlike the method of jigsaw, in which learning is viewed from a product orientation, the method of group-investigation focuses on a process orientation (ibid.). In other words, in the process of learning through group-investigation, the focus is not just for demonstrating what information and skills a learner has, which is emphasised by the method of jigsaw (ibid. 76-77). Learning through group-investigation provides learners with very broad and diverse learning experiences, which reveal in the ways of communication among learners, active learning skills and social skills (ibid. 72, 73, 77).

Co-op Co-op

The method of Co-op Co-op was developed by Spencer Kagan (Johnson, Johnson and Holubec 1994b: 71). As indicated by Kagan, "the essence of Co-op Co-op is structuring the classroom so that students work in cooperative teams toward a goal that will help the other students in the class" (Kagan 1985a: 73). In Co-op Co-op, both learning and cooperating are the goals (Kagan 1985b: 439). The ten steps of Co-op Co-op are developed by Kagan as follows (Kagan 1985a: 73-74):

1. Student-centred class discussion. Class discussion is designed to uncover and stimulate students' curiosity;

2. Selection of student learning teams. The principle is to maximize heterogeneity of the teams with the dimensions of ability, gender and ethnic background;

3. Team building. Team building aims to increase within-team cooperation and communication;

4. Team topic selection. The learning unit is divided by students into topics, so that each team from the whole class is responsible for one aspect of the learning unit. In that way, the work of each team will complement that of the others in moving the whole class to comprehend the learning unit;

5. Minitopic selection. Students from each team determine how to divide the topic into minitopics, and every student becomes an expert in one aspect of the team learning goal;

6. Minitopic preparation. Every student from each team gathers and organises materials on the minitopic he/she decides;

7. Minitopic presentations. Every student from each team presents what he/she has learned about his/her chosen topic to the team. And, a second round of minitopic presentation is followed by a team's discussion with respect to the relation of each individual minitopic and the whole topic of the team;

8. Preparation of team presentations. Different teams prepare presentations to the whole class of what they have learned on their team topics;

9. Team presentations. Every team presents to the whole class. Nonlecture presentation, such as role plays, demonstrations, the use of audiovisual media, are encouraged;

10. Evaluation. Evaluation is made by teammates to the individual presentations in the same team; by classmates in the whole class to the team presentations; and by the teacher to each student's project or paper on his/her minitopic.

The method of Co-op Co-op, as seen above, is designed and practised not only for interpersonal and intergroup cooperation, but also for individual's efforts and contribution to his/her team. It is believed by Kagan that Co-op Co-op is designed to embody a philosophy of education that affirms the intelligence, the creativity and the prosocial tendencies of learners (Kagan 1985b: 452). This method is designed "to give the control of learning back to the students, so that they become actively involved in choosing what and how to learn and share" (ibid.). On the basis of that, a status among students is equalised, for each team member is responsible for a unique aspect of the group product (Kagan 1985a: 79). However, in practice, a status hierarchy is likely to emerge because the group may give more weight to the ideas and areas of interest of some students than to those of others when students are allowed free expression (ibid. 88-89). Besides, because students are encouraged to decide what and how they learn in Co-op Co-op, the status of teacher-student is relatively equal, which suggests in that a teacher and students work together to determine learning objectives, learning materials and evaluation (ibid. 80).

Student teams achievement divisions (STAD)

In the method of STAD, after a teacher presents a lesson, students work in groups of four to five to master a set of worksheets on the lesson, then every student takes a quiz on the material (Slavin 1985: 7). Each student contributes the scores to the team with which he/she belongs, but the scores are based on the degree to which every student has improved over the individual past average and performance (ibid.). The teams with the highest scores are recognised in a weekly class newsletter or bulletin boards, and the rewards also go to an individual with high weekly performance (Slavin 1980, cited in Kagan 1985a: 69). This method, however, structures learning for winning in team competition, as well as for winning an individual's scores on quizzes (Kagan 1985a: 76).

Teams games tournaments (TGT)

The method of TGT is similar to STAD, except that students play academic games as representatives of their teams instead of taking quizzes (Slavin 1985: 7). Like the method of STAD, by using TGT, competitive motives are stronger than the motives to cooperate and learn (Kagan 1985a: 77).

As indicated above, even though Teams Games Tournaments (TGT) and Student Teams Achievement Divisions (STAD) are practised as the methods of 'cooperation', it can be

argued critically whether these two approaches provide learners with a genuine cooperative learning experience. Through these two methods, the interdependence among individuals, which is called "positive outside enemy interdependence" (Johnson and Johnson 1999: 77), is created. That is, when groups are placed in competition with each other, then group members in the same team feel interdependent as they strive to beat the other groups and win the competition (ibid.). However, while group members from the same team cooperate with one another with a feeling of interdependence, the main purpose behind this kind of cooperation is to beat the other team members and to win the competition. The genuine cooperative situation does not exist when cooperating with one another in the same group is to compete with other individuals and groups, because in the whole learning situation all goal linkages still exist "contrient interdependence" (Deutsch 1973: 20). Contrient interdependence means that there is a negative correlation between participants' goal attainments and it is defined as a competitive situation (ibid.). In other words, learners still don't experience the genuine cooperation through learning by STAD and TGT, because winning is the goal and participants in one team can attain their goal (i.e. winning the team competition), if, and only if, as indicated by Deutsch, the other team participants cannot attain their goal (i.e. not being able to win the competition). When the situation is like this, it is not defined as a cooperative situation.

However, the other three cooperative methods: jigsaw, group-investigation and Co-op Co-op provide learners with cooperative experience without placing learners in competitive situations, but creating learning contexts through cooperative interactions. Practising through these three methods, learners are expected to interact with each other within the same group and within the different groups through sharing (i.e. sharing work, information and ideas), helping (i.e. helping others in the same team and in other teams to understand the topics and information), contributing (i.e. each student is responsible for others' learning in a way of searching, organising and presenting knowledge), discussing (i.e. communicating with each other about what to investigate, how to investigate in the chosen topics), decision making (i.e. deciding the team goals, topics and contents), and giving (i.e. giving suggestions and providing feedback). And, the key cooperative interactions practised in the three methods as indicated here can be linked with the key concepts of definitions of cooperation in 4.2.1.

More importantly, through the three methods, learning is taking place when learners interact with one another through the cooperative ways. By the cooperative interactions as the

examples given above, learners learn within the groups and intergroups in the ways of problem-solving (i.e. in jigsaw, in group investigation), investigating (i.e. in group-investigation), information searching, organising and presenting (i.e. in Co-op Co-op), critical analysis and synthesis (i.e in group-investigation) and autonomy (i.e. students are encouraged to decide what and how to learn related to their topics in Co-op Co-op).

What is more, the three cooperative learning methods provide learners with different role experiences. As indicated by Kagan, in traditional classrooms, learners are confined to the role of "students", which too often refers to the role of a passive recipient of information and methods, whereas in cooperative activities learners experience role diversity (Kagan 1985a: 88). A diversity of roles that learners experience from cooperative methods is related to tutors, investigators, presenters...etc., through which it helps learners experience a change in self-concept when they are expected to become different roles in the learning process (ibid.). And, it has potential to prepare learners to cope with a diversity of roles outside the educational setting (ibid.).

4.2.2.2 Grouping

As mentioned in 4.2.1, one of the essential definitions of cooperation is 'working together in groups' and the importance of linking groups and cooperation is revealed. As also noted in 4.2.1.1, dividing learners into groups is part of the key steps in the different cooperative methods. In cooperative learning, the basic rule of grouping learners is that 'the smaller, the better' (Johnson and Johnson 1999: 19). The reasons of grouping learners in the smaller sizes include (ibid. 20; Johnson, Johnson and Holubec 1994b: 24-25):

- When learners work in small groups, it increases the visibility of each learner's efforts and it is more difficult for learners to hide and not contribute their share of the work;

- The smaller the group, the easier it is to identify any difficulties learners have in working together. Problems such as leadership, conflicts among participants, issues over power and control and other problems are more visible when groups are small;

- If learners work in larger groups, the interaction among them is less. What results is less group cohesion, less personal support and fewer friendships. When groups are smaller, it can minimise these disadvantages;

- When students learn in larger groups, the more skillful group members must be. As such, grouping students in the smaller sizes helps them manage the skills of interactions before they can manage more complex and sophisticated interactions as they work in larger groups.

Besides, heterogeneous groups in terms of learners' diverse backgrounds, different abilities, experiences and interests are recommended in cooperative learning, and the advantages lie in that students can experience variety (i.e. variety of ideas, perspectives and problem-solving methods), cognitive stimulation and creativity, and more perspective-taking through discussing materials with others (Johnson and Johnson 1999: 21). In consideration of the ways of grouping students, there are three common ways for doing this: teacher-selected groups, self-selected groups and random assignment (Johnson, Johnson and Holubec 1994b: 26-28). First, teacher-selected groups allow teachers to decide who works with whom (ibid. 28). The advantage lies in that teachers can create heterogeneous groups. Also, the students who are socially isolated from others can get help from teachers when they are assigned to the groups to work with the skillful, supportive and caring students (ibid.). However, the way of teacher-selected groups may deprive students' opportunities and freedom to find their own group members. Second, by using self-selected groups, students are free to choose their own group members, but it is very likely the disadvantages can be revealed in this way. Student-selected groups tend to be more homogeneous, with high-achieving students working together, males working together, females working together...etc. (ibid.). This also can result in the elimination of the opportunity for students to expand their circles (ibid.). Third, random assignment is probably the easiest way to assign students to groups (ibid. 26). The principle lies in that students are simply divided into the size of the groups based on the learning tasks (ibid.). For example, if groups of three are needed and there are 30 students in one class, students are given the numbers from 1 to 10, then students with the same number form the same group (ibid.). The other examples can be seen in the discussion of Johnson, Johnson and Holubec (1994b: 26-27). However, this grouping way may not be able to form heterogeneous groups like the way of teacher-selected groups. These three ways of grouping as discussed here have advantages, as well as disadvantages. Perhaps the key principle is that choosing the most appropriate way based on the learning situations such as the learners' age and needs, the learning time period and the learning tasks.

Taken together, in the first part of this chapter, the definitions of cooperation are identified by different authors, and how the notions of cooperation are practised in classrooms is also presented. For the purpose of this thesis, however, the cooperative learning methods as mentioned in 4.2.2.1 are not applied as methods of learning for the children in Taiwan and as a means of operationalising international cooperation. Drama, as a good and unique

approach, will be discussed as a means of operationalising cooperative learning in practice. The second part of this chapter will take the discussion closer to drama.

4.3 Learning through Drama

In this second part of chapter 4, the discussion about drama will not be focused on the history of drama (for the detailed discussion, see Bolton 1998), but on the most relevant aspects of drama as a means of operationalising the link between the classrooms and the world and to operationalise the idea of international cooperation. In other words, drama is operationalised as a significant means to bring about the change in the children's EFL classrooms, through which the change is expected to extend to outside the classrooms, as identified in the summary of Chapter 3. Before examining these key concepts, drama, as a unique method of learning for children to learn in EFL classrooms, will be presented first.

4.3.1 Drama as a Unique Method of Learning

Drama as a unique method of learning, which also manifests itself in distinguishing features from the other learning methods (see 4.2.2.1), will be discussed in this section. The three key features: 1) Drama has a similarity to children's natural play 2) Drama is significantly linked with language learning 3) Drama is in relation to art, will be examined.

4.3.1.1 Drama has a similarity to children's natural play

The concept of drama in relation to children's daily play not only noticeably differs from the other cooperative learning methods (see 4.2.2.1), but also provides intrinsic motivation for children to learn because of its similarity to children's natural play. It is indicated by Slade that "the root of Child Drama is *play*" (Slade 1958: 1). Slade distinguishes children's normal play as "projected play" and "personal play" (ibid. 3), and he conceptualises the theory of "Child Drama" (ibid. 1) based on these two forms of children's daily play. Slade points out that there are two important qualities -- "absorption" and "sincerity" (ibid. 2), which are obviously derived from children's normal play in daily life, and which manifest themselves in Child Drama. The concept of 'absorption' is defined as:

> Absorption is being completely wrapped up in what is being done or what one is doing, to the exclusion of all other thoughts, including the awareness of or desire for an audience. (ibid.)

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While 'absorption' in children's dramatic play is related to a strong form of concentration (Slade 1995: 12), the other quality is identified as follows:

> Sincerity is a complete form of honesty in portraying a part,
> bringing with it an intense feeling of reality and experience,
> and only fully achieved in the process of acting with
> absorption. (Slade 1958: 2-3)

Absorption and sincerity, as observed by Slade from children's daily play, become the two significant qualities in Child Drama. Recognising children's serious attitude when they are playing is also seen by Dewey's words:

> One has only to observe the countenance of children really
> playing to note that their attitude is one of serious absorption.
> (Dewey 1916: 204)

While children's daily play can be mistaken as meaningless or aimless activities, both Slade and Dewey signify the deeper meaning of children's daily play. Dewey continues to argue:

> Psychologically, the defining characteristic of play is not
> amusement nor aimlessness. (ibid. 205)

On the contrary, what characterises play is that:

> ....play has an end in the sense of a directing idea which gives
> point to the successive acts. Persons who play are not just
> doing something (pure physical movement); they are *trying* to
> do or effect something, an attitude that involves anticipatory
> forecasts which stimulate their present responses. (ibid. 203)

The meaning of 'play', as emphasised by Dewey, includes a direction, an effect, an attitude and a foresight throughout a person's action. More importantly, he indicates the key role of play for children:

> It is the free play, the interplay, of all the child's powers,
> thoughts, and physical movements, in embodying, in a
> satisfying form, his own images and interests. (Dewey 1980:
> 82)

Through free play and interplay, children reveal their powers and thoughts, as denoted by Dewey. Children's natural interest is closely linked to their daily play, as pinpointed by

Dewey. The role of children's daily play to children themselves is emphasised by Slade more specifically:

> Play is an inborn and vital part of young life. It is not an
> activity of idleness, but is rather the child's way of thinking,
> proving, relaxing, working, remembering, daring, testing,
> creating and absorbing. (Slade 1958: 1)

As the significance of children's daily play is realised as a vital part of children's life, there is no doubt that when learning activities are structured as similar to children's natural daily play, it can motivate children in learning:

> Experience has shown that when children have a chance at
> physical activities which bring their natural impulses into play,
> going to school is a joy, management is less of a burden, and
> learning is easier. (Dewey 1916: 194)

Drama has a similarity to children's daily play, through which it motivates children in learning. In other words, learning through playing is of significance for children. Drama provides a natural way for children to learn, in which the qualities of absorption and sincerity manifest themselves naturally in the process of learning, and 'playing' through drama has a deeper meaning with its direction, effect, attitude and foresight throughout individuals' actions. While the learning methods such as STAD and TGT, (see 4.2.2.1) provide an extrinsic motivation for children to learn because of their emphasis of grades and competition, drama, which has a similarity to children's natural play, provides children an intrinsic motivation to learn.

4.3.1.2 Drama is significantly linked with language learning

Drama's distinctive feature which differs from other learning methods in 4.2.2.1 lies in its significant linkage with language learning. In order to discuss how drama is significantly linked with language learning, it is necessary to examine how language works. Dewey gives an example about how the sound 'h-a-t' makes a meaning:

> When the mother is taking the infant out of doors, she says
> "hat" as she puts something on the baby's head. Being taken
> out becomes an interest to the child; mother and child not only
> go out with each other physically, but both are *concerned* in
> the going out; they enjoy it in common. (ibid. 15)

From this example, how language works is clearly revealed. The key factors include a sound (i.e. h-a-t), an object (i.e. the hat), a physical action (i.e. the mother puts on a hat on the baby's head), the joint action with a common interest and concern (i.e. the mother and the baby enjoy going out in common). In other words, by connecting with the other factors in activity the sound "hat" soon gets the same meaning for the child that it has for the parent, as argued by Dewey (ibid.). And, it is a joint action, which is a shared experience, makes language mutually intelligible:

> The bare fact that language consists of sounds which are *mutually intelligible* is enough of itself to show that its meaning depends upon connection with a shared experience.
> (ibid.)

Language manifests meanings through a shared experience. Within a shared experience, the key factors, which are sounds, objects and actions, particular joint actions with common interest and concerns, create meanings of language. Learning through drama can be significantly connected with these key factors. Drama involves verbal and non-verbal (i.e. the use of speech, body language, facial expression, the use of space) aspects (Woolland 1993: 8), which are related to sounds and actions. Drama encourages cooperation and collaboration (ibid.), which is connected with joint actions with common interest and concerns. Drama also involves objects depending on the activities, for objects can be used to stimulate ideas and thinking (see the example discussed in 'Teacher in role' in the part of 4.3.1.3). From these key factors, one of the distinctive features that drama can provide in language learning is also revealed. Drama provides roles and characters. As seen in the example of the mother and the baby, it is these two persons who interact with each other to create the meaning of language. When this factor is revealed in drama, it means that learning language is through the involvement of roles and characters to speak, to respond, to react and to interact with each other. More than that, roles and characters through drama involve their attitudes, feelings and emotions, which is closely linked with how people interact with each other in daily life. Besides, in real life, when two people interact with each other, it is taking place in 'a context', such as 'where', 'when' and 'in what social condition' (ibid. 9). The 'hat' example given by Dewey ought to be taken place in a place, a time and in a certain social condition when this sound is spoken. Drama can provide a context for language learning.

In an EFL classroom, when the key factors which drama can provide as mentioned above are applied, it brings about significant change in language learning, especially in a very

traditional EFL classroom, where a grammar translation method or mechanical drills are the dominant practice. For example, the phrase/the sounds 'Don't touch' can be learned through the combination of the key factors which drama can provide by involving:

- An object: Fire (in a classroom, a symbolic object can be used to replace real fire)

- An action: A child is going to touch the fire (a learner who plays a child is going to approach the fire)

- Context: The cooker's fire in the kitchen in the 21st century, which people depend on it every day (any classroom objects can be used to represent this context)

- Role and character: A child and a mother who have different attitudes, feelings and emotions about touching the fire (a learner plays a mother who expresses her concern by revealing in her facial expression and gestures when the learner who plays a child is curious about the fire)

In an EFL classroom, when the phrase 'Don't touch' is learned under the above elements, the sounds which learners are using not only create a meaning, but also invite learners to learn by involving their own emotions, feelings and attitudes. It is said by Maley and Duff that "nothing is more difficult than to work with second-hand feelings derived from texts or dialogues" (Maley and Duff 1982: 11). By inviting learners to learn through drama, language learning becomes lively in a way that learners are involved in their own emotions, feelings and attitudes. What is more, the meaning 'Don't touch' is significantly learned under the two learners' shared experience or joint actions (in this case, there are two learners interacting with each other). There are two dimensions indicating the joint actions with common interest and concerns. In real life, when this phrase is really used between a mother and a child, they may create a shared experience 'the fire is dangerous and don't touch it'. In an EFL classroom, when a teacher who plays a role of a mother says 'Don't touch' to a student/students who plays a child/children and who is/are going to touch the fire, the students will develop a similar understanding how this phrase is used in real life. On the other hand, the joint actions (i.e. one learner plays a mother and the other plays a child) would invite learners to realise that they are learning in a common interest and concerns which demands cooperating with each other in order to learn this phrase and understand its meaning.

Drama method is significantly linked with language learning, and in educational contexts, different authors have applied drama in EFL education, as well as using drama method to

invite learners to learn different languages. Schewe provides a rich overview with profound aspects to introduce the theoretical framework of a drama-based method of teaching and learning in a foreign language class (Schewe 1993). Ronke also provides a useful overview of the development of drama and theatre as a method of foreign language teaching and learning (Ronke 2005). Petkovic in his article addresses the similarities between the teaching of foreign languages and dramatic training, and he confirms this belief by examining the method developed by Stanislavski, who is known as an actor, director, practical teacher and theoretician and who encourages actors not to copy but to create (Petkovic 1979). Moreover, the value of using drama in second language learning is also advocated by Bird, who gives examples of how drama techniques are practised in language teaching and learning (Bird 1979). Dickson in her article also presents the potential of using drama techniques to teach students in the second language classroom, and she addresses how drama techniques are good to be used for students to communicate with the whole body, to draw on their imagination, experience and personalities, and to develop empathy...etc. (Dickson 1989). The important role of drama played in the academic curriculum for learning a foreign language is also pointed out by McNeece, and she focuses on the use of improvisation and examines various aspects of this dramatic technique (McNeece 1983). Another author, Walker, presents an approach, Language Through Drama (LTD), which is to invite learners to be strictly improvisational, involving no written work, but aims at the spontaneous use of whatever body of language is available to the students at the moment of involvements (Walker 1977). Maley and Duff, in their book, *Drama Techniques in Language Learning*, provides various and practical drama techniques related to EFL practice (Maley and Duff 1982). In addition to the value of using drama techniques in EFL classrooms, Dent-Young emphasises that 'home-made' plays in an EFL context serve as a good way for students to learn English, especially oral communication, and he argues that acting can be a useful means of contextualising language materials (Dent-Young 1974). Like Dent-Young, Wessels also discusses the development of authentic materials from students, including their essays, video productions and tape recordings, and the main drama technique in the EFL course discussed in her article is through improvisation (Wessels 1991). In EFL classrooms, the reluctance of using drama can be caused by the fear from the teachers, and this aspect is mentioned by Royka, who describes some factors related to why teachers of English in their EFL classrooms are reluctant to use drama activities, and the suggestions in relation to each factor for ELT teachers to overcome their fear of using drama are also noted by her (Royka 2002). Besides, as language learning is closely connected with cultural learning, in Schewe's article, he

provides five vivid examples for students to explore cultural dimensions through literature based on a drama-based approach (Schewe 1998), and he emphasises that in foreign language classrooms drama is one of the most effective learning media for students to achieve 'a great closeness' to the foreign culture (ibid. 220).

4.3.1.3 Drama is in relation to art

Apart from the two features presented above, drama as a unique learning method also lies in its relation to art. Drama as art lies significantly in that drama depicts human experience and human experience can be explored through different forms of drama. In order to discuss these key concepts, the essence of art is discussed first. Heathcote points out:

> The arts employ humanity and the ideas about humanity....
> (Heathcote 1976, cited in Johnson and O'Neill 1984: 114)

She goes on saying that humanity and 'the conditions of humanity' is the material of art:

> ...because it is people who use the arts and create the arts,
> they look to humanity for their material. They needn't always
> draw people or play music about people dancing, or dramatize
> using the human as the catalyst in the struggle. But, they use
> the conditions of humanity. (ibid.)

Art is related to the conditions of humanity, and in art, there are isolation of the human condition and particularisation, as examined by Heathcote:

> The second thing is that the arts isolate a factor of human
> experience. They particularize something to bring it to your
> attention. (ibid.)

Heathcotes argues more specifically about the concepts of 'isolation' and 'particularising' in art:

> They use life and understanding of life, but they make you
> examine it through a particular moment of life; whether it is
> the frozen time that a painter captures for you or the ongoing
> struggle that a playwright captures for you. Therefore, art
> creates selection. It demands selection. (ibid.)

The essence of art is pinpointed by Heathcote that it depicts a focus of human experience, in which isolation of human experience is created and it is equivalent to particularising something in order to draw people's attention to it. As such, art creates 'selection'. Because

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art includes 'isolation', 'particularising' and 'selection', it distorts (ibid.). Heathcote points out:

> You cannot have art that does not in some way distort. It
> distorts productively. Therefore, you do not see the whole,
> you only see a part through this distorted view, this
> particularization. (ibid.)

The essence of art, which includes the concepts of humanity, isolation, particularising, selection and distortion, as realised by Heathcote, can be strikingly linked with drama:

> It is self-evidently true in that drama draws on the human
> condition and is 'grounded in reality' (States 1994) but as an
> art form it is not entirely representational. (Fleming and
> Stevens 1998: 136)

Drama as art manifests itself in that it explores humanity, but as an art form, drama does not represent reality, as indicated above. In other words, drama as an art form in relation to human experience also isolates, particularises, selects and 'distorts'. The distortion through art is productive, as emphasised by Heathcote. And, the productive distortion in art lies in that it is through isolating, particularising, selecting and forming human experience so that people may contemplate (Heathcote, 1976, cited in Johnson and O'Neill 1984: 114).

As a pioneer and talented educator in the field of drama, Dorothy Heathcote realises the significant linkage between art and teaching. She says:

> I am thinking as a teacher. I am not trying to think as an artist,
> but I seek to marry the truth of the art and the truth of the
> teacher who is trying to create learning situations for people.
> (ibid.)

From her statement, Heathcote sees the combination between the essence of art with teaching, and she has been dedicated herself to practising the truth of art by using drama. Drama as an artistic form in teaching is also realised by Fleming:

> Drama teaching is an art in that it does not lend itself to the
> mechanical application of methods and techniques.... Drama
> teaching is also an art in that it demands the appropriate
> selection and employment of artistic form to create meaning.
> (Fleming 1997a: 6)

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The significance of drama as art lies in that 'it does not lend itself to the mechanical application of methods and techniques', as emphasised by Fleming, and more importantly, drama as art employs humanity, as indicated by Heathcote earlier.

In the following descriptions, the important drama techniques, which reveal their non-mechanical application and which can be applied in language classrooms, especially in EFL classrooms, will be presented:

Mime

Mime refers to "a deliberate sequence of actions which are intended to convey meaning without language" (ibid. 89). Alternatively, mime can be referred to "one of the sign systems of drama, the gestures which may or may not accompany speech" (ibid.). Mime can be used to express students' inner feelings and thinking, and it doesn't need to become a demanding art form. For example, students can express a series of actions with their facial expression when their favourite football team is approaching to the goal while the game is going to be finished within one minute, but this team is still one point behind the other team.

The advantage of using mime in learning includes that it encourages gestures and body language (Neelands, 1990: 46). In addition, by using mime, the significance behind the actions can be explored. For example, in a situation of women waiting for the return of a boat in a shipwreck, the action of 'sewing a patch on a pair of trousers' (Bolton 1984: 159, cited in Fleming 1997a: 91) can have symbolic and significant meanings. The meanings behind this action significantly refer to waiting, the irony of continuing to patch the clothing of the husband who will not return, the intimate relationship between a husband and a wife, or a position and duty of a 19th century wife (Bolton 1984: 160, cited in Fleming 1997a: 91). In other words, in mime, meanings and significance of underlying actions can be explored further. Mime as a dramatic technique can be practised in a variety of learning contexts with all ages. Its significance for children in an EFL classroom lies in that the beginners can be involved in their inner feelings and thinking through miming when they learn.

Role play

"Dramatic activity is the direct result of the ability to role-play—to want to know how it feels to be in someone else's shoes" (Heathcote 1968, cited in Johnson and O'Neill 1984: 49). Placing oneself in someone else's position and wanting to explore how that person feels and how he/she experiences are the key spirit of role play. As such, role play is the technique to

help students to explore issues, attitudes, ideas and behaviours, and to understand themselves through the involvement of the experience and feelings of the roles they play in a variety of different situations (SOED 1992: 30). For example, a role can be explored like this:

1. A teenaged girl from a rigid religious background finds out she is pregnant...

2. She has been struggling and trying to find a way 'out'...

3. She decides to write a letter to her parents before she leaves home for somewhere else...

If the students are the beginners of using role play in an EFL classroom, the technique of role play can be used in a simple way. For example, role play might be linked with the technique of "focus in" (McGuire 1998: 21), in which the drama is focused on a particularly important moment and the focus might be only 15 seconds (ibid.). Using the above example, the 15 seconds might be focused on how the role of the teenaged girl feels and behaves before she leaves home--when she is standing outside of her parents' door, hearing their voices inside, but deciding to put the letter outdoor for her parents.

If the students are not unfamiliar with role play, the situations to explore this role can be more complicated, such as:

1. A teenaged girl from a rigid religious background finds out she is pregnant in her good friend's 16th Birthday party;

2. She has been struggling to tell her parents and trying to find a way 'out' of her situation by letting her teenaged boy friend know;

3. Before she leaves home for somewhere else, she decides to write a letter to her parents while her parents are talking about her future in the next door;

4. She is standing outside of her parents' door, hearing their voices inside, but deciding to put the letter outdoor for her parents. Her favourite teddy bear is left with the letter before she steps out the front door.

Besides, role play can be used in a large group of the students who are non-beginners for learning English. A classroom practice called 'the detective game' described by Fleming is a good example to explore motives and attitudes of the role in depth. In the detective game, a teacher takes a role of 'a detective' who is questioning the whole class as a role of 'the suspect' about the alibi and try to break the alibi (Fleming 2003: 3). In the process, different students play the role of 'the suspect' and answer different questions from the teacher/the detective (ibid.). The exchange might be like this (ibid.):

Teacher: Where were you at 8:00 p.m. last Saturday?

Student 1: On my way to the pub.

Teacher: What time did you get there?

Student 2: About 8.30 p.m.

Teacher: Did you go with anyone?

Student 3: I was on my own...

In an ELF classroom for children, the technique of role play shows its potential for children to explore attitudes, motives and issues. Most importantly, it helps children to put themselves in other people's shoes and to explore feelings and perspectives from the roles they are playing.

Tableau

Tableau is a technique that participants create 'a still image' by using their bodies in order to capture a moment in time, to depict an idea or to isolate a moment of the drama (ibid. 85). 'Photograph', 'freeze frame', 'sculpture', 'wax works' and 'statues' are all the terms connecting with tableau (ibid.). Tableau provides participants or audience to dwell within a moment (ibid. 86). It culminates in stillness and silence, through which the dynamism in a particular situation is revealed (ibid.). The educational and aesthetic significance of using tableau is as follows (ibid.):

- "It helps pupils learn how to condense meaning into a single moment and to read the full significance from a single moment";

- "It can be a useful method of protecting participants by distancing them from moments which are potentially too difficult emotionally";

- It demands and often promotes group cohesion.

As indicated above, using tableau can protect learners from depicting meanings which are too difficult emotionally for them to present by a series of actions. However, it is teachers' responsibility to apply this technique in a safe and protective way when any sensitive and difficult issues are explored in a classroom. As Heathcote indicates, "I have to create safety for each individual with each other, because I deal in social encounters when I am a teacher in a classroom" (Heathcote 1982, cited in Goode 1982: 13). For example, in a children's classroom where the theme of 'bully' is introduced and to be explored. While tableau has potential to distance the participants from acting out emotionally difficult scenes, depicting the moment of 'the bully' and 'the victim" may still cause some negative impacts. That is,

depicting any frozen moments which are directly about 'the events' themselves, no matter they are happened at school (i.e. the moment that one child bullies another child), or at home (i.e. the moment a parent bullies his/her child), only reveals and reflects the cruelty of reality without applying the educational and aesthetic function of tableau. It is strongly suggested that 'after-events' or 'before-events' images can be used through tableau while the difficult issues are explored. Presenting a still and silent image of a child who is squatting on a corner of a room, burying his/her face in the hands 'after the event', is strong enough to reveal the issue of 'bully'. Presenting an image of two persons' furious facial expressions and aggressive stances is also rich enough to explain that 'fighting' or 'killing' is going to be followed. Depicting directly the cruel events themselves, no matter how 'conservative' the images are or how delicate they are presented through the artistic form, only invites children to learn in a non-protective environment because cruel and coarse reality is vividly revealed in front of them who are supposed to learn in a safe and protective learning environment. Tableau can be used to depict frozen moments to explore difficult issues and situations, but it ought to be conducted under the positive educational concerns. It is pointed out by Heathcote that "one important function of art is to retain the essence of experiences which cannot be gone through exactly ever again" (Heathcote, cited in Johnson and O'Neill 1984: 139). On the one hand, tableau as an aesthetic art form is powerful to catch the essence of positive human experiences (i.e. kindness, hope, courage...etc.); on the other hand, applying this technique to explore difficult issues of human conditions is also powerful to raise people's awareness about the issues which are tended to be 'put aside' on the corners of the classrooms because of their sensitivity and nasty. However, tableau ought to be conducted under careful educational considerations, especially for depicting the sensitive human conditions, for the moments of experiences happened in the classrooms will never come back again—every single particular moment will be dwelled in children's hearts and can never go back again.

Teacher in role

Teacher in role "involves the teacher taking a part in the drama and interacting with the pupils, in order to deepen the work and provide a greater element of control over its content and direction" (Fleming 1997b: 20). Bolton describes this technique from the aspects of dramatical, educational and psychological levels:

> When a teacher takes on a role as part of his class drama he is
> at a fictitious level joining in with them, but at an educational
> or psychological level he is working ahead of them. (Bolton

1986, cited in Davis and Lawrence, 1986: 182)

The significance of using teacher in role in the classrooms includes the different levels, as indicated by Bolton. Perhaps the most noticeable feature of teacher in role lies in that it reveals a 'change' in the relationship between a teacher and students. As pointed out by Fleming, in teacher-in-role, the teacher-student relationship 'is renegotiated' within the drama (Fleming 2003: 91). Through the technique of teacher in role, the change can be seen that teachers' traditional 'role' as an authoritarian figure in a classroom is able to be transformed into more flexible and various 'roles' which are 'played' by a teacher in a classroom. In other words, when a teacher really takes a role (i.e. a nurse, a street sweeper, a zoo keeper...etc.) to work with his/her students, the teacher's role is no longer as an authoritarian figure which is over emphasised in any traditional classrooms. Rather, through teacher in role with well-managed combination in educational and dramatical levels, the classroom learning not only reveals the change in a teacher-student relationship, which emphasises that a teacher and students work together, but also in the quality of learning, such as deepening the work, as emphasised by Fleming.

The drama educators like Dorothy Heathcote, Gavin Bolton and Mike Fleming have practised this technique in the learning contexts. One project conducted by Fleming (1997) can be used as a good example to depict how 'teacher-in-role' can be practised in the classrooms. As teachers who use this technique would be involved in two dimensions: 'in role' and 'out of the role', the descriptions shown below in relation to Fleming's project will also indicate these dimensions:

The role played by the teacher:
In this dramatic context, the teacher plays a role of 'a homeless person' who has lost his memory and who carries a bag with him all the time.

The sequence of the lesson:
- *Out of role*: The teacher explains the basic outline of the drama to the students (i.e. He will play the role of a homeless person to interact with the students, and they will find out more about this role by using the objects inside the bag carried by the role...etc.).
- *Out of role*: The teacher puts on a hat and an old coat, and ties the coat with a string belt, smudging his face with black make-up while he is talking with the class.

- *Out of role*: The teacher invites the students to create a context for the homeless person to 'step in'. The teacher discusses with them to help create a scenario. 'Eavesdrops' technique is used here while each group is acting their scenes 'on a picnic'.

- *In role*: The teacher in role as the homeless person sits some distance from the class and waits for them to notice him. When the students make the first move, the homeless person at first withdrawn and reluctant to interact with them, but gradually responds to them.

- *In role*: The role draws the students' attention to notice his bag, in which there some objects (i.e. a small Bible with an inscription, a fragment of a letter, a music box, an estate agent's description of a house, a spanner, a photograph, a wallet, broken spectacles). The students need to work hard to gain the confidence and trust of the character in order to let him hand the bag over. When the homeless person finally does so, they discover, through questioning, that the contents carried by the character reveal information about his recent and past.

- *Out of role*: After the students create the character's biography (it doesn't need to be very detailed), different groups create their own dramas. Each group recreates a scene or significant moment related to the homeless character's life. They are invited to use one of the objects as a focus as they like.

- *Out of role*: Different groups are invited to share what they created.

<div align="right">(Fleming 1997b)</div>

The project as described above manifests itself in the dramatic and educational aspects. Because of the homeless role played by the teacher, the students are motivated and stimulated to create their own stories and dramas. In their final group presentations, the dramas they create include: the character works in a garage (by connecting with the object of a spanner), the death of this character's mother and the illness of his wife (ibid.). From the students' work, it reveals their ability of empathy—being able to feel how it is in someone else's shoes, in this case, Charlie Foster, the homeless character created by the teacher and them. The very touching scene created by the students is described by Fleming:

> Perhaps most poignant of all, the music box is the focus in a
> scene which shows representatives of the social services
> removing Charlie's son from the family home. The son stops
> to give his favourite music box/toy to his father before he
> leaves, and at the end of the scene the father is left alone in the
> house playing the music to himself. (ibid. 22)

While the aims of this project are related to content, dramatic form, language and implicit knowledge (ibid.), the power of using this technique revels in its 'in role' and 'out of role' dimensions and what effects it brings to the learners, as can be seen in this project. As indicated by Morgan and Saxton, teacher-in-role helps learners in the ways that:

- It provides opportunities for learners to take responsibility and make decisions;
- It provides the freedom to express attitudes and points of views;
- It provides learners the excitement of challenging the teacher with confidence.

(Morgan and Saxton 1987: 41)

As analysed earlier, different dramatic techniques can be practised in children's EFL classrooms. Even though the project conducted by Fleming as described above was devised for students who were engaged in drama in their first language, there are aspects of the project which make it suitable to be adapted in an EFL classroom. Apart from its power to change a teacher-student relationship by focusing on working together, this technique shows potential to be applied in an ELF classroom because the teacher can take responsibility for initiating much of the language exchange and the fact that the scenes can be well-prepared and presented rather than improvised.

Other drama techniques which are practically exercised in the classrooms can be referred to Wagner, B. J. (1976) *Dorothy Heathcote: Drama as a Learning Medium*, O'Neill, C. and Lambert, A. (1982) *Drama Structures*, Morgan, N. and Saxton, J. (1987) *Teaching Drama*, Neelands, J. (1990) *Structuring Drama Work*, Fleming, M. (1997) *the Art of Drama Teaching* (1997a) and Taylor, P. (2000) *The Drama Classroom: Action, Reflection, Transformation*.

4.3.2 How Drama Can Be Used to Operationalise International Cooperation and Bring about Change

As analysed above, drama as a unique method of learning for children in EFL classrooms manifests in the three features:

- Drama has a similarity to children's natural play, and it provides intrinsic motivation for children to learn;
- Drama shows a linkage with language learning in that it involves sounds, actions, shared experience and contexts. These factors are related to how language works in daily life for producing meanings;
- Drama as art explores human experience and conditions, and its various artistic forms and

techniques can trigger children's motivation.

Apart from these key features, the most significant feature of drama lies in its doable potential to operationalise international cooperation and to bring about change—a change in a classroom and a change outside the classroom. As identified in Chapter 3, Dewey's concepts of internationalisation can be realised by operationalising cooperation among different individuals, groups and countries within humanistic and educational concerns and values. In other words, international cooperation can be operationalised through humanistic and educational concerns and values. Heading to the international humanistic world, as also discussed in Chapter 3, preparing the school children inside the classrooms is necessary. When the preparation starts from the classrooms, it means that humanistic and educational concerns ought to be operationalised in the classrooms. Drama can provide humanistic teaching for the school children in Taiwan. The discussion is as follows:

4.3.2.1 Humanistic teaching through drama

Humanistic teaching through drama lies in its child-centred approach. Child-centred approach emphasises its whole person approach for developing a child. Developing a whole child is through moral, physical, emotional and intellectual domains (Brewster 1991: 4). It is recognised by Way that developing of the whole person can be through drama (Way 1967: 2). In other words, drama can be used to develop children's moral, physical, emotional and intellectual domains.

First, drama can be used for children's moral growth. This aspect is pointed out by Winston that introducing stories for children is a good way for them to explore particular moral virtues from role models suggested in the stories, for stories could suggest the value of particular moral virtues, such as in the tales of Jesus (Winston 2000: ix). Stories also suggest a more ambivalent moral purpose through the roles (ibid.) The value of a good story lies in that it suggests how the life of a role and of others might be lived (ibid.). And, it is "in this broad moral sense that stories are best appreciated as carriers of moral values, rather than being conceived of as illustrative of simple moral rules" (ibid.). The moral learning potential of good stories and its moral discourse can be explored through drama (ibid. x), which reveals in that the stories can be acted out through exploring the roles in the aspects of their moral virtues or moral ambivalence.

Second, drama can be applied to develop children's physical domain. The physical aspect through drama can be linked with dance drama. A dance form of drama is applied in learning when the statements are complete without the need for words (Heathcote 1984, cited in Johnson and O'Neill 1984: 207). Its importance is also indicated by Slade that when improvised dance is well guided, it provides tremendous freedom for children to express themselves and it also offers a way for them to discover about themselves (Slade 1976: 10). Learning by dance forms can reveal individual style, which belongs to each living person and is an important freedom (ibid.).

Third, drama is for developing children's affective domain, in relation to emotion and feelings. Different drama techniques as discussed in 4.3.1.3, as well as other drama techniques, provide a means to invite children to express their own feelings and emotion. Developing affective domain is also linked with learning through senses (i.e. sight, hearing, smell, taste and touch), and it is obvious that drama is a good means for achieving this.

Last, drama is for developing children's intellectual growth. One of the significant abilities and skills in relation to intellectual domain is problem-solving. This ability and skill is emphasised as good primary practice and EFL development (Brewster 1991: 11). How drama can be used to link with problem-solving will be discussed further in 4.3.2.3.

Taken together, a child-centred approach is through developing a whole child with a balance of moral, physical, emotional and intellectual domains, and drama can provide this. When a whole child approach is operationalised through drama in the classrooms, humanistic teaching reveals in this way. When humanistic teaching through drama is operationalised inside the classrooms, it is a preparation for the school children to operationalise international cooperation outside the classrooms when they can one day, for humanistic concerns and value are the means to achieve international cooperation and children have been learning in the classrooms where humanistic and educational concerns are the main practice. By this way, the children's experience in the EFL classrooms can be linked with the world, and it is for preparing them to head to the international humanistic world. In the EFL classrooms, linking the children's experience inside the EFL classrooms to the world demands teachers' efforts. The discussion about teachers' role is in the next section.

4.3.2.2 Teacher's role

Apart from being 'members of this international community', who select the influences outside the classrooms carefully and transform them into knowledge in a progressive sense to affect children without confusing them, as discussed in Chapter 3, teachers' role in the EFL classrooms through drama is listed as follows:

- Teacher as a helper:

Teachers help children to bring and share their experiences in the classrooms, for bringing and sharing experience are one of the fundamental principles of cooperation derived from Dewey.

- Teacher as a learning task designer:

Derived from a teacher's role above, teachers are also responsible for designing learning tasks for children to interact with each other in various groups and to maximise their interactions with each other. "Children do not come to school for nothing" (Slade 1958: 39). Designing activities for children to get involved their own ideas are important. Also, it is important for teachers to choose world issues carefully and design activities related to world issues for children in order to enlarge their perspectives.

- Teacher as an "enabler" (Heathcote 1982, cited in Goode 1982: 11):

An enabling teacher is to enable people to learn (ibid.). The meaning related to 'enabler' is to authorise, to supply and to give a measure of autonomy (ibid.). In the children's EFL classrooms, enabling teachers also mean having children to make their own decisions.

- Teacher as a guider:

Teachers also play a role of a guider in the classrooms. A teacher as a guider is when children need suggestions, teachers provide them. A key meaning of a teacher as a guider also lies in guiding children's imagination in a constructive way when they learn. A further discussion about 'constructive imagination' can be found in 4.3.2.3.

- Teacher as a co-worker:

In children's EFL classrooms through learning by drama, teachers work together with children. Teachers might apply the skill of 'in role' to work with the children (i.e. see the example of teacher in role in 4.3.1.3). And, when teachers are 'out of role', they discuss and

share their experience with the children, but not as an authoritarian figure in the classrooms.

- Teacher as a reformer:

Teachers as reformers are closely related to linking children' experience with the world and bringing about change, for knowledge has a progressive function and English is a lingua franca. "As a teacher I seek to keep people's experiences 'real'; that is I try to bring about a change, a widening of perspective, in the life of the real person, as well as to offer systems of learning and knowing." (Heathcote 1984, cited in Johnson and O'Neill 1984: 106). What Heathcote says depicts a teacher's role as a reformer and what drama can do to bring about change.

In the children's EFL classrooms in Taiwan, what drama can do to bring about change and link school children's experience with the world will be discussed in the next section.

4.3.2.3 Drama can link school children's experience to the world and bring about change

Apart from the discussion in 4.3.2.1, drama can be used to bring about change inside the EFL classrooms and how it works is closely related to cooperation. That is, except monologue (Fleming 1997a: 106-111), learning through drama is always taking place in a cooperative context, where different learners interact with each other. Drama encourages cooperation and collaboration (Woolland 1993: 8), and it demands cooperation (Heathcote 1984, cited in Johnson and O'Neill 1984: 203). When the school children in Taiwan learn through drama in the EFL classrooms, a change starts from inside the classrooms—from competition to cooperation.

Most significantly, a change through drama learning happened inside the EFL classrooms can be extended to outside the classrooms and to link with the world. As discussed in Chapter 3, Dewey's 'knowledge for use' in relation to internationalisation of English language education has a progressive significance in that knowledge is for school children to perceive, interact, improve and change the world. To be more specific, knowledge which school children learn through English language education is not for them to compete with others, or to copy the human environment, but it is used to change the human environment through actions.

Real life is problematic. Global competitive world creates problems and human isolation, as analysed in Chapter 3. Developing children's power to respond to real life ought to lead to a

progressive direction. That is, it is necessary to develop children's ability to solve problems and bring change of human environment. The essential characteristics of drama, which are 'make-believe', 'imagination' and 'creativity' can be operationalised to solve problems and bring about change. That is, creating an EFL classroom for children to learn in a make-believe context, international topics and situations can be brought into the classrooms. However, as members of this international community, apart from the teachers' role presented in 4.3.2.2, teachers' responsibility is not to bring 'anything' into the children's classrooms without selection, but they are responsible to select influences carefully, as mentioned in Chapter 3, in order to help children respond to real life by solving problems. Solving problems related to world issues can be operationalised through make-believe situations in the classrooms. Solving problems by involving imagination and creativity in the classrooms helps children to respond to real life. And, only drama can provide the doable potential in relation to that. In the next descriptions, the essential characteristics of drama, which are 'make-believe', 'imagination' and 'creativity', will be discussed closely as the operationalising factors to solve problems and bring about change in a progressive direction.

The value of make-believe is potential to be used to solve problems. Make-believe has been misunderstood as 'being free from any responsibility'. The misconception lies in an argument that because learners are learning in an "as if world" (Heathcote 1984, cited in Johnson and O'Neill 1984: 149) and "a pretend world" (ibid.), they are not related to reality and they are free from responsibility. Heathcote points out that "it is just the opposite of this" (ibid.). She argues that "drama uses fiction and fantasy but makes people more aware of reality" (ibid. 204). Her concept "no penalty zone" (ibid. 165) in relation to make-believe is misunderstood and distorted. The meaning of 'no penalty zone', according to Heathcote, is significantly related to that students and teachers are in an equal status (ibid. 129). It is because teachers and students can invent their own 'roles' which they play in classrooms through a power of make-believe, and teachers are not as an authoritarian figure, which is 'the role' that teachers usually take in classrooms. Heathcote says in the 'no penalty zone':

> ...it establishes their *right* to oppose the teacher's power. No
> one loses face. But the best thing of all, the role, not the
> teacher, can respond to the communication, thus holding it in
> the 'no-penalty' zone. (ibid.165)

In this no penalty zone through a fictitious context, it is powerful for teachers to communicate with learners in various ways through playing roles, as indicated by Heathcote.

The teaching approach invented by her, namely, "Mantle of the Expert" (ibid. 192) manifests itself clearly in how she transforms any make-believe contexts in classrooms into a positive direction and enriches learners' learning experience. This approach is realised as a method that students are in role as 'experts' (Bolton 1992: 47) and "are called on to solve some problem" (Fleming 2003: 92). A teacher would be 'in role' and 'out of role', depending on learning situations. Heathcote herself defines 'Mantle of the Expert' as:

> Mantle meaning: I declare that I will uphold the life-style and standards of my calling.
>
> Expert meaning: Furthermore I will undertake to take seriously the acquisition and using of those skills deemed necessary in that life-style I have entered because of my calling. (Heathcote 1984, cited in Johnson and O'Neill 1984: 206)

From her meaning of Mantle of the Expert and how she practises it with learners in classrooms, it does not only reveal responsibility of the teacher and learners, but also involves a serious attitude. In classrooms, she does not allow learners to give up or laugh at the whole situation, as observed by Wagner (Wagner 1976: 20). In the no penalty zone, seriousness and responsibility are involved in her talented approach. Being free from responsibility in fictitious contexts is a serious false notion misunderstood by others with respect to the positive meaning of make-believe and Heathcote's approach (for the detailed descriptions of Mantle of the Expert, see Heathcote and Bolton 1995). Even though Mantle of the Expert as a special approach invented by Heathcote may not be easy for teachers in the EFL classrooms to adapt it, there is no doubt that the key principles of this approach in the positive use and direction of make-believe, seriousness and taking responsibility can be applied in the EFL classrooms.

Positive meaning of make-believe can be combined with imagination to solve problems, if the essence of imagination is used in a right way. The importance of imagination is pointed out by Dewey that "imagination is the medium in which the child lives" (Dewey 1990: 61). Like make-believe, imagination can also be misused. A serious problem that imagination can be misused is in relation to a destructive and vulgar way. An example can be seen that a role in a film who always uses killing to resolve problems whenever he/she is unpleasant. This kind of imagination not only reveals in that the role depicts a 'flat' character as defined in literature (i.e. this role presents killing from the beginning until the end of the film without

going through some kind of psychological change), but also presents how people deal with problems in front of children's eyes, as drama reflects on real life to a certain degree. A vulgar way of presenting imagination is related to careless and non-aesthetic aspects. To give a typical example, any roles in a film who only stimulate audiences' superficial feelings without exploring deeper struggling of human conditions belong to this kind of case. Careless and non-aesthetic presentation do not make audiences develop any deeper understanding of humanity, but only lets them 'enjoy' the scenes in a way that their senses are stimulated in a superficial level. As such, children may only have their eyes wide open when they watch this kind of film, for instance, an exciting 'adventure' presented by a role, but children do not develop any deeper feelings and understanding related to human experience when their imagination is involved in the process of watching the film. When children's imagination is a medium for them to make a connection with the world, destructive and vulgar ways of presenting imagination only provides non-educational examples for children to perceive the world. When one of the key ways for children to perceive the world is from T.V. programmes, non-educational types of drama presented on T.V. are a serious sign for teachers to reflect and take action in their classrooms.

What is opposed to the wrong type of imagination is the 'healthy' and 'constructive' one, and teachers can help children develop it in the classrooms to link children's experience with the world without leading them to a negative direction like the type of non-educational popular drama does. Slade emphasises that child drama demands "healthy imagination" (Slade 1954: 115). Dewey also points out "constructive imagination" (Dewey 1990: 11). Developing children's healthy and constructive imagination through learning by drama in a classroom is not only associated with an educational concern, but also helps them connect with the world in a way that their positive imagination becomes a medium for them to change human environment when they can one day. Besides, developing children's healthy and constructive imagination helps them gain aesthetic experience. "Esthetic experience is a manifestation, a record and celebration of the life of a civilization, a means of promoting its development, and is also the ultimate judgment upon the quality of a civilization", as said by Dewey (Dewey 1934: 326). There is no doubt that drama as art can provide school children gain aesthetic experience, through which it can promote development of a civilization, as linked with Dewey's idea.

As discussed earlier, a make-believe context in learning provides a positive way to solve real

life problems. To give an example, situations and issues in relation to international cooperation can be established inside the classrooms. When make-believe combines with constructive imagination, it helps children gain educational experience and it shows doable potential to link the classrooms with the world and bring about change, for the position of English as a lingua franca. Bringing about change demands new ideas. Another essential characteristic of drama, creativity, is therefore brought in. "Creativity is concerned with changing old ideas to bring them up to date, with escaping from old ideas, with generating new ideas" (De Bono 1970: 25). When children learn in the classrooms, creativity from an individual and from a combination of different individuals can produce power, for different new ideas can be linked together. Linking various new ideas together is equivalent to get involved in creative thinking from different individuals, through which it leads to "breaking out habitual ways of thinking" (Bailin 1998: 37-38). When children's habitual ways of thinking are broken out through a process of creativity, it becomes a good 'seed' planted in them, for they can bring new ideas and thinking outside the classrooms and bring about change when they can one day.

Three essential characteristics of drama show doable potential to re-create and transform children's experience inside the cooperative EFL classrooms. This transformed experience for every child becomes a seed for them to bring to real life and grow outside the classrooms to bring about a progressive change for human world. The key concept of operationalising drama through its essential characteristics for children to link the classrooms with the world in a progressive sense can be found in Heathcote's words as a conclusion:

> The child enters the zone of circumstance permitted by the
> drama situation, and in shaping the circumstance's future, the
> child's future is shaped, ready to be available in the real
> society. (Heathcote 1984, cited in Johnson and O'Neill 1984:
> 198)

4.4 Summary

In this chapter, the concepts and sub-concepts of cooperation related to the three major definitions in educational contexts are analysed. The different cooperative learning methods which are practised in classrooms are also presented in this chapter. It is argued that drama can be applied as a unique method of learning for children in an EFL classroom to operationalise cooperation, instead of using the other learning methods. How drama can be

used to operationalise international cooperation and bring about change through humanistic teaching and the three essential characteristics of drama are also discussed as the major part of this chapter.

In the next chapter, methodology and fieldwork, the discussion will be taken closer to how the key concepts discussed in Chapter 3 and this chapter to be practised in a real EFL classroom for children in Taiwan. The theoretical framework of how I combine the key concepts of Dewey's education (i.e. democracy, knowledge for use and individual growth) with the concepts of cooperation (i.e. bringing and sharing mutual and humanicstic concerns and value, varied and free interactions within a cooperative context, equal participation and continuous readjustment and change) and of drama (i.e. mime, role play, tableau, learning through senses, involving feelings and emotion when learning, the involvement of make-believe, constructive imagination and creativity) will be closely discussed in 5.8.1.1. From the theoretical framework to operationalised factors for implementing cooperative learning through drama will be examined carefully in 5.8.1.2. The lessons of cooperative learning through drama method, thus, is the main focus to be implemented in the children's EFL classroom in the fieldwork in Taiwan.

CHAPTER 5
METHODOLOGY AND FIELDWORK

5.1 Introduction

In Chapter 3, Dewey's philosophy is proposed as an axiomatic basis of internationalisation in relation to a policy level of Taiwan's English language education in elementary schools. In Chapter 4, cooperative learning through drama is presented as the key way to operationalise internationalisation in relation to a classroom level. The purpose of this chapter is to discuss how the concepts I identified in Chapter 3 and Chapter 4 can be operationalised and implemented in real practice. To be more specific, how cooperative learning through drama can be operationalised in a real EFL classroom in order to make concepts of internationalisation realised in real practice.

Methodology and fieldwork are the two key parts of this chapter. In the part of methodology, the focus is on action research, which is used as a main approach to answer my research question and to link with the purpose of my research. The research project with the aspects of action research, the ethical considerations, data collection and data analysis is also examined in the first part of the chapter. In the part of fieldwork, three stages in relation to my research project are presented, namely pre-fieldwork, fieldwork and post-fieldwork. Each stage has the main tasks and challenges. 'What' and 'why' in relation to the concerns, decisions and actions at each stage are examined. Also, 'how' in relation to the concerns, decisions and their pros and cons and actions I take is provided in the second part of this chapter. Before discussing the two key parts, it is necessary to state my research question first:

Research question:

"To what extent can I create a cooperative learning classroom through drama method for children to learn English?"

From assumption to research question

The logic for me in developing the above research question was related to my analysis of the situation in Taiwan and the possible approaches to improving it. From the previous chapters one to four, the concepts I presented explain how I reached the research question:

1. Competitive learning exists in the English language learning classrooms in the elementary school contexts in Taiwan (defines the main problem).

2. The Global Economic World is competitive -- the world of today (defines another problem related to the main problem).

3. The International Humanistic World ought to be cooperative -- the world of tomorrow (the way to resolve the problems).

4. If the International Humanistic World ought to be cooperative, preparation for the cooperative classrooms in the elementary schools in Taiwan contexts for children to learn English is necessary—from the world of today to the world of tomorrow.

5. The assumption:

    The best preparation for an International Humanistic World is to have English language classrooms in the elementary school contexts based on the world of tomorrow

From the assumption, the main questions and sub-questions were developed, through which the research question was formed:

6. Main question:

    - "How can we (policy makers, teachers of English) prepare children to enter this "international" world through English language education?"

7. Sub-questions:

    - "How can I (a researcher and teacher) create a cooperative learning classroom for children to learn English in a school context?"

    - "What type of lessons creates a cooperative learning classroom for children to learn English in a school context?"

8. Research question

In order to answer the research question, selecting an appropriate methodology and deciding the foci of the research are necessary (Cohen, Manion and Morrison 2000: 85, 115). In the following sections, my research approach, by conducting action research to answer the

research question, will be presented. Also, a number of foci related to action research will be explained.

5.2 Research Approach

One of the crucial elements when deciding a research approach is to select an appropriate approach to answer the research question. Also, a crucial element when deciding a research approach is that it should be linked with the purpose of the research. As illustrated in 5.1, the process for me to generate the research question was through defining the main problems and proposing the way to resolve the problems related to English language education at the elementary school level. As such, the main purpose of my research is to solve the problems caused by competitive learning and bring about change by introducing cooperative learning for children to learn English. Action research, in education contexts, with its central spirit of problem-solving, bringing change and a teacher as a researcher, serves as an appropriate approach for me to link with my purpose and answer my research question.

5.2.1 Use of Action Research

In the following sections, concepts of action research in relation to its origin, characteristics, criticism and potential, and its combination with drama method in my research project are provided and explained. Also, four phases/moments of action research are stated in their relation to the fieldwork of my research project.

5.2.1.1 Origin of action research

Kurt Lewin and John Collier are the two figures to coin the term "action research" (Pasmore 2001: 38). Kurt Lewin, a social psychologist, indicates that action research is a type of research which is "a comparative research on the conditions and effects of various forms of social action, and research leading to social action" (Lewin 1946: 35). Lewin develops an approach of action research as a spiral of steps involving planning, action and the evaluation of the result of the action (Kemmis and McTaggart 1988: 8; Smith 2001: 9; McNiff and Whitehead 2002: 41). Working independently from Lewin, John Collier, a commissioner of American Indian affairs from 1933 to 1945, applies action research to his work in improving and changing race relations (Pasmore 2001: 38), and he believes that research "should feed itself into action" (Collier 1945: 300).

With the conceptions of 'action', 'research', 'improvement' and 'change', action research has been developed in different ways. In other words, the term 'action research', as indicated by Reason and Bradbury, has been used in many different ways (Reason and Bradbury 2001: xxiv), and has been defined in a number of different ways (Nunan 1992: 17).

5.2.1.2 Characteristics of action research and their relations to my research project

From different definitions of action research, this approach conceptualises itself as having the following characteristics, and those characteristics are connected with my research project:

Problem-solving

Action research puts an emphasis on solving context-bound real life problems (Levin and Greenwood 2001: 105). It is a problem-solving approach, and aims to eliminate problems through actions (White 1988: 123). By applying action research, a research for solving real life problems can cover a whole school, an organisation or a community. An example can be seen in 'The Ford Teaching Project' (1973-1975) implemented by John Elliott and Clem Adelman, which involves 12 schools in the UK in response to the problems arising from primary and secondary education (Elliott 1991: 29). By conducting action research, a research context can be also focused on a small-scale context such as in an individual teacher's classroom. In this small-scale context, a sole teacher experiences real life problems in a classroom and feels the need for some kind of change in teaching and learning, and is in a position to translate and put his/her ideas into actions in a classroom (Burns 2000: 455). My research project implemented in the fieldwork belonged to this kind of small-scale context, which involved 17 volunteer children who had been learning in a competitive learning classroom in their school, and I, as a full-time researcher and as a teacher from 'outside of the school' (I was a teacher of English before I have been involved in a researcher), was aiming to create a cooperative learning classroom for them to learn English. As action research approach aims to solve real life problems, time scales of projects can range from years to a few months, depending on the kind of projects and the problems that need to be solved. In my research project, as it was related to the fieldwork, the time scale was about three months. Cooperative learning lessons through drama method were designed and implemented to solve the problems caused by competitive learning in an English language classroom (see the two stages of the fieldwork: pre-fieldwork and fieldwork).

Bringing change

Action research is not only simply problem-solving (Kemmis and McTaggart 1988: 21). "It is motivated by a quest to improve and understand the world by changing it" (ibid. 21), and "learning from the consequences of changes" (ibid. 22). It has a potent orientation to bring about change and transformation (Bradbury and Reason 2001: 449).

In an educational context, by conducting this approach, "teachers themselves act as inside change agents" (Markee 1997: 67). As teachers act as 'change agents' in order to change and transform their classroom practice, changes by applying this approach become bottom-up (ibid. 67). An example of a bottom-up change in education can be seen in the work of Lawrence Stenhouse for 'The Humanities Curriculum Project' in Britain between 1967 and 1972 (Stenhouse 1975).

My research project implemented in the fieldwork not only related to problem-solving, which aimed to solve the problems caused by competitive learning, but also related to bringing change, which was to bring 'what ought to be' in learning for children—from competitive learning to cooperative learning. As a teacher to teach 15 lessons of cooperative learning in the fieldwork (see 5.8.1.4 and Appendix 3--Lesson Report), I became an inside change agent to promote a bottom-up change. In order to bring change in teaching and learning, drama method was used for me to create a 'what ought to be' situation—a cooperative learning classroom. Also, as noted by Burns, bringing about continuing change in practice, in action research, is through evaluation and reflection (Burns 2000: 6). In my project, collecting data in a classroom served as my reflection to justify my teaching in order to reach the continuing change in practice.

Teacher as researcher

One of the significant characteristics of action research is the concept of 'teacher as researcher', derived from Lawrence Stenhouse (McNiff and Whitehead 2002:43). Stenhouse questions "the traditional relationship between educational research and changes in classroom practice" (Webb 1996:18). He claims that curriculum research and development should be based on the study of classrooms, and it relies on the work of teachers (Stenhouse 1975:143). As such, "the capacity of teachers to take a research stance to their own teaching", as indicated by Stenhouse, is crucial to effective curriculum development (ibid. 156). What Stenhouse means by a teacher's research stance is that a teacher examines his/her own

practice critically and systematically (ibid. 156), and keeps developing "self-critical awareness" (ibid. 159) in a classroom in order to improve his/her teaching (ibid. 155).

The significance of teachers as researchers lies in that teachers use their own experience to critique what happens in their classrooms (Markee 1997: 67). It also means that teachers are faced with the problems of generalising within their experience (Stenhouse 1975: 157), and in that way, it provides motivation for teachers to improve their professional experience. Also, it can be an educational experience for teachers when practitioners/teachers are involved themselves in investigating their own practice on the job and share their insights (McNiff and Whitehead 2002: 54). A great potential for encouraging teachers to become classroom researchers is to promote professional self-development and renewal (Nunan 1990: 75).

In my research project, I played a role of a teacher as researcher. As a teacher with an ideal to bring about change, I designed cooperative learning lessons and implemented them in the classroom (see the two stages of the fieldwork: pre-fieldwork and fieldwork). As a researcher, I collected various data from the classroom for reflection in order to bring about continuing change to achieve cooperative learning (see the stage of fieldwork). And, with a combination of a teacher and a researcher, I aimed to create a cooperative learning classroom through teaching and reflecting from the data and the real classroom practice. As noted earlier, the crucial spirit of a teacher as a researcher is through examining one's own practice critically and systematically (Stenhouse 1975: 156). In other words, a teacher acting as a researcher is through development of one's own reflective capacities (Elliott 1991: 16), being a "reflective practitioner" (Schon 1991), as will be mentioned next.

Teacher as reflective practitioner

In action research, when teachers act as researchers who collect data in classrooms in order to examine, improve and change classroom practice, it is closely connected with teachers acting as reflective practitioners. The key point for being reflective practitioners is linked with reflection-in-action (ibid.). Schon points out that a practice in a workaday life of a professional depends on tacit knowing-in-action (ibid. 49). When a practice becomes more repetitive and routine, it means that knowing-in-practice becomes increasing tacit and spontaneous (ibid. 61). As such, a practitioner could miss important opportunities to think about what he/she is doing (ibid.). Through reflection, a practitioner "can surface and

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criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness when he (she) may allow himself (herself) to experience" (ibid.). In other words, reflection-in-action helps a practitioner to get more insights and understandings of his/her practice. When a practitioner reflects-in-action, he/she becomes a researcher in a practice context (ibid. 68).

The concept 'reflective practitioners' through 'reflection-in-action', as indicated by Schon (ibid.), can be applied in an educational context. As teachers' practice in classrooms can lead to routine and repetition, it is critically important for them to develop reflection-in-action in order to create more new meanings in their practice. And, when teachers involve themselves in action research as reflective practitioners, it is vital for educational renewal and professional growth (Crookes 1993: 137).

In my project for teaching cooperative learning lessons, I combined reflection in my actions as a reflective practitioner at the stages of fieldwork and of post-fieldwork. At the stage of fieldwork, collecting the data, which was mainly through recording classroom practice by using a video, served as the crucial way for me to reflect on what happened in the classroom and how to create a cooperative learning classroom. Reflecting about what was going on in teaching and learning and how to improve it were also helped through keeping a fieldwork diary and emailing to supervisors for asking advice. Interviewing the participating children also became a crucial source of data for me to reflect on cooperative learning from the children's perspectives. And, the process of analysing interview data at the stage of post-fieldwork was a critical process for me to reflect to what degree I had achieved cooperative learning.

Combination of theory and practice
In action research, "theory and practice are not two distinct entities, but two different and yet interdependent and complementary phases of the change process" (Winter 1996:24). Elliott indicates that action research resists simplifying cases by theoretical abstraction but will use theory to illuminate and explain practically significant aspects of cases (Elliott 1991:52). Furthermore, Stenhouse emphasises that a theoretical framework of concepts should be testable and theory should be rich enough to throw up new questions when it comes to practice (Stenhouse 1975: 157). The crucial relationship between theory and practice in

action research is that theory is not validated independently and then applied to practice, but it is validated through practice (Elliott 1991: 69).

Action research provides a way of linking with theory and practice into the one whole: ideas-in-action (Kemmis and McTaggart 1988: 6). In my research project, I applied this important characteristic at the stages of pre-fieldwork and of fieldwork. At the stage of pre-fieldwork, I combined theory with practice in a way that the major concepts in relation to the theory of English language education at elementary school level as indicated in Chapter 3 and Chapter 4 were put into the operationalised factors which could be implemented and practiced in the real classroom. As "teaching is conceived as a form of research aimed at understanding how to translate educational values into concrete forms of practice" (Elliott 1991:54), it is necessary to translate the major concepts from the theory which are more abstract into the operationalised factors which are more concrete and can be put into practice. Besides, since action research aims at putting ideas into actions and linking theory with practice, at the stage of pre-fieldwork, it was necessary for me to have practical concerns in terms of collecting data, and to keep reflecting on practice in the classroom based on the real classroom situation in order to put major theoretical concepts into practice at the stage of fieldwork.

Knowledge

Knowledge has a key place in action research. According to Levin and Greenwood, action research is "knowledge creation, reflection and application in action" (Levin and Greenwood 2001: 112). Knowledge derived from theory/fundamental concepts provides a crucial basis for action researchers to carry out their practice in order to solve problematic situations by improving and changing them. It is emphasised by Park that through actions action researchers generate knowledge of the world in order to bring about change (Park 2001: 87). And, through practising and implementing knowledge from theory, new knowledge and new meanings can be developed from practice when action researchers keep reflection in actions. In other words, action researchers can develop a kind of reflective knowledge through critical engagement and reflective actions, and this kind of reflective knowledge goes beyond and puts flesh on the bones of abstract conceptual knowledge gained through theoretical analysis (ibid. 87). And, the significance of reflective knowledge provides a vision related to what ought to be (Reason and Bradbury 2001: 9).

In my project, knowledge has a key place in relation to the three stages of fieldwork. At the stage of pre-fieldwork, knowledge of theory/major concepts provided a significant basis in order to bring about the change. And, at the next stage of my project related to fieldwork, reflecting from the data collected from the classroom practice helped me to develop new understanding in order to bring about continuing change in relation to cooperative learning. The knowledge I used at the stage of post-fieldwork to analyse the interview data consisted in the three forms of knowledge: "know that", "know how" and "personal knowledge" (McNiff and Whitehead 2002: 28). 'Know that' refers to knowledge about facts, information, figures about the world which exists out there, external to knowers, and which can be found in books or other resources (ibid. 28). My knowledge in terms of 'know that' is demonstrated mainly in Chapter 3 and 4, in which the major concepts of English language education at policy and classroom levels are analysed. It was associated with the notions of internationalisation and cooperative learning through drama, through which it provided the way to solve the problems caused by competitive learning and to bring about the change. Besides, this kind of 'knowing that' knowledge related to cooperative learning provided me a kind of understanding of children's concepts and perspectives when they talked about cooperative learning in interview data.

Second, 'knowing how' relates to how to do something and involves practical knowing (ibid.). It is procedural knowledge, which refers to procedures and links with skills and competence (ibid.). By applying principles and key skills of 'grounded theory' to analyse interview data, I demonstrated my 'know how' knowledge as an action researcher. Finally, 'personal knowledge' is called tacit knowledge, which possibly gathers from experience or genetic inheritance and which enables individuals to act in particular ways without resources to external facts, information or books (ibid.). My 'personal knowledge' gained from my previous experience for teaching English to elementary school children also served as important knowledge to analyse the interview data about the children's perspectives of cooperative learning at the stage of post-fieldwork.

To sum up, the important characteristics of action research include problem-solving, bringing change, teachers as researchers, teachers as reflective practitioners, combination of theory and practice, and knowledge. Those characteristics are related to the three stages of the fieldwork in my project and are put into practice. The following table shows that which characteristic in action research is related to which stage of my research project:

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Table 5.1 Characteristics of Action Research at the Three Stages of Fieldwork

Characteristics of action research	Pre-fieldwork: preparation, planning lessons	Fieldwork: Implementation, data collection	Post-fieldwork: data analysis
Problem-solving	Cooperative learning lessons through drama method are designed to solve the problems caused by competitive learning	Cooperative learning lessons through drama method are implemented to solve the problems	
Bringing change	Cooperative learning lessons through drama method are designed and aim to bring change	Cooperative learning lessons through drama method are implemented to bring about change in practice Collecting data for reflection to help justify practice and to bring about continuing change	
Teacher as researcher	Cooperative learning lessons through drama method are planned and designed	Cooperative learning lessons through drama method are implemented and various data are collected to examine the practice critically and systematically	
Teacher as reflective practitioner		Collecting various data from the practice serves as the way to reflect, examine, improve and change classroom practice	Involving reflection in the process of analysing data is a crucial way to understand to what degree cooperative learning is achieved
Combination of theory and practice	The major concepts/the theory are put into the operationalised factors which are ready to put into practice	Reflection in a real classroom practice helps to put theoretical framework of concepts into practice The way of collecting data is linked with practical concerns, through which it helps theoretical concepts to be practiced within a real context	
Knowledge	Knowledge of the theory/the major concepts serves as an important basis to solve the	By collecting data from the classroom practice, new knowledge is gained through reflecting from	'Know how' knowledge and 'personal knowledge' are the key knowledge for me to

	problems caused by competitive learning and to bring about change. Knowledge at this stage is related to 'know that'.	the data, through which it can bring about continuing change in practice	analyse the interview data in order to understand children's perspectives of cooperative learning

5.2.1.3 Application four phases of action research to three stages of the fieldwork

As indicated earlier, Kurt Lewin, one of the originators of action research, develops an approach of action research as a spiral of steps that each of which is composed of a circle of planning, action, and fact-finding about the result of the action (Lewin 1946: 38). Based on Lewin's approach, Kemmis and McTaggart develop it into four moments/phases of action research and explain it in concrete ways (Kemmis and McTaggart 1988). According to Kemmis and McTaggart, the four moments/phases are planning, action, observation and reflection (ibid.).

Kemmis and McTaggart emphasise that these four moments/phases are not static steps, complete in themselves, but rather as moments/phases spiral of planning, acting, observing and reflecting (ibid. 15). At the phase of planning, general plans ought to be "constructed action and by definition must be prospective to action—it must be forward looking" (ibid. 11). As plans are going to be put into actions in real contexts, they must be "flexible enough to adapt to unforeseen effects and previously unrecognised constraints" (ibid.).

In my research project at the stage of pre-fieldwork, my major task was to plan and design cooperative learning lessons through drama method. Theoretical and pragmatic concerns were inter-related together when I aimed to achieve my major task in order to answer my research question. At this planning phase, on the one hand, I was aware that the theoretical concepts ought to be 'firm' and 'sound' enough in a way that they provide a crucial basis to be put into practice at the action phase. On the other hand, they also need to be 'flexible' enough to cope with the real classroom practice in a way that they accommodate open space to be adapted and justified when meeting with the real situation. As such, the cooperative learning lessons I planned and designed for the fieldwork, on the one hand, provided clear structures and directions in the way that the major concepts of cooperative learning through drama were connected and combined, through which it was rich enough to illuminate the practice and to answer my research question. On the other hand, the lesson plan was not fixed and rigid without any open space for being modified when it came to the real practice. Detailed descriptions will be discussed in 5.8, 5.8.1, 5.8.1.1, 5.8.1.2 and 5.8.1.4.

At the phase of action, it is to put "ideas-in-action" (ibid. 12). Actions at this phase are guided by planning in the sense that they look back to general plans, but are not completely controlled by plans (ibid.). Actions ought to be reflective and be able to bring about change in practice. "Instant decisions about what is to be done" (ibid.) and "practical judgement" (ibid.) are involved at this action phase as real contexts can be dynamic and unexpected. Teachers as researchers and as reflective practitioners are involved at this phase, through which reflective actions are included and understanding from reflection is gained. By referring to my research project, detailed descriptions about the implementation of actions, relating to how and what I justify my actions/teaching in order to answer the research question, are provided (see 5.8.2.3, 5.8.2.4 and Appendix 4 and Appendix 5)

Actions in action research which differ from actions in usual situations are that they are observed systematically (ibid.). The importance of observation lies in that it provides critical and reflective feedback about real practice. Careful observation is necessary, through which actions limited by constraints of reality are observed and realised (ibid. 13), and feedback from reflection is gained to justify actions. By using "responsive, open-eyed and open-minded" attitudes (ibid.), what can be observed by action researchers include the action process, the effects of actions, the circumstances of and constraints on actions (ibid.). In my project, the stage of fieldwork was related to the phase of observation. Using videos to record what was happening in the classroom served as the major way to observe, through which a crucial basis for me to reflect and justify classroom practice was provided. The detailed descriptions about why, how and what I observe to create a cooperative learning classroom at the stage of fieldwork are presented (in 5.8.2.3, 5.8.2.4, Appendix 4 and Appendix 5).

The fourth phase/moment of action research is reflection (ibid.). It is emphasised by Kemmis and McTaggart that a spiral of steps of four moments/phases, which is planning, acting, observing, reflecting...and then re-planning, further implementation, observing and reflecting, is, in fact, the self-reflective spiral (ibid. 22). As such, each moment/phase conceives different degree of reflection, and by reflection it strengthens each phase/moment. In my project, what could be included as the reflection phase was closely related to the stages of fieldwork and of post-fieldwork. Reflection played a major role at these two stages to justify and bring about change in practice, and to evaluate to what degree I answered the research

question. However, a certain degree of reflection was also involved at the pre-fieldwork stage in order to make the decisions in terms of the theoretical and pragmatic parts.

The four moments/phases which apply to the three stages of my project are illustrated as follows:

Figure 5.1 Application Four Phases of Action Research to Three Stages of Fieldwork
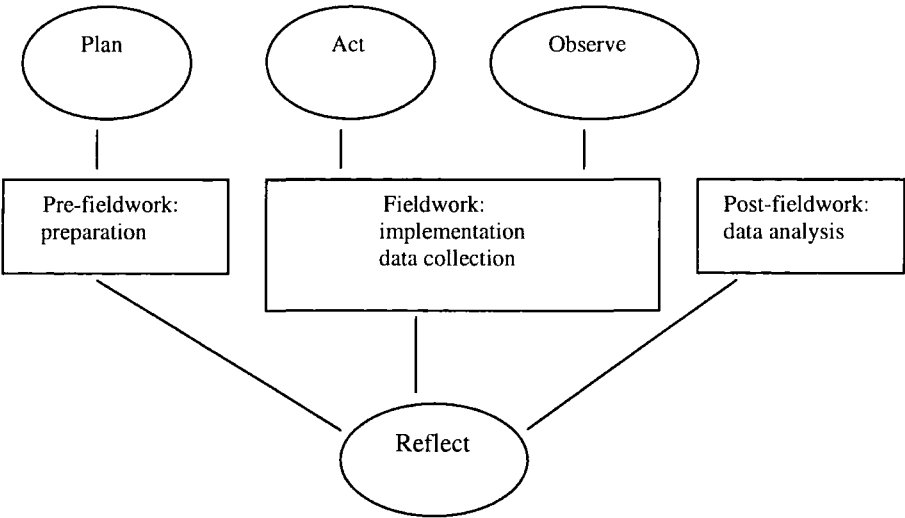
5.2.1.4 Criticism and potential of action research

The different characteristics of action research have been indicated so far, and one of the criticisms of action research is derived from them. It is the issue about the resistance of teachers to becoming researchers (Burns 2000: 7). The criticism focuses on the fact that teachers have relevant skills for collecting data, but not for interpreting data (Winter 1982: 162). As such, the findings from teachers acting as researchers are not able to contribute to the development of theories since the findings are not generalisable to other contexts (Webb 1996: 23).

Basically, the above criticism related to teachers as researchers is from a perspective of "expert-based, non-participatory methods of inquiry and change" (Pasmore 2001: 46). Based on that belief, the value of teachers as change agents and as researchers to investigate what happens in their classrooms is ignored, since 'teaching as teachers' differs from 'investigating

as researchers'. Accordingly, in educational contexts, any change can be still dominant and determined by 'experts' opinions' or 'officials' decisions' from the top (ibid.).

However, the potential of teachers as researchers as emphasised above indicate that it is a key way to bring about educational change and renewal. This kind of bottom-up change initiated by teachers can not be ignored because teachers stand in the very 'front line' of real daily classroom practice and they are in a most appropriate position to investigate their own classroom problems. Based on that, "a felt need" (Elliott 1991: 53) from teachers under their own circumstances can provide them with motivation to solve problems and to bring about change.

As mentioned earlier, a criticism of teachers becoming researchers is teachers' lack of ability to be 'researchers' in the sense that they are incompetent to interpret data from their practice and they are not able to develop theories from their findings. However, there are ways to solve the above situation. As the genuine and significant meaning of teachers as researchers emphasises teachers' reflective capacities to examine and improve their own practice critically and systematically (Stenhouse 1975), this kind of reflective ability and habit occurring in teachers' daily practice provides an important basis for them to analysis and interpret any data they collect. Either the data which is from observations or interviews, or which is from individuals' diaries or discussions with students or colleagues provides a great potential to be interpreted by teachers themselves, for teachers are 'within' the research contexts and they are 'part' of the research contexts. And, any researchers or interpreters who are 'outside' of real classroom practice and who are never involved in real daily teaching may lack a kind of 'special sense' like the teachers have to analyse and interpret data raised from real practice.

Based on that, what teachers need as researchers in their contexts is to improve the relevant knowledge as mentioned in 5.2.1.2 (see the section of 'knowledge'). By developing the relevant knowledge related to "know that" and "know how" (McNiff and Whitehead 2002: 28) with accompanying "personal knowledge" (ibid.) from teachers, it helps teachers to analyse and interpret data they collect. To develop knowledge to analyse data, it is important for teachers to realise that it is not enough for them to depend on 'personal knowledge' gained from their teaching experiences only. Expending their knowledge from reading more books or taking any courses in relation to their classroom practice is necessary. Having

'knowing that' knowledge, it helps teachers analyse data, as teachers develop wider and deeper professional views related to their real practice. Also, for the 'knowing how' knowledge to analyse data, one of the important and systematic approaches to analyse of data in a qualitative way is 'grounded theory'. For the steps and approaches of grounded theory, reference can be made to the work written by Strauss, A. (1987), Strauss, A. and Corbin, J. (1998) and Glaser, B. and Strauss, A. (1999). Later in this chapter (see 5.7), I also discuss the ideas of grounded theory, and how I analyse data by applying grounded theory will be discussed in 5.8.3.2.

5.3. Combination of Drama Method in the Action Research Project

As indicated earlier, the crucial aim of conducting action research is to solve problems and bring about change. The key reason that drama was used as the major teaching method in my action research project is that drama provides doable potential as a teaching method to solve the problems caused by competitive learning and to bring about change. By using drama method, cooperative learning can be introduced and implemented in children's English language classrooms, through which it aims to bring about 'what ought to be' situation— change children's learning experience from competitive learning to cooperative learning.

My research project involved 17 children who had been learning English as well as other subjects in a highly competitive way in their school. As an action researcher who was a 'volunteer teacher' and a teacher from 'outside', I designed and prepared lessons carefully and aimed to use drama as the major teaching method to introduce cooperative learning and to bring the change of children's learning experience. At the stage of pre-fieldwork, drama were combined and connected with other major theoretical concepts, through which the operationalised factors related to drama activities and techniques were focused and were aimed at putting into real classroom practice (see 5.8.1.1 and 5.8.1.2). At the stage of fieldwork, implementing cooperative learning lessons through drama method was the major task, through which the practice of a teacher becoming a researcher and a reflective practitioner was involved in the way that various data were collected from the classroom in order to examine, reflect, justify drama activities to create a cooperative learning classroom. Through the two stages of fieldwork, drama method was linked with important characteristics of action research to create cooperative learning for children to learn English. Drama, as a

crucial and doable teaching method, brings about change in teaching and learning of real classroom practice.

5.4 Rejection of Experimental Method

As noted earlier, an appropriate approach helps to answer the research question and is associated with the aim of the research. In educational contexts, one of the popular approaches is experimental method. Experimental method can be used in educational contexts as long as the approach is 'fit for the purpose' and enough attention is given to ethical considerations. For example, if a classroom intervention is considered to be an additional feature of the learning, which is based on a genuine enquiry and does not involve deliberately reducing the impact of the learning on the control group, it is possible that the ethical considerations can be overcome. However, as will be described, in the case of this study this approach was thought to be inappropriate. Conducting this approach in my research project would not have helped me to answer my research question. To be more specific, conducting experimental method in an educational context or in my research project can encounter critical ethical questions and violate basic educational principles, due to its essential feature.

Controlling and manipulating the conditions deliberately is the essential feature of experimental method (Cohen, Manion and Morrison 2000: 211). In other words, by using this approach, a research context is treated like a laboratory (ibid. 78). In the process of conducting this approach, the subjects are divided into the control group and the experimental group (Bell 1993: 11-12; Cohen, Manion and Morrison 2000: 211) in order to carry out an experiment. The key principle of such an experiment is that the experimental group is given special treatment while the control group is not, then any differences between those two groups are measured and compared after the end of the experimental period, through which any findings from this kind of experiment can be generalised to other contexts (Bell 1993: 11-12; Cohen, Manion and Morrison 2000: 211-212).

A typical example to explain experimental method can be seen in a laboratory where the mice are treated as experimental subjects in a controlled and manipulated condition. For example, suppose investigators develop an assumption that a special treatment, a new invented food, can promote mice to grow bigger and quicker. By using experimental method, the two

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groups of the mice are controlled in a way that the conditions of the mice in terms of age, type, sex and ratio, etc. are matched, and the special treatment is given to the experimental group while the control group is not. During the whole process of the experimentation, the condition of the laboratory such as air and light is controlled, and the special treatment such as the 'fast-growing food', in this case, is manipulated. At the end of this experiment, any differences between those two groups of mice in terms of 'growing bigger and quicker' is measured and compared in order to reach a conclusion which is able to be generalised to other contexts.

In an educational context, by applying the central feature of experimental method, serious ethical questions and educational concerns can be raised. Any educational contexts involve individuals. Treating human beings in a "manipulable, controllable and inanimate" (Cohen, Manion and Morrison 2000: 212) laboratory-like context is violating ethical considerations. In that way, it also suggests that "the action of people can be controlled or conditioned by external circumstances" (Opie 2004: 87), while "thoughts, personality, creativity and so on, are irrelevant" (ibid.). And, that violates basic educational principles.

Suppose I *used* experimental method with its central feature of controlling and manipulating in my research project, critical ethical questions could be raised, in which basic educational principles in relation to regarding 'humans as humans' were also violated. First of all, the controlling and manipulating feature could manifest itself in a way that the 'subjects' ought to be 'deliberately' selected in terms of the controlled factors. One of the key concerns related to control and select the subjects, in experimental method, is to meet with the criteria of "internal validity". This example can be seen in 'the York Study' (1967-1970), in which the students were deliberately selected in terms of the controlled factors such as intelligence and language learning ability, and the project aimed to measure the effectiveness of language laboratory in a school context (Green 1975). Controlling subjects in this way could raise one basic educational question: equality. Suppose a student was interested in getting involved in the project, but he/she was not able to join, due to his/her IQ test score was low. Besides, usually, in experimental method, the term to be used to address the participants is 'subjects'. Based on this kind of 'addressing', it conveys a certain degree of concept which reflects the way of this method: the human beings are not treated as 'beings' who are alive and are able to think, but as 'subjects' who can be controlled by a kind of power or authority. It violates a basic educational belief.

Secondly, the central feature of this method manifests itself in conducting 'a control group' and 'an experimental group', through which it aims to control 'the special treatment' to the experimental group and it serves as a key controlled and manipulated factor to produce different results when the two groups are compared. In my case, *if* I used this approach, serious questions could be raised: Did I help children? Or, did I create more problems for children? Imagine two groups of the children were selected by the controlled factors and the 'experiment' was to give the experimental group 'the special treatment'—cooperative learning, while the control group was treated in their usual learning way—competitive learning. Then, the results from those two groups in response to different kinds of 'treatment' were measured and compared. Suppose I *applied* experimental method in that way, I didn't only create more problems for children, but also violated ethical issues. As indicated earlier, my assumption of the research is to prepare children to experience genuine cooperative learning, through which it is assumed the problems caused by competitive learning will be solved. In other words, the aim of my research is to solve the problems, not create more problems. If I used experimental method to 'treat' children two different kinds of learning, for the children in the control group, I would create more problems, and I would violate ethical issues. The essential principle for ethical concerns is that "investigation should be considered from standpoint of *all* participants" (BPS 2002, cited in Opie 2004: 87, my emphasis). Putting children from a control group to a harmful and problematic situation, in this case, for the sake of conducting the method in order to get a comparative result, it *could* become an example to threaten children's wellbeing and to be against ethical implications.

Finally, based on the central principle of experimental method, the results from the control group and the experimental group must be measured and compared in order to be generalised to other contexts. However, by conducting experimental method, the key concepts 'be measured', 'be compared' and 'be generalised' in relation to outcomes and results in educational contexts can raise many debatable questions. In the first place, learning outcomes are not *always* measurable. Using language learning as an example, while investigators may be able to measure students' language performance as an 'outcome', it is difficult for them to 'measure' students' feelings, thinking and experiences in relation to any kind of experiment. Feelings, thinking and experiences from students ought to be counted as a crucial part of 'learning outcomes', for it can convey an important message and implication for any 'treatment' they go through. While the experimental method emphasises that any

outcomes and results can be/should be measured and tested, in educational contexts, a serious question can be raised about its doability. Then, if learning outcomes are not able to be measured and tested in the first place, it was impossible to compare the results from the two groups. Of course, investigators could insist on testing and measuring some aspects such as linguistic performance. However, one of the key purposes to conduct a research project is to find out and to explore something new. In this case, none of any new aspects or factors could be counted as 'outcome', except linguistic part which has been tested and measured as the typical proof of outcome in relation to learning. Last is the question about a result which aims to be generalised to other educational contexts by conducting experimental method. Referring to the previous descriptions, when conducting experimental method can raise serious ethical issues and violate basic educational principles because of its central feature of the method, another serious ethical and educational issue can be raised if any results claim to be generalisable to other educational contexts: is it ethical?

The major reasons for me to reject experimental method were related to critical ethical and educational concerns as indicated in this section. Besides, conducting this approach did not help me to answer my research question which is to create a cooperative learning classroom for *all* of the children who participated in the project, not for dividing the children into two groups for conducting two kinds of learning: cooperative learning and competitive learning. Also, dividing children into two groups by conducting two kinds of learning did not fit into the aim of my research: solving problems caused by competitive learning, and bringing about change by introducing cooperative learning. *If* I applied experimental method to my research project, the destructive consequence for this experiment was that more new problems were created because 'one more' competitive learning classroom was produced, and the change which aimed to create a genuine cooperative learning classroom for all of the participating children could only be experienced by part of the children who were selected in the controlling factors under the principle of experimental method.

5.5 Ethical Considerations and Their Application to the Research Project

As emphasised above, one of the primary reasons for me to reject experimental method in my research project was for ethical and educational considerations. It is indicated by Aronson and Carlsmith (1969, cited in Cohen, Manion and Morrison 2000) that there are two sets of value: "a belief in the value of free scientific inquiry in pursuit of truth and knowledge; and a

belief in the dignity of individuals and their right to those considerations that follow from it" (Cohen, Manion and Morrison 2000: 58). Ethical considerations stand in the latter set of values. Ethical issues and considerations applied to research in educational contexts provide a proper and right base for researchers to proceed on the basis of the dignity and right of other individuals who participate in researches.

By conducting action research, researchers must pay attention to the ethical principles that guide their work (Hopkins 1993: 221; Winter, 1996: 16). Ethical considerations were implemented in my action research project as the points shown below:

■ Informed consent (Burns 2000: 18; Cohen, Manion and Morrison 2000: 50; Lewis 2003: 66)

The principle of informed consent is that all participants must be informed. Referring to my action research project, informed consent was applied to different participants in the participating school (the C School) which was involved in the research project willingly (see 5.8.1.3). And, the information provided by me, no matter whether it was through an oral explanation or a written form, included: purposes of the project (i.e. bringing about change in teaching and learning), research approach (i.e. conducting action research), the main themes (i.e. internationalisation, cooperative learning), teaching and learning method (i.e. drama and cooperative learning), classroom data (i.e. how would it be collected and how would it be used), the timescale (i.e. approximate time for the project) and information about the researcher/myself (i.e. teaching and academic experiences). Details about whom I informed and what had been done, it can be referred to 5.8.1.3.

■ Voluntary participation (Burns 2000: 18)

As the principle of informed consent arises from the participants' right to freedom and self-determination (Cohen, Manion and Morrison 2000: 51), voluntary participation is necessary. Volunteers may raise the problem related to 'external validity', for they are not likely to be a random sample (Burns 2000: 18). However, voluntary participation has a key position in research in educational contexts because it involves individuals and "educational research is by, for or with people" (Sikes 2004: 24).

In my action research project, the participating school and children were all volunteers. How both the participating school and the children become volunteers to participate in the project, it is described in 5.8.1.3.

■ Right to discontinue (Burns 2000: 21)

When conducting research, this ethical practice should be respected (ibid.). It is the right to respect that any participants should have the option to refuse to take part and the right to terminate their involvement at any time (Cohen, Manion and Morrison 2000: 71). Referring to my research project, when it happened that any participating child was not able to attend one or two lessons because he/she had to attend other school activities, he/she was free to skip the lesson.

■ Do no harm

Where necessary, researchers need to ensure that the research does not harm the participants. In my action research project, this ethical concern was practised in the three aspects: 1) to use which approach to conduct the research project 2) to decide which teaching topic, and 3) to justify teaching and learning in actual practice. When considering which approach was appropriate to my research project and would do no harm to children, experimental method was rejected due to ethical considerations (see 5.4). When deciding which teaching topic would not harm children's psychological side and "produce psychological stress" (Burns 2000: 22), the topics such as earthquakes and war were considered as improper topics based on this concern (see Table 5.3). Another example related to 'do no harm' arose in practice when the children might have harmed themselves in one activity, and that activity was stopped immediately (see Appendix 5, table 1).

■ Confidentiality (ibid. 20; Cohen, Manion and Morrison 2000: 62; Lewis 2003: 67)

"Confidentiality means avoiding the attribution of comments, in reports or presentations, to identified participants" (Lewis 2003: 67). Through the promise of confidentiality, it protects participants' right to privacy (Cohen, Manion and Morrison 2000: 62).

When this ethical concern was applied to my project, the names of the participating school and the children were not their original names when they were displayed in this

thesis. By doing this, the participants were protected because the information provided by them did not reveal their identities (names) and it provided "non-traceability" (ibid. 61) to their identities. Also, confidentiality was applied to the data I collected in fieldwork. The data about recording the classroom interaction between teaching and learning was used for me to justify and reflect real practice (see 5.8.2.3), and I promised to send those videos back to the school later (it will be until the entire research for this thesis is finished). It is emphasised by Kemmis and McTaggart that action researchers should accept responsibility to maintain confidentiality (Kemmis and McTaggart 1988: 107).

■ Researcher obligations

It is important to regard the researchers' obligations in relation to the 'being researched'. Based on the inter-relationship between the researchers and the being researched, it develops the researcher's obligations. The key concern to fulfil researchers' obligations lies in that "researchers should think about what they can give back" (Sikes 2004: 29). One kind of approach to research which is disrespectful of participants is that researchers go into research settings, get what they want and then leave without giving something in return, as pointed out by Lather (1986) (cited in Sikes 2004: 29). Action researchers should avoid this kind of 'exploitative' approach.

Referring to my project, my obligation was fulfilled in that I edited the children's work into two 'books'—'the Picture Book' and 'the Photo Book', and each participating child obtained two of them (see Appendix 6 and Appendix 7). Also, my obligation showed in that I had two demonstration lessons to share cooperative learning approach through drama method with the teachers of English at the participating school. Besides, I was able to write the cards to the participants from the principal through the teachers to every participating child when fieldwork was finished, through which it expressed my gratitude to them to participate the whole project.

Based on the ethical considerations, an action researcher's obligation can also relate to his/her responsibility "to reveal fully his or her identity and background" (Cohen, Manion and Morrison 2000: 71). In my research project, my identify and background were clearly explained to the participants (i.e. the principal, the parents, the children and the teachers).

To sum up, "ethical problems in educational research can often result from thoughtlessness, oversight, or taking matters for granted" (ibid. 60). It is the researchers' responsibility to examine carefully for ethical issues and considerations and to avoid any ethical problems that could cause negative effects on participants. The fundamental principle of conducting any researches, including action research, is based on this concern: it is not for your own/researchers' own "ambition, prestige or ego" (Burns 2000: 23), but for the good of all of the participants.

5.6 Triangulation and Methods of Data Collection in the Project

As discussed earlier and summarised in Table 5.1, in action research, collecting data is for reflecting, examining and improving real practice, through which it aims to bring about change. Various ways of collection of data can be regarded as a crucial method to bring about change in a practice. The concept of using various ways to collect data is closely linked with the concept 'triangulation'. Although triangulation covers theoretical triangulation, investigator triangulation and methodological triangulation (Denzin 1970: 472, cited in van Lier 1988: 13), when it applies to data collection, triangulation refers to collection of data from a variety of angles or perspectives in a situation, and different kinds of evidence are brought in (Elliott 1991: 82).

Referring to my project, any "information, evidence or facts" (Richards, Platt and Platt 1992: 96) gathered at the stage of fieldwork were counted as the data. These included classroom videos, a fieldwork diary, emails to supervisors and children's interviews. Also, Lesson Report was one of the sources of data, which was done after the fieldwork and it describes in detail each lesson in terms of objectives, time, procedure, teaching aids and the way of interactions (see Appendix 3).

The following tables show which methods I had considered and which I applied to collect data in the project. And, as collecting data with practical concerns in an action research project is crucial to put theoretical concepts into practice within a real context, what practical concerns behind the choices I made were also mentioned:

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Tables 5.2 – (1) to (6) Methods of Data Collection Considered and Applied

(1)

Method	Observation	(1) Observed by other teachers	(2) Setting a digital camera to record classroom teaching and learning
Strengths	- One of the key phases of action research is observation, and reflective feedback related to a research question can be provided through observation - Information collected from observation provides knowledge to test and modify theories (Foster 1996: vii)	- Providing other teachers' perspectives	- Less interruption to teaching and learning - A way for self-reflection to classroom practice - Providing evidence of teaching and learning of cooperative learning
Weaknesses	- Information collected from observation can be various and it's time-consuming to organise	- Other teachers don't participate in the project. They may misinterpret activities based on certain concepts - They may interrupt class - Children may behave 'unnaturally' because of other teachers' presence	- A digital camera is set. It can't record every angle in the classroom - It can't record the sound clearly (i.e. students' discussions in groups)
Method to be applied?		No	Yes
Practical concerns and potentials			- Videos recorded from every class can be rewound and watch again to examine and reflect classroom practice - Set camera is less disruptive.

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(2)

Method	Questionnaires
Strength	- Providing a way to collect certain types of information quickly (Bell 1993: 76)
Weakness	- Can't obtain information in depth. For example, information provided by every individual can't be traced in terms of some specific details.
Method to be applied?	No
Practical concerns and potentials	- Children may not be able to understand every question from a questionnaire clearly - Children may not be able to provide information by writing their thinking and feelings clearly

(3)

Method	Interviews
Strengths	- Can get information in depth - Can "explore values, feelings, attitudes" of individuals (Opie: 2004: 130)
Weakness	- Transcribing every interview is time-consuming
Method to be applied?	Yes
Practical concern and potential	- Providing children's mind map—their perspectives, understanding and experiences of cooperative learning

(4)

Method	The teacher writes a diary	Students write diaries
Strengths	- Providing an important introspective tool (Nunan 1992: 118) to record a classroom practice - Providing good ongoing record (Hopkins 1993: 117) in relation to things, events, circumstances which helps one to reconstruct	- Can provide children's viewpoints

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	what it was like at the time (Elliott 1991: 77)	
Weakness	- Information provided is only from a teacher's perspective	- Children may only write something simply, not information in depth
Method to be applied?	Yes	No
Practical concerns and potentials	- A teacher plays roles of a researcher and a reflective practitioner in action research. Writing a diary helps to reflect everything happens in a classroom. - Students have heavy study stress, and they may not have much time to keep diaries	

(5)

Method	Emailing to supervisors
Strengths	- Emailing is quick and convenient - Providing quick feedback from supervisors
Weakness	- Communication is not through face to face
Method to be applied?	Yes
Practical concerns and potentials	- The fieldwork context is in Taiwan, and emailing to supervisors is the only way to be guided by them - Supervisors provide different perspectives and guidance to what happened in real practice - Can minimise the weakness of not being observed by other teachers

(6)

Method	Lesson Report
Strengths	- Providing detailed descriptions about every lesson in terms of objectives, time, procedure, teaching aids and the way of interactions - Providing the teacher's mind map—her perspective and understanding of cooperative learning
Weakness	- Very time-consuming to write the report

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Method to be applied?	Yes
Practical concerns and potentials	- Showing how the aims of cooperative learning are put into operation - Showing classroom interactions between teaching and learning, the teacher and students, students and students

5.7 Analysis of Data by Applying Grounded Theory

As indicated earlier, various data were collected in my fieldwork. By applying the approach of grounded theory, I analysed one of the important sources of data, the children's interviews. Grounded theory "is a style of doing qualitative analysis" (Strauss 1987: 5). This approach to qualitative analysis was developed by B. G. Glaser and A. L. Strauss in the early 1960s (ibid.). The term 'grounded theory' means that "theory that was derived from data, systematically gathered and analyzed through the research process"(Strauss and Corbin 1998: 12). This approach reveals a key characteristic of qualitative analysis in a way that "a nonmathematical process of interpretation" (ibid. 11) is emphasised, "carried out for the purpose of discovering concepts and relationships in raw data and then organizing these into a theoretical explanatory scheme" (ibid.). Grounded theory is used to produce well-constructed theory, "which is discovered and formulated developmentally in close conjunction with intensive analysis of data (Strauss 1987: 22-23).

As grounded theory emphasises development of theory through systematic and intensive analysis of data, coding is an essential procedure in the process of analysis (ibid. 27). Coding means the "analytic processes through which data are fractured, conceptualized, and integrated to form theory." (Strauss and Corbin 1998: 3). Referring to my research project, how I analysed the children's interview data by applying the characteristic of coding, namely, the data was fractured, conceptualised and integrated, is discussed in 5.8.3.2. By using various ways of coding, I aimed to develop children's theory of cooperative learning. While qualitative research is generally labeled as 'unsystematic' and 'impressionistic' (Glaser and Strauss 1999: 223), the researchers such as Strauss, Glaser and Corbin have theorised grounded theory as a vigorous approach, in which "how the discovery of theory from data— systematically obtained and analysed in social research" (ibid. 1) is demonstrated. In 5.8.3

and 5.8.3.2, the discussion will be focusd on why and how I analyse the children's interview data by applying grounded theory.

5.8 The Research Project

Starting from 5.8 until the final section, it is the second major part of this chapter. The focus is on how the cooperative learning lessons are planned and designed; how they are implemented and how I reflect in a classroom practice, and how children's interview data is analysed. In order to reveal the time sequence in relation to this research project, 'pre-fieldwork', 'fieldwork' and 'post-fieldwork' are used as the three stages to indicate this. What was the focus and what had been done in terms of the three stages are discussed in the following sections.

5.8.1 Pre-Fieldwork: Preparation Stage—Planning the Lessons

Figure 5.2 What Was the Focus and What Had Been Done at the Preparation Stage
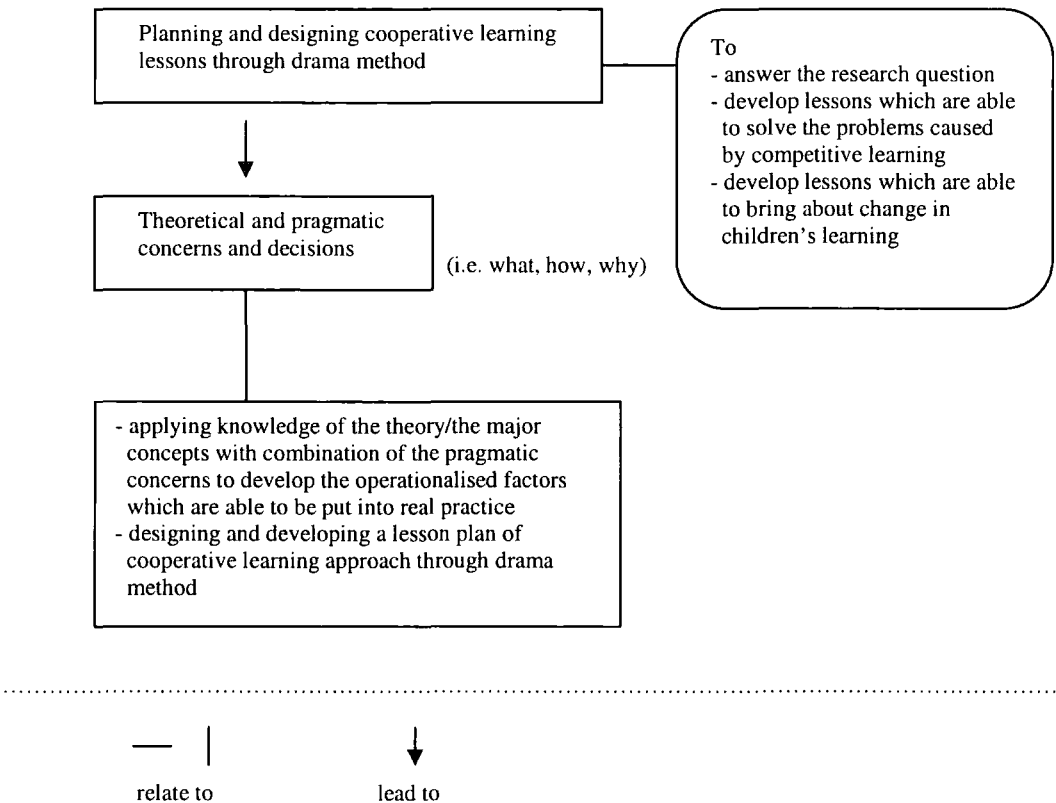
At this stage, I had one major task, which was

-   to plan and design cooperative learning lessons through drama method

The major challenges in relation to the major task for me at this stage included

- how to connect and combine the major concepts (i.e. individual growth, knowledge for use, democracy, cooperation, internationalisation and drama) in order to develop the cooperative learning lessons through drama method;

- how to put the major concepts into operationalised factors related to cooperative learning approach through drama method that can be implemented in a real classroom teaching and learning;

- how to find a school and school children to participate in the project

At this preparation stage, two major concerns which were derived from the challenges in order to achieve the major task had been borne in mind. One was related to a theoretical consideration: how to put the major concepts from the theory into operationalised factors, through which a lesson plan of cooperative learning approach through drama method could be developed. The other was pragmatic: deciding how many hours for fieldwork, how many lessons to teach, how to find a school and school children to participate in the project. And, those two parts were inter-related to each other in that the major concepts from the theory were going to be put into the operationalised factors which were able to be implemented in a real classroom setting. As such, the information in terms of a participating school and school children was also served as an important source for me to design my lesson plan before teaching.

In the following descriptions, what actions I took at the preparation stage to meet with the major task relating to planning and designing the cooperative learning lessons through drama method will be mentioned. The descriptions will be focused on 1) the further combinations between the major concepts from the theory, 2) how I put the major concepts into the operationalised factors, and 3) how I decided the teaching hours and numbers of lessons, and how I found the school and the school children for the project. Also, the reasons and concerns behind the actions I took and the decisions I made in relation to the above three aspects will be mentioned.

5.8.1.1 The theoretical framework of major concepts
Connections between the major concepts

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Figure 5.3 Connections of Major Concepts

three key concepts
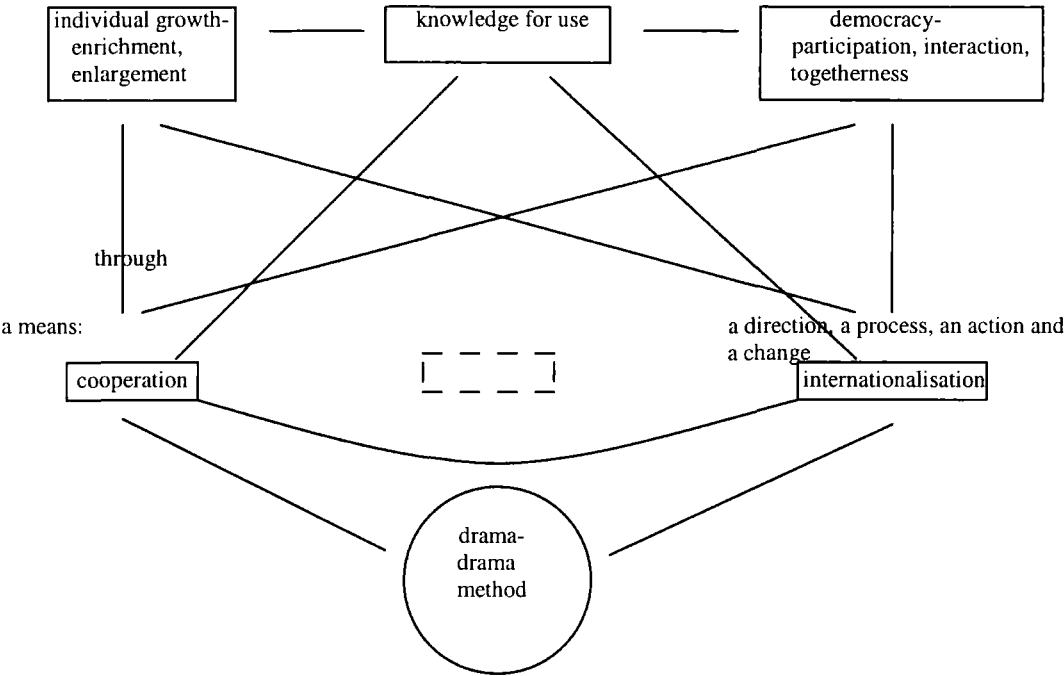
Figure 5.3 shows that the concepts taken from Dewey in the discussion of internationalisation and cooperation in earlier chapters are all interrelated:

1) 'Individual growth', which is associated with 'enrichment' and 'enlargement', can be developed by the means of 'cooperation' in order to achieve 'internationalisation'. That is, the individual child's experience is enriched through bringing and sharing different individuals' experiences, ideas and feelings. And, bringing and sharing mutual humanistic concerns, which characterises the first principle of cooperation, is to be used as a means to achieve a world of internationalisation. Besides, the individual child's perspectives can be enlarged through introducing them to world people, countries, culture and issues, and it is one of the key focuses in the process of internationalisation.

2) 'Democracy', which is characterised by concepts 'participation', 'interaction' and 'togetherness', can be achieved through concept 'cooperation'. That is, through the cooperative efforts, principles and actions, it can head in the direction of togetherness, which is the ideal of democracy. Equal participation and varied and free interactions among different individuals, groups and countries based on humanistic and educational

concerns and values are the key emphasis to head to togetherness, the direction of 'internationalisation'.

3) The concept of 'knowledge for use' is linked with 'cooperation' and 'internationalisation'. That is, in the process of internationalisation, knowledge with a progressive sense has a function to help children link with the world in the ways that it is used for children to perceive, interact, improve and change the world. As knowledge in a progressive meaning is related to actions and change in a process of internationalisation, it can be only operationalised through cooperation, through which cooperative actions and efforts can promote change on a human scale.

4) Concepts of 'cooperation' and 'internationalisation' have connections in that 'cooperation' can promote 'internationalisation'. To be more specific, by applying the key fundamental principles of cooperation (i.e. bringing and sharing mutual and humanistic concerns; a continuous readjustment and change through varied and free interactions based on humanistic and educational concerns between individuals and groups; individuals participate in society on equal terms), the direction of internationalisation, which is togetherness, can be envisaged to be true.

5) 'Individual growth', 'knowledge for use' and 'democracy' are closely interrelated with each other. The analysis and discussion is in Chapter 3 (see 3.5.2).

6) By using 'drama method' in a classroom, concepts of cooperation and internationalisation can be developed. For example, drama activities can promote cooperating and working together. And, only through drama method, a situation that different make-believe 'countries' in a classroom can be created, through which constructive imagination and creativity are combined as a positive way to solve problems and bring about change.

As shown in Figure 5.3, one of the major concepts 'knowledge for use', lacked a means to achieve. In other words, in order to reveal this concept, one concept needed to be put in a dotted box. Traditionally, textbooks have a key position at Taiwan's elementary schools to serve as the means to convey knowledge. However, in this research project, I decided to design and create my own teaching materials based on a topic approach in relation to cooperative learning. The reasons and concerns are as follows:

The reasons and concerns for not using textbooks

My decision in terms of not using the textbooks to teach was based on my previous teaching

experience for using different textbooks of English in Taiwan and the textbooks that the participating children were using at C School. Both factors led me to decide that using any current textbooks to teach in the project lessons was not proper. The thinking and concerns were:

- Most of the textbooks of English in Taiwan I used before are based on a grammatical approach. It means that learning English is focused on learning sentence patterns/ sentence structures and vocabulary;

- Textbooks of English based on a grammatical approach are designed for children to learn from a simple sentence structure to a complicated sentence structure. And, vocabulary learning is from simple words with few syllables (i.e. a-apple, b-ball) to complicated words with more syllables (i.e. a-alphabet, b-behaviour);

- When children learn English based on textbooks with a grammatical approach, one situation can be like this: children, who are 10 or 11 years old but who are beginners of English learners, are still learning sentence patterns such as "This is an apple", "That is a ball", in spite of a fact that by using other languages (i.e. Taiwanese, Mandarin) children of 10 or 11 years old have already learned and known many complicated concepts beyond what the sentences are as shown above. In other words, children of 10 or 11 years old don't learn any *new* concepts at their own age when they manage to say or write a sentence like "This is an apple" in English;

- Textbooks of English based on a grammatical approach also don't provide a *context* for children to learn. In other words, when children practise sentences like "This is an apple", "That is a ball", only for the sake of practising the sentence patterns, but they don't know in which context/situation that those two sentences can be applied or be used;

- Using a grammatical approach to develop texts also doesn't provide a sense of *continuity* in a way that children can learn organised and deeper concepts. Lack of 'continuity' associated with a grammatical approach in texts reveals in a way that children only learn 'fragmented' concepts based on different sentence patterns and different words, but not learning organised and deeper concepts related to the words they use in order to develop a cumulative understanding;

- Learning through textbooks based on a grammatical approach can also *demotivate* children in learning, as children keep practising/drilling sentence patterns/sentence structures and the process of doing that can lead to boredom.

Some considerations related to topics

After deciding not to use textbooks to teach, due to the weaknesses shown above, I had some topics in my mind. Before deciding which topic was appropriate to develop the teaching materials for children to learn, some important points were considered as follows:

The topic ought to be:

1. related to children's daily life: what they see and what they hear, which are things happening near children and have more direct relations with them, related to families, schools and communities. The potential for this is that it can arouse children's interests in learning;

2. related to 'experience', as Dewey would recommend (see Chapter 3);

3. providing educational meanings, not superficial meanings: children can be inspired to think and to discover from a topic and to learn concepts from it;

4. providing a problem-solving context: this problematic context is derived from real life. It is defined as a problematic context because a situation is not perfect and there are problems to be solved in order to reach a perfect situation. This can be closely related to Dewey's concept 'knowledge for use' (see Chapter 3);

5. relating to an international topic: a situation happens in different countries and it has been discussed and paid a lot of attention for years. Also, the situation is related to interdependence between different countries;

6. involved major characteristics of drama: involving creativity, constructive imagination and a make-believe situation;

7. providing activities for children to interact with each other and to cooperate/work together with each other;

8. considering children's age: activities from the topic shouldn't explore something which is beyond children's understanding, or explore something which is too harsh for children;

9. relating to other learning domains and important issues which children learn at school as pointed out in Chapter 2. In that way, learning English is not only limited in a 'language' domain, but it is connected with other learning domains and English language learning is cross-curricular.

Selection from different topics

Having considering the above nine important points, the following potential topics were listed. And, an appropriate topic was selected based on the above concerns:

Table 5.3 Selection of Different Topics That Considered

*Number shown in the sections of potentials and weaknesses for those topics cab be referred back to the previous descriptions about 'the topic ought to be'

Topic	Situation	Qs raised from the situation	Tasks for problem-solving	Potentials for the topic	Weaknesses for the topic
Animal protec-tion	Street dogs in Taiwan...	Why does this happen?	How can street dogs find homes?	1,2,3,4,6,7,8,9	5-Problems of street dogs relate to a national situation and it may not happen in other countries
War	The aliens, who are from a planet named 'Peace', visit Earth, but they see wars and fighting...	What do those peace-lover aliens think and react to the situation?	How can the peace-lover aliens help Earth people to become peace-lovers?	2,3,4,5,6,7,9	1-Children in Taiwan—the generation after 1945—don't experience any wars in their daily life 8-A topic of wars may explore some cruel and harsh sides of human world, for example, death caused by human cruelty

Earth-quake	Our classmates Nina and Frank are afraid of coming to school because they are afraid that school buildings will fall down, just like what the earthquake does to their homes...	If we were Nina and Frank, what do we feel about losing homes?	How can we help Nina and Frank to come to school?	1,2,3,4,6,7,9	5-Even though earthquakes happen in Taiwan frequently and a serious one strikes Taiwan in 2000, earthquakes don't happen in some countries 8-After serious earthquake happened in Taiwan in 2000, some children suffered from emotional trauma such as anxiety, fear, helpless, anger, etc. (Hsieh 2001; Hung, Shu-Chi 2001; Lo, Yun 2001). Exploring this topic may cause children's second trauma or negative reactions
Environ-mental protec-tion	If there is only one last tree in the world...	-If the situation happens, what causes it? -Why are trees important?	How can we put the concept 'sustainability' into action in relation to the situation that if there will be only one last tree in the world?	1,2,3,4,5,6,7, 8,9	

As shown in Table 5.3, potentials and weaknesses of each topic were considered based on the previous nine important points. Topics of 'animal protection', 'war' and 'earthquake' indicated some weaknesses. Only the topic 'environmental protection' covered every important point and showed its potential as an appropriate topic.

Environmental issue as an appropriate topic

The topic related to environmental protection based on a problem-solving context and a make-believe situation—'if there is only one last tree in the world'—was selected out of

those different topics. Through exploring this topic, the children are expected to be aware of problems of environment and develop awareness related to environmental protection. And, this topic provides children a means of learning new concepts related to the environmental issues in a way which provides continuity, namely, in a structure of 'Why', 'What' and children's 'Vision' to explore this topic. In that way, it provided a context for children to learn English, which is based on the structure of this topic. And, different drama activities were developed for children to explore this topic. Also, by exploring this environmental topic, it helps children to be involved in "experiences of problem-solving, decision-making and participation" (Palmer 1998: 143), which are regarded as the major concepts of environmental education, and they are also linked with the other major concepts of the theoretical framework as shown in Figure 5.3.

The purpose behind this environmental topic is for children to develop an awareness and a caring attitude to the living environment: the Earth. Through the approach of this topic, children are expected to be aware of the concept of promoting and creating a 'healthy', 'peaceful', 'just' and 'sustainable' environment and world, which is the aim of Earth Day (http://www.earthday.net), as well as the vital concept of environmental education.

'Trees' are used as the main focus in the topic. It is inspired by the urgent concern about environment at national and international levels. In Taiwan, forests cover around 50 per cent of its land surface (Hsu no date), and they are an important resource in Taiwan. However, deforestation has been very serious in Taiwan. Up to the international level, the Earth's tropical deforestation causes extinction of numerous plant and animal species, and affects the lives of hundreds of millions of people for soil erosion, flooding, drought, etc. (Palmer 1998: 40). Deforestation has been one of the key issues in Agenda 21, the centrepiece of the Rio agreements of The Earth Summit in the United Nations Conference on Environment and Development in 1992, which sets out what nations should do to achieve sustainable development in the twenty-first century in terms of poverty, toxic waste, education, etc. (ibid. 17). Through the topic of 'trees', it is hoped to raise the children's awareness of the importance of trees and save forests at national and international levels when they can, and it is hoped to raise children's awareness related to "the sustainable development of the Earth" (ibid. 143).

Further combinations of major concepts

After deciding the concept 'problems of environment' became the means to reveal the concept 'knowledge for use', the major concepts had a further connections and combinations as shown below in Figure 5.4:

Figure 5.4 Further Combinations of Major Concepts

three aims:
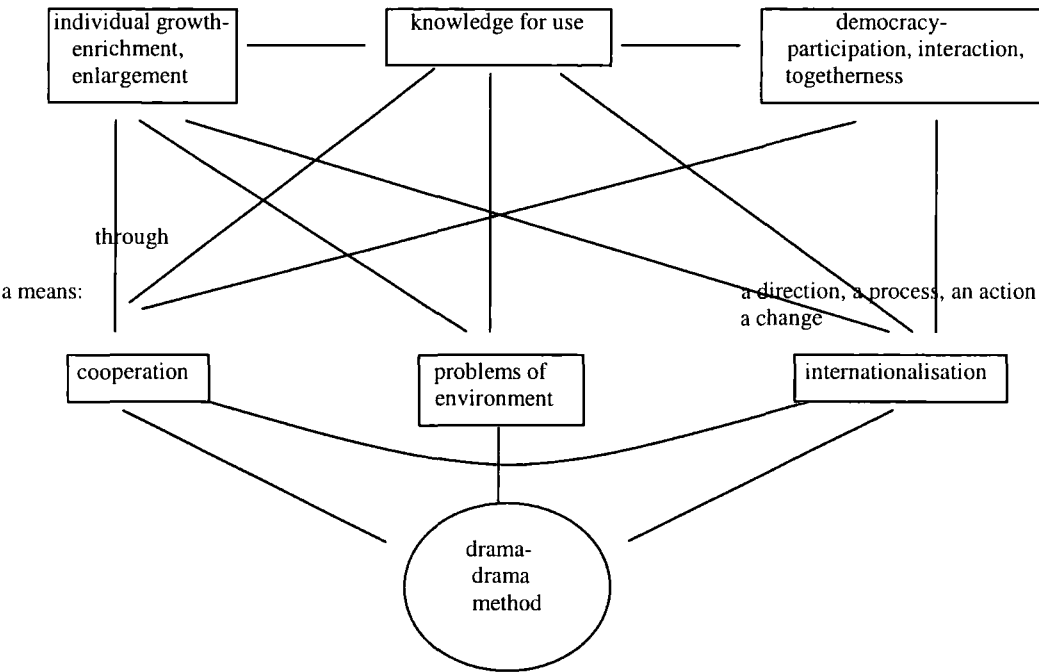
As illustrated earlier in Figure 5.3, the connections of each major concept were summarised as the six points. Furthermore, the above Figure 5.4 indicates the other four points:

7) To reveal the concept 'knowledge for use', it can be achieved by exploring an environmental topic which provides a problem-solving context. That is, by involving children in a problem-solving context based on an environmental problem, it helps them explore and gain knowledge for 'use' in that they perceive what are the problems of the living environment, and they are expected to improve and change the environment when they can.

8) Through exploring an international topic related to 'problems of environment', it helps to achieve 'individual growth' in a way that children's perspective is enriched.

9) By using 'drama method' in a classroom, an environmental topic can be created in a make-believe situation: "If there is only one last tree in the world", through which this

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make-believe situation related to problems of environment can be explored and knowledge and awareness are developed in relation to respond to real life.

To sum up, to explain how I connect and combine the major concepts from the theory is illustrated in above Figure 5.3, Table 5.3 and Figure 5.4, through which the concepts 'individual growth', 'knowledge for use', 'democracy', 'cooperation', 'internationalisation', 'problems of environment' and 'drama' are explained and connected . The reasons and concerns about how those major concepts are combined are also explained. By connecting and combining those major concepts, it helps design a sound lesson plan of cooperative learning through drama method.

5.8.1.2 From major concepts to operationalised factors

Having developing the clear theoretical framework of concepts as shown in Figure 5.4, the next challenge for me was to put those major concepts into the operationalised factors. This can also be formulated in terms of four aims of teaching and children's learning. The four aims are presented as follows:

Aim 1
To enrich a child's experiences
(to encourage each child to bring and share his/her own experiences with others through varied, numerous and free interactions)

Aim 2
To enlarge a child's perspectives
(to develop a child's awareness, knowledge, attitude and actions relating to the world people, countries, cultures and issues)

Aim3
To help a child respond to real life
(to develop a child's power and ability in response to real life by involving creativity)

Aim 4
To develop a child's sense of togetherness
(to develop a child's sense of togetherness in classrooms, families, society and this world)

Combination of major concepts with four aims

When considering the operationalised factors, those four aims needed to be connected with the theoretical framework of concepts, through which every key concept related to a policy level and a classroom level could be implemented into real classroom practice. It is illustrated as the figure below:

Figure 5.5 Combination of Major Concepts with Four Aims
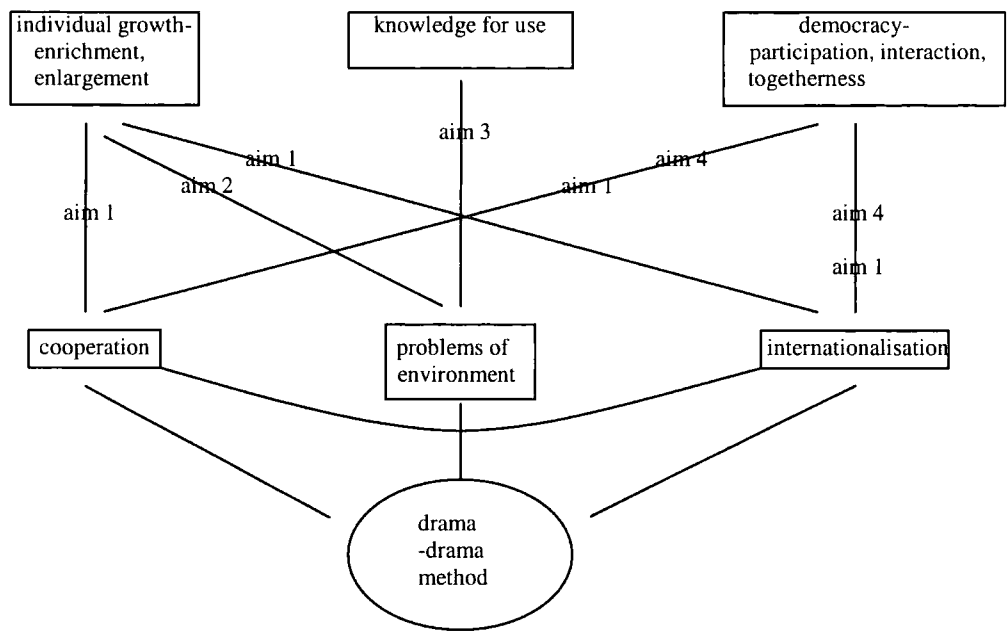
The significance to combine the major concepts which are related to a policy level, as shown in Figure 5.4, with the four aims which are related to classroom teaching and children's learning, as shown in the figure above, lies in that operationalised factors can be developed, through which every key concept can be put into practice after an organised and a coherent combination and planning

Combination of drama method with the major concepts

As drama was used as a major teaching method in cooperative learning lessons, its key concepts related to 'make-believe', 'creativity', 'constructive imagination', 'learning through senses', 'involving feelings and emotion when learning' (see Chapter 4) were connected with the other major concepts as shown in Figure 5.5, through which cooperative learning lessons were developed.

When selecting which drama techniques were to be applied in lessons (for the discussion of drama techniques, see Chapter 4 in 4.3.1.3), children's factor served as the key concern. In consideration of children's linguistic ability in English—they could be rich in thoughts, but were not able to express equivalent words in English—'mime', 'tableau' and 'role play' were used as the main drama techniques. Also, drawing, painting, music and guessing were

combined with those techniques. In that way, children are able to use their body language to convey meanings and express their thinking and feelings, through which it can minimise the weakness: rich in thoughts, but short in words. For example, while children are learning a concept such as 'protecting trees', they may not know how to say 'protect' in English (children manage to say 'protect' in Mandarin and they know the concept 'protect'). By using 'mime' or 'tableau', children are able to convey the meaning of 'protect' and 'protecting trees'. And, in the process of doing that, it deepens children's understanding in relation to the English word 'protect' and its meaning. As such, the word 'protect' is not only a pronunciation 'pro-te-ct' which children need to memorise painfully, but it becomes a lively word to convey a certain concept and meaning.

From key concepts to operationalised factors

As illustrated in Figure 5.5, the major concepts related to a policy level and a classroom level are connected and combined. To explain clearly the connections between each concept in Figure 5.5, it is divided into three sub figures as Figure 5.5-1, Figure 5.5-2 and Figure 5.5-3. And, each sub-figure is explained by one following table about how the key concepts were put into the operationalised factors. Table 5.4, Table 5.5 and Table 5.6 are about how the key concepts were developed and put into the operationalised factors.

Figure 5.5-1 Combination of the Major Concept 'Individual Growth' with Aim1 and Aim2

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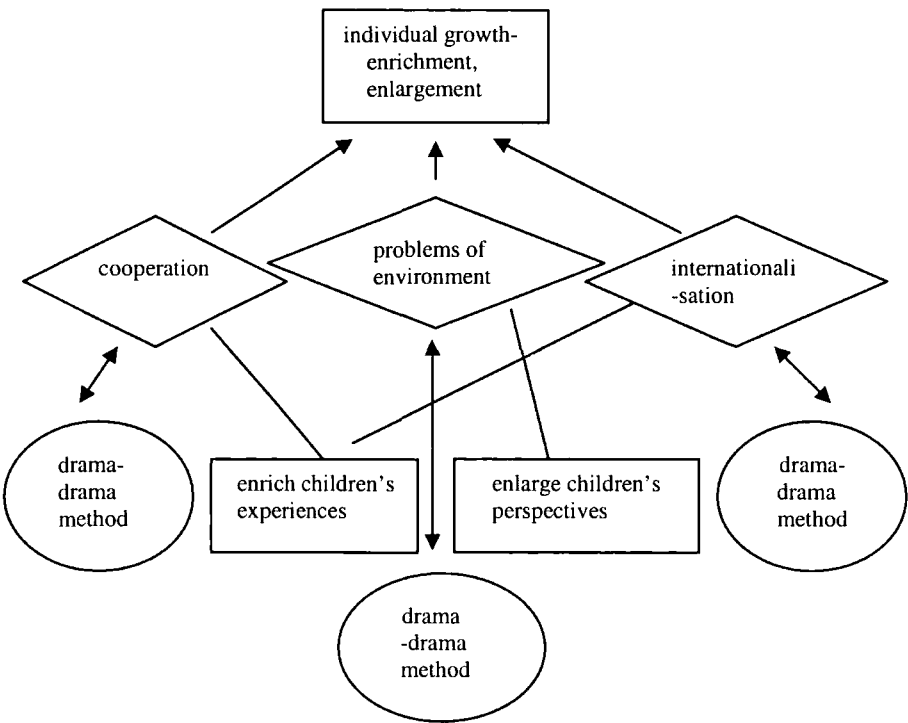
1) To help 'individual growth', it can be achieved by operationalising concepts of 'cooperation' and 'internationalisation', and exploring 'problems of environment'.

2) On the one hand, through 'cooperating/working together' with each other in a classroom, 'children's experiences are enriched' (also see the point 1 in Figure 5.3). On the other hand, enrichment of children's experiences is one of the key focuses in the process of internationalisation (see Chapter 3).

3) Through exploring 'problems of environment' focused on an international topic, children's perspectives are enlarged (also see the point 1 in Figure 5.3 and the point 8 in Figure 5.4).

4) 'Drama method' is used to create various interactions for children to 'cooperate/work together'. Drama activities are designed for children to explore an environmental problem, through which a make-believe situation can be created (see the point 9 in Figure 5.4). Besides, drama is used to invite children to create their 'countries' in a classroom, in which children interact with each other in a cooperative way and head to a direction of internationalisation—togetherness.

And, the related major concepts were put into the operationalised factors as shown below in Table 5.4:

Table 5.4 'Individual Growth'—from Concepts to Operationalised Factors
*relating to Aim 1 and Aim 2

Concepts	Dewey's concept 'growth'--enrichment
Operationalised factors	To be operationalised by Dewey's concept 'cooperation': - Bringing and sharing experience - Varied and free interactions based on humanistic and educational concerns - Equal participation among individuals To be operationalised by other authors' concepts of 'cooperation': - Sharing - Helping each other - Assisting each other - Discussing

- Providing feedback

- Making decisions

- Contributing oneself

To be operationalised by students:

- Each child brings and shares his/her own personal experience in a group.

- Each child interacts with others.

- Each child participates in activities.

- Children help each other.

- Each child does something for groups.

- Children share opinions and thoughts.

- Each child discusses with group members.

- Children make decisions together.

- Children cooperate/work together.

To be operationalised by a teacher

- A teacher creates various, numerous and free interactions between children
  for them to bring and share experience in a cooperative learning context.

- A teacher designs activities for children to interact with each other through
  various sizes of groups.

- A teacher designs activities for children to participate equally.

- A teacher operationalises the teachers' role as 'a helper', 'a learning task designer', 'an
  enabler', 'a guider', 'a co-worker' and 'a reformer' (see the discussion in Chapter 4,
  4.3.2.2).

- Drama activities are used to invite children to interact with each other and cooperate/work
  together, and they are designed based on two structures: one is focused on implementing
  cooperation through drama without relating to the topic; the other is focused on the topic
  to implement cooperation through drama. A make-believe situation is created for children
  to interact with each other based on their three 'nations'.

Concepts	Dewey's concept 'growth'--enlargement
Operationalised factors	To be operationalised by Dewey's concepts of 'experience' and of 'knowledge for use': - Schools help children connect their experiences from homes, communities, through schools and the society to different societies, namely, 'the continuity of experience'. For example, a world issue is introduced to classrooms. By that way, it connects children's experience to the world and it helps children enlarge their perspectives. - Knowledge from the world issue helps children perceive and interact with the world. And, it helps children change the human environment/the world one day when knowledge is transformed into actions.

To be operationalised by

Other authors' concept 'problem-solving':

- Problem-solving tasks are designed through an environmental topic.

To be operationalised by students:

- Children are involved in learning tasks based on a problem-solving context.

- Children explore problems of environment.

To be operationalised by a teacher:

- A teacher links children's experience with the world by introducing them an international topic.

- A teacher as a member of 'the international community' selects influences outside the classrooms carefully for children without confusing them. An environment topic is selected to affect children and to enlarge their perspectives.

- A teacher operationalises the teachers' role as mentioned earlier.

- Drama activities are designed through exploring the environmental topic, and a make-believe situation 'if there is only one last tree in the world' is used to invite children to explore this topic in order to enlarge their perspectives related to the world issue, problems of environment.

Figure 5.5-2 Combination of the Major concept 'Knowledge for Use' with Aim 3
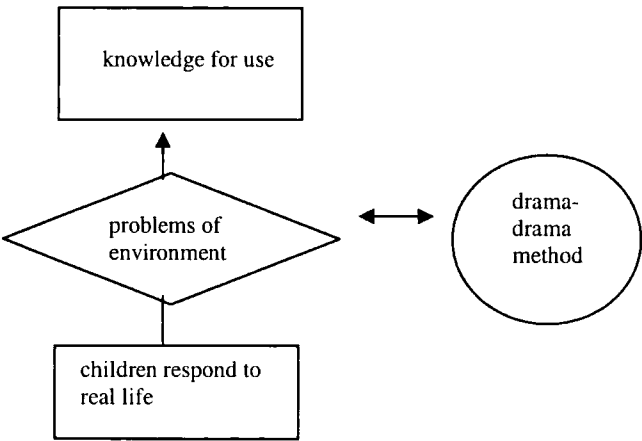
1) The significance of 'knowledge for use' can be operationalised through exploring environmental problems (also see the point 3 in Figure 5.3 and the point 7 in Figure 5.4).

2) In an international topic related to 'problems of environment', a problem-solving context is provided. Through solving problems by exploring the topic, it helps children respond to real life.

3) 'Drama method' is used to create a make-believe situation related to 'the last one tree in the world', through which learning tasks are developed to solve problems of environment.

And, the related major concepts were put into the operationalised factors as shown below in Table 5.5:

Table 5.5 'Knowledge for Use'—from Concepts to Operationalised Factors

* relating to Aim 3

Concepts	Dewey's concept 'knowledge for use'
Operationalised factors	<u>To be operationalised by</u> Dewey's concept 'knowledge for use': - Knowledge is use for its progressive meaning—to perceive, interact, improve and change the human environment/the world. <u>To be operationalised by</u> Other authors' concept 'problem-solving': - Learning through problem-solving tasks <u>To be operationalised by students</u>: - Children explore the environmental topic based on a problem-solving context. - Source of knowledge, relating to the topic, is from each child. In that way, each child can bring his/her experience and thinking into a classroom. - Knowledge which children gain through exploring problems of environment is for them to raise awareness of environmental issues and to respond to real life. <u>To be operationalised by a teacher</u>: - Source of knowledge, relating to the environmental topic, is also from a teacher. - A teacher designs the environmental topic for children to explore problems of environment. 'Why', 'what' and children's 'vision' 50 years later are the structure of the topic. - The environmental topic designed by a teacher is used for children to explore problems of environment in order to raise their awareness of environmental issues and to respond to real life.

- A teacher operationalises the teachers' role as mentioned in table 5.4. Besides, a teacher justifies activities in real practice.

- A make-believe situation 'if there is only one last tree in the world' is created for children to learn through drama activities by involving their creativity and constructive imagination. By doing that, it helps children solve problems when they can one day and respond to real life.

Figure 5.5-3 Combination of the Major Concept 'Democracy' with Aim 1 and Aim 4
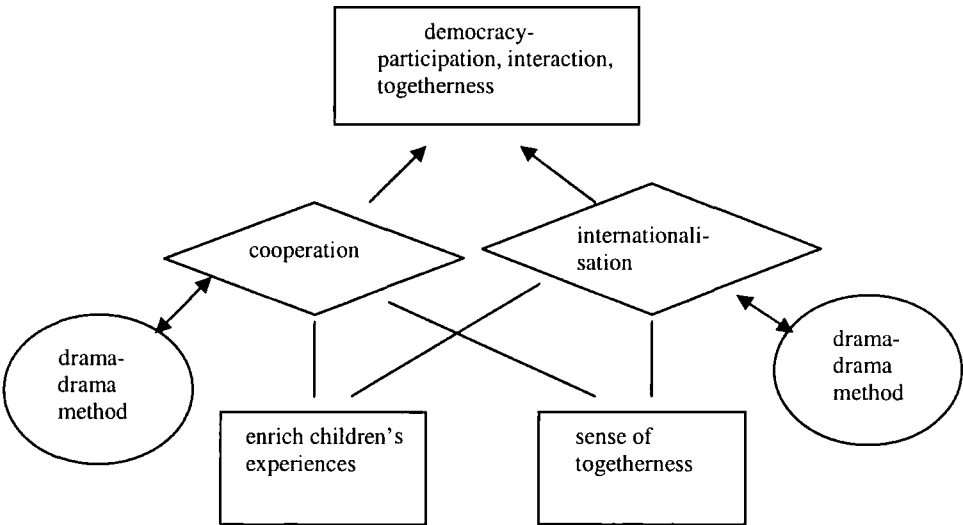
1) To head in the direction of 'democracy', which is togetherness on a human scale, it can be operationalised through concepts 'cooperation' and 'internationalisation' (also see the point 2 in Figure 5.3).

2) Through 'cooperating/working together' with each other, 'children's experiences are enriched' and 'a sense of togetherness' among children is achieved (also see the point 4 in Figure 5.3).

3) In the process of internationalisation, equal participation and cooperative interactions are the key focuses to achieve 'togetherness'. In a classroom, children's equal participation and their interactions based on cooperative principles are the key factors to achieve togetherness in a classroom.

4) About how 'drama method' is used, refer to the point 4 in Figure 5.5-1.

And, the related major concepts were put into the operationalised factors as shown below in Table 5.6:

Table 5.6 'Democracy'—from Concepts to Operationalised Factors

* relating to Aim 1 and Aim 4

Concepts	Dewey's concept 'democracy'
Operationalised factors	<u>To be operationalised by</u> Dewey's concept 'democracy': - Participation - Interaction - Togetherness <u>To be operationalised by</u> other authors' concepts of 'cooperation': - Positive goal interdependence - Face to face promotive interaction - Working together in groups - Group members learn through sharing, helping, assisting, discussing, explaining, caring, providing feedback and making decisions. <u>To be operationalised by students</u>: - Each child interacts with each other in a cooperative learning context. - Each child participates in activities. - Children help each other. - Each child does something for groups. - Children share opinions and thoughts. - Each child discusses with group members. - Children make decisions together. - Children cooperate/work together. <u>To be operationalised by a teacher</u>: - A teacher creates a cooperative learning environment where children work together, share common goals and have positive interactions with each other without competition. - A teacher designs cooperative activities for children to participate equally. - A teacher designs activities for children to interact with each other through various and free interactions. Children work together with each other though various sizes of groups.
Concepts	Dewey's concept 'democracy'

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To be operationalised by

Dewey's concept 'democracy':

- Continuous adjustment and change through varied interaction between individuals and
  groups

To be operationalised by

other authors' concept 'working together in groups'

To be operationalised by students:

- Each child adjusts himself/herself when interacting with others in a cooperative learning
  environment through drama method.

To be operationalised by a teacher:

- Apart from the points mentioned earlier, a teacher also operationalises the teachers' role
  as indicated in table 5.4.

- Drama is used in a way that children create their own 'nations' with the characteristics
  and principles based on the inter-dependence among human beings, trees and animals.
  A make-believe situation is also created for children to interact with each other based
  on their 'nations'. Each child also creates their own roles through painting and acting
  them out with their classmates.

5.8.1.3 Pragmatic concerns

Decisions of timescale--teaching length and lessons

At this preparation stage, the second major concern for this project was related to pragmatic considerations. Setting a realistic timescale for the fieldwork was necessary. By clarifying the timescale, it helps inject a sense of realism into a plan, identifying what is and what is not manageable (Cohen, Manion and Morrison 2000: 74). Also, as it was a project for fieldwork, it was important "to set time limits, but realistic enough to cope with unpredictability" (McNiff and Whitehead 2002: 87). Based on the timescale concern, there were two choices for the duration of teaching: 10 hours (15 lessons) or 15 hours (23 lessons) through discussing with one of the supervisors. Some pragmatic concerns were involved at this point so that I chose 10 hours/15 lessons as the teaching length of fieldwork. The major concern was related to the 'volunteer basis' of the whole project. If I asked for less hours and less lessons (i.e. 10 hours/15 lessons), it would be easier for a school to participate in the project.

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Having decided 10 hours/15 lessons as my teaching length in fieldwork, I then considered that the total hours of fieldwork may take about 3-4 months, which also included some preparation to start the lessons and evaluation of the 15 lessons after teaching. And, the next step for me was to find a school and school children to participate in the project. Before I set a journey back to Taiwan to find a school and children for this project, there were two major aspects in terms of participating children and a school for me to consider:

Some considerations of participating children and a school

(1) *I hoped to find children who are from the 3ʳᵈ graders to the 6ᵗʰ graders, aged 8 to 12, and then hoped to find children from one grader based on the range of those grades to participate in the project.* My thinking was:

I had more teaching experience with children from grade 3 to grade 6 in Taiwan:
During my seven years of teaching experience in Taiwan, I had more chances to work with children of the 3ʳᵈ graders to the 6ᵗʰ graders at elementary school level for teaching them English. Having experience of being a teacher of English, a lesson plan designer for an English course and my previous academic learning (i.e. dissertation writing was about English language teaching related to the children from grade 3 to grade 6 in Taiwan), I had been thinking to design lessons for children from the range of those grades.

↓

Based on the previous thinking, I then hoped to focus on children from the 5ᵗʰ grade (aged 10-11) to participate in the project: My reasons behind this decision lay in that 1) As one of the learning tasks would invite children to create their own make-believe 'countries', elder children would be more suited to do this learning task because of the complexity of the task.
2) Finding elder children as participants, I also considered the 6ᵗʰ graders (aged 11-12). However, children of the 6ᵗʰ graders in Taiwan tend to face more academic stress rather than the 5ᵗʰ graders do, for the former will step into the next stage of learning for junior high schools. As my project was based on a volunteer basis, I was concerned that the 6ᵗʰ graders may be not able to participate in the project as they would like due to academic stress they have.

↓

Having a decision to find children from one grade which was the 5ᵗʰ grade to participate in the lessons, I then considered the second major aspect, which was related to a school:

↓

(2) *I hoped to find a school where a principal and a teacher who was responsible for an English course were open-minded to accept my project.* As my teaching approach wouldn't focus on practising mechanical drills and wouldn't use exams either to measure children's learning outcomes, or to 'motivate' them to learn, I hoped to find a school where I could implement a different approach. Besides, as parents in Taiwan also play an important role in children's education, parents' understanding for their children to participate in lessons was also important.

↓

If I could find a school fitted to the above concerns, I hoped that a school can provide an open space as a learning environment. As drama would be a major teaching method for the 15 lessons, instead of asking children to sit in chairs with rows of tables, having enough open space for children to learn is essential when they are involved in the drama activities.

Taken together, in this action research project, on the one hand, my major concerns to find participation children from a school were mainly based on my teaching approach, my teaching experience and the complexity of learning tasks. On the other hand, my major concern to find a school was focused on a school's willingness to participate in the project, as well as parents' understanding. Based on those key concerns to find a school and participating children, it is very different from using any 'controlling factors' under the central feature of experimental method (see 5.4). In an action research project, finding voluntary participation under pragmatic considerations is necessary. From the side of participants, a voluntary participation indicates that to some degree participants are ready to go through 'some change'. From the side of action researchers, pragmatic concerns and decisions help to put theory into practice in projects. The above considerations are an example about how I practised this key concern.

Considering all these issues, I made a trip to Taiwan and discussed with teachers and the principals in three schools, all of which were willing to be involved. I chose the one, the C School, which could offer me most time for the project.

After deciding which school would participate, there was still a final preparation for me to do before starting the 15 lessons. Further observation of children's learning and informed

consent from every participant were necessary. Also, I hoped to communicate with the teacher who was responsible for the English course at C School to ask children to participate in this project in a volunteer basis, not on a basis that children were 'assigned' by her to participate. What I had done and whom I informed at C School are shown as follows:

When	Aim to	What happened
March 2002	Have a further understanding about how children learned English at C School Inform every participant about the project	1. Read the syllabuses from grade one to grade five at C School to understand what the children had learned and how did they learn. 2. Observed how children from a chosen class learned English. 3. Further explanation about the research project to the teacher who was responsible for the English course was done through meetings and phone calls. And, communication about volunteer children to participate was also done. 4. The written research proposal was given to the principal and the vice principal respectively. Short meetings with two of them were arranged. 5. The written research proposal was given to the children's homeroom teacher. And, a brief explanation about what and how to teach was given. 6. Children were informed by their homeroom teacher about my teaching approach. 7. Parents of each child received one copy of letter written by me to explain the research project (some paragraphs of the letter were deleted by the principal in relation to the points that competitive learning caused problems). 8. Looked at the learning environment (the conference room) for the 15 lessons 9. Arranged the exact date to start 15 lessons

Note: After communicating with the teacher who was responsible for the English course at C School, the children who were going to participate in 15 lessons were all volunteers, instead of 'being assigned' by the teacher at C School. My concern that children themselves should be willing to participate in the project, but not being assigned by the teacher, was mainly due to ethical considerations (see 5.5). Through the homeroom teacher of the class, my teaching approach was known by the children (i.e. drama method, cooperative learning). In that way, it came out 19 volunteer children to participate in the 15 lessons (from Lesson 2 to the final lesson, 17 children volunteered to participate in the project).

5.8.1.4 Lesson plan of cooperative learning approach through drama method

As indicated in 5.8.1, the major task at the preparation stage of fieldwork was to plan and design cooperative learning lessons through drama method, through which the challenges related to theoretical and pragmatic considerations would be met. And, the concerns, decisions and actions related to those two parts were made and done (see 5.8.1.1, 5.8.1.2 and 5.8.1.3) to meet with the challenges and to achieve the major task. By doing that, a lesson plan of cooperative learning approach through drama method was developed in a way with a clear structure and characteristics.

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However, as said by Dewey, the planning must be "firm enough to give direction towards continuous development of power", but be "flexible enough to permit free play for individuality of experience" (Dewey 1938: 58). I was aware that the lesson plan should be firm enough to give direction and conceive a central spirit of cooperative learning approach, but it shouldn't become 'fixed detailed lessons' without any free space, for each major concept would still need to be adjusted when it came to real teaching and learning. Under this 'firm but flexible' principle, the cooperative learning approach through drama method within 15 English lessons was directed in terms of its structures and aims. It is as follows:

■ Structures
- The overall structure of the 15 lessons:

It is based on a topic approach: "If There Is Only One Last Tree in the World,...". 'Why', 'What' and the children's 'Vision' related to this topic serve as the main focus, through which different cooperative learning activities through drama method were developed. Besides, other cooperative learning activities through drama method were designed and put into different lessons, and those activities are not related to the environmental topic. In the 15 English lessons, the warming-up activities were designed in the first two lessons. The other main activities focus on exploring the environmental topic in relation to 'Why' (i.e. What are the reasons to cause 'one last tree in the world'?), 'What' (i.e. Why are trees important? What are the factors related to importance of trees?) and the children's 'Vision' (i.e. What kind of the world do we want 50 years later? Thinking from the interdependence between human beings, trees and animals) are designed from Lesson 3 to the final lesson. The detailed descriptions based on the overall structure of the 15 lessons, the structure of 15 lessons in terms of the topic and how the lessons were practised in the real classroom can be founded in Appendix 8 (the Overall Structure of the 15 Lessons) and Appendix 9 (the Structure of the 15 Lessons in Terms of the Topic) and Appendix 3 (Lesson Report).

As drama is used as the major teaching method in the 15 lessons, the structure in terms of drama method is also presented as follows:

- The structure of 15 lessons in terms of drama:

Two different approaches through drama method were designed in the 15 lessons. One is focused on using drama activities to create cooperative learning, and the activities are not based on the environmental topic. The other is based on the environmental topic to develop

drama activities to achieve cooperative learning. The first approach mainly aims to create a sense of togetherness among children in the learning process without emphasising the linguistic domain. The second approach aims to create a cooperative learning context and atmosphere, through which the children are expected to learn the linguistic part (i.e. new vocabulary) and environmental concepts based on environmental issues. How those two approaches were designed to put into different lessons and how they were practised in the real classroom in fieldwork can be found in Appendix 10 (the Overall Structure in Terms of Drama).

■ Overall aims of the 15 lessons

The overall aims of the 15 lessons are developed from the three key concepts at a policy level and the four aims of a classroom level. In 5.8.1.2, the four aims relating to teaching and learning are combined with the three aims from the theory, through which the operationalised factors are developed and they serve as more concrete aims to be implemented in the real practice (see Table 5.4, 5.5 and 5.6). Using Table 5.4 as one of the examples, the aim 'individual growth' (at a policy level) is combined with the aim 'enrichment' (at a classroom level), through which it develops the aim 'cooperation' (an operationalised factor). Still, the aim 'cooperation' is not concrete enough to be operationalised in practice. Furthermore, this aim needs to be developed into the concrete operationalised factors such as 'helping each other', 'doing something for groups', 'sharing opinions and thoughts', etc., through which they become concrete aims and can be put into actions and be practised in real teaching and children's learning.

The lesson plan was directed by its aims and structures as mentioned above. Besides, the lesson plan was directed by the spirit of cooperative learning approach in terms of teaching approach and drama method (see Table 5.4, Table 5.5 and Table 5.6). Also, the teacher's role is indicated in Table 5.4, Table 5.5 and Table 5.6. For how this lesson plan were implemented into real teaching and learning within the 15 English lessons, the descriptions can be referred to the Lesson Report in Appendix 3.

5.8.2 Fieldwork—Implementation Stage

After planning the cooperative learning lessons, the next stage was to implement the lessons. The focus at this stage is illustrated as follows:

Figure 5.6 What Was the Focus and What Had Been Done at the Implementation Stage

Implementing cooperative learning lessons through drama method

To
- answer the research question
- implement lessons to solve the problems caused by competitive learning
- implement lessons to bring about change in children's learning

15 lessons are implemented in the classroom

Various data are collected

(i.e. how, what, why)

Reflection

(i.e. how, what)

To
- put theory into practice
- justify teaching and practice
- bring about continuing change

Reflective actions

Knowledge from reflection

To
- understand how the aims of cooperative learning are realised through real practice
- bring about critical change (i.e. from competitive learning to cooperative learning) and continuing change (i.e. genuine cooperative learning)
- achieve 'what out to be' situation

relate to   lead to   link with

5.8.2.1 Information about the participating school and children

The school

The C School is a private elementary school. Parents who send their children to this school

usually have a high expectation of their children's academic achievements.

The participating children and their English learning

■ The 17 participating children were from the 5th grade, aged 10 to 11;

■ Taiwanese teachers were the major teachers of English in this school. Some English-speaking teachers also worked in this school. When a Taiwanese teacher and an English-speaker teacher worked together to teach one class, they discussed before the class and the former helped the latter prepare teaching aids. In class, if English-speaking teachers had difficulties in conveying meanings in English to students, Taiwanese teachers would translate a bit into Mandarin, but not every sentence;

■ English was used as the major language of instruction in class. Students usually were not allowed to use Mandarin in English class;

■ At C School, 26-28 students learned in one class for their English course. The classroom layout was that children sat in rows of tables and chairs to learn English.

5.8.2.2 Time and the classroom layout of the 15 lessons

In this project, during the 15 lessons, the time for the children to learn English was

■ from 2nd of April 2002 to 30th of May 2002

■ 8:00am-8:40am. Tuesdays and Thursdays

A conference room was used for teaching and learning. An open space in the front of the room was used when children were doing drama activities. Rows of chairs with attached tables were arranged in this conference room. Besides, a VCR, a computer, a set of stereo and a blackboard were provided.

5.8.2.3 Reflections on the 15 English lessons

During the 15 lessons, reflections played a key factor to create a cooperative learning classroom. As said earlier, in action research, teachers become researchers and reflective practitioners, through which actions in real practice become reflective and they aim to bring about change in practice. In this action research project, reflections at this implementation stage were mainly through various data collected from the 15 cooperative learning lessons. About why, how and what to reflect on the 15 English lessons, it will be mentioned next.

Why to reflect

When teaching 15 lessons in the classroom, reflections played a key role to 1) help to put theory into practice 2) justify teaching 3) bring about change. Through reflections, reflective actions took place and new knowledge from reflection was gained. And, with a combination of reflective actions and knowledge, it leads to 1) understanding of how the aims of cooperative learning were realised through real practice 2) bringing about critical change (i.e. from competitive learning to cooperative learning) and continuing change (i.e. genuine cooperative learning) 3) achieving 'what ought to be' situations related to teaching and learning.

How to reflect

At this implementation stage, reflections were mainly through various data I collected, as said earlier. The data were collected based on practical concerns (see Tables 5.2-(1) to (6)). Classroom of every lesson videos which were recorded became my major source of data for reflection during the fieldwork. From watching every video after class, I mainly focused on how a cooperative learning classroom could be created. From the videos, they helped me understand how the aims of cooperative learning were realised through teaching and learning, through which it helped to justify teaching. A fieldwork diary that I kept during the fieldwork was also one of the ways to keep records about what happened. Also, emailing to two supervisors served as one of the ways for me to reflect and justify classroom practice. Supervisors' guidance helped to answer my doubts about whether cooperative learning was happening in the real classroom. Besides, children's interviews and Lesson Report were two sources of data for me to reflect after the 15 lessons, which can be found in Chapter 6 and the Appendix 3 for the further descriptions.

As indicated in 5.8.1.4, the lesson plan of the 15 lessons was based on clear structures and aims related to cooperative learning. As such, the key concepts which characterise the lesson plan served as the fundamental factors for me to justify teaching when the 15 lessons were implemented. The following figure illustrates those factors I examined and reflected on and which I used to justify the classroom teaching approach. In that figure, descriptions on the left are the fundamental factors to justify the teaching approach. And, those factors are derived from the research question through the major concepts of the theory to the concrete indicators in the real practice, which goes through two stages of fieldwork and which is an ongoing process. And, the descriptions on the right give further explanations and examples.

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Figure 5.7 Based on What Factors to Adjust Teaching During the 15 Lessons

The planning stage

The research question ———	To create a cooperative learning classroom
↓	↓
Lesson plan —————	Structures and aims of 15 English lessons
|	|
Concepts/aims —————	i.e. Cooperation—bringing and sharing
	| experiences
↓	↓
Operationalised factors/ ———	i.e. Interacting with each other,
objectives	sharing opinions and thoughts, etc...
↓	↓

The implementing stage

(Implementing through —————	(Implementing 15 English lessons)
teaching and learning)	|
↓	↓
From concrete indicators —————	i.e. From classroom videos of the 15
and evidence related to	lessons, which are the major data, to
various data to understand how	understand whether children are
aims and objectives are	cooperating or not
realised in the real classroom	
|	|
i.e. How the aim 'cooperation' ———	i.e. Are children interacting with
is realised	each other?
	Are children discussing opinions?

....

↓	| —
next step	relating to, for example

Factors related to the children which happened in the classroom also became key factors for me to adjust my teaching approach, in addition to the fundamental factors indicated in figure

5.7. While structures and aims of 15 lessons remained the same, the factors related to children in the real classroom which would let me adjust my teaching are indicated as follows:

■ Children's safety (i.e. for which situation, see Appendix 5- table 1);

■ Children's difficulties in cooperating for some situations (see Appendix 5-tables 1 to 6);

■ Children needed deeper and more information about environmental concepts (i.e. in Lesson 13, Activity 1—procedure 1 to 5 (see Lesson Report in Appendix 3), I talked more about interdependence between human beings, trees and animals, as children needed more information as a base to develop their own nations);

■ Children were late for class;

■ Children didn't prepare fully (i.e. Homework after Lesson 9 was for children to think with group members about factors of importance of trees. Some children didn't do that).

The above factors related to children in the classroom served as one of the important indicators and sources for me to adjust teaching in relation to time/lengths of activities and cooperative activities through drama method.

5.8.2.4 What to reflect

Based on the fundamental factors from the above figure and children's factors, during the 15 lessons, I mainly focused on two aspects for reflection. One major aspect was related to the claim that 'cooperative learning was happening'. The other was focused on 'cooperative learning was not happening'.

The first major aspect is described in Appendix 4- tables 1 to 10, which are about key lessons and situations when 'cooperative learning was happening'. The following six points explain about those tables. Table (1) is used as an example.

1) The categories such as [Discussing together] [Sharing opinions and thoughts] meant that cooperative learning was happening in relation to the categories. Those categories were analysed and developed from video-watching with a combination of my records in the fieldwork diary and emails to supervisors.

2) Those categories, which indicate that cooperative learning was happening, can be referred to the lessons and activities mentioned in the following descriptions.

3) Those categories are developed from the evidence of date—the videos. Therefore, the categories from the videos can go beyond the teaching objectives of the activities described in the Lesson Report. For example, in table (1), <u>Lesson 2, Activity 2</u>, while the

teaching objectives described in the Lesson Report are associated with (1) children being able to become involved creatively (2) children being able to learn English by involving their body language (see Lesson Report in Appendix 3), from the video, it shows that the new categories in relation to cooperative learning are developed and in this case they are about 'discussing together' and 'sharing opinions and thoughts'.

4) When indicating that the activities show evidence that 'cooperative learning was happening' in relation to the categories, I define it as meaning that cooperative learning was happening in a 'maximum' degree in the activities. Using table (1) as an example, a maximum degree means that cooperative learning through 'discussing together' and 'sharing opinions and thoughts', as shown in the categories, was happening in 'every child' and 'every group' in the activities, which can be seen from the evidence of videos, a fieldwork diary and emails.

5) The descriptions like 'speaking, role playing, presenting tableaux, cooperation' mean that those are the learning factors which were involved in those key activities and lessons.

6) 'The situations' explain what happened related to those key lessons and activities.

The above six points all can be applied to the descriptions in Appendix 4-tables 1 to 10, except that every table has a different category related to cooperative learning, and the learning factors involved in different activities are varied.

Besides, in each table, there is 'a reflective point'. The descriptions related to a reflective point/reflective points were mainly from the perspectives of myself, children and supervisors. As said earlier, in action research projects, reflective knowledge can be gained from reflections in actions. However, during the 15 lessons, I used 'reflective point/points' instead of 'reflective knowledge', since reflective 'knowledge' ought to have deeper and more developed understanding in terms of the overall picture of cooperative learning. Even though reflections were taking place during the 15 lessons, what had been reflected may not be 'developed' enough to be called 'knowledge'. For deeper reflective knowledge, the final chapter is the one to reveal this part.

Moreover, the second major aspect of reflection is described in Appendix 5-tables 1 to 6, which are about key lessons and situations when 'cooperative learning was not happening'. When I define that 'cooperative learning was not happening', it means that it didn't happen in a 'maximum' degree. Using table (2) in Appendix 5 as an example, in that activity, two

children were arguing while the other children were discussing and cooperating well. Under this situation, cooperative learning didn't happen in 'every child' and 'every group'.

Those 6 tables describe that 'cooperative learning was not happening' in the underlined activities in ways such as 'a sense of togetherness', 'reaching agreements'. Those categories were also analysed and developed from the evidence of videos, with the supplement of my fieldwork diary and emails to supervisors. As creating a cooperative learning classroom was my main focus in this project, reflective actions would need to be taken when children were not learning cooperatively. In those six tables, reflective actions in relation to different situations are mentioned. Any change related to the situations is also described.

For the 16 tables, it can be found in Appendix 4 and Appendix 5.

5.8.3 Post-Fieldwork: Analysis of Data

After finishing the 15 cooperative learning lessons, I collected another important source of data through interviewing the 17 children. My purposes of interviewing the children are mainly 1) to understand the children's thinking and experience of cooperative learning 2) to understand to what extent I achieve cooperative learning.

The main challenge for me at this stage was how to analyse the interview data. As noted in 5.7, grounded theory was used as an approach for me to analyse the interviews. As "the discovery of theory from data" (Glaser and Strauss 1999: 1) characterises grounded theory, the ways of analysing data is of significance. In 5.8.3.2, I will present how I analyse the interview data by various ways in order to discover the children's theory of cooperative learning. Before the discussion of how the data is analysed, what are the interview questions and some issues are presented as follows:

5.8.3.1 The interview questions and some issues

The 17 children were interviewed in Mandarin. Each interview for every child was about 20 minutes and the content of each interview was recorded. The main questions I asked each child during the interview are as follows:

Interview questions

1. Could you tell me what we have done in those 15 English Lessons?

2. Do you like learning English in this way? Why?

   Do you feel that it is better to learn English in this way? Why?

3. Could you tell me if in those 15 Lessons you personally feel that did you/were you able to:

   1) help your group?

   2) do something for your group?

   3) discuss with your classmates in the same group?

   4) share your thoughts and opinions with your classmates in the same group?

   5) make decisions together with your classmates in the same group?

   6) Cooperate together/work together with your classmates in your activities?

4. Learning in the way of 15 Lessons, is it different from the way of learning in your Usual English Lessons in class?

   - How is it different?

   - Why is it different?

5. Do you remember that in the Lessons last week, you painted your hands and legs and your group acted out the principles of your nation/world, what do you feel about this?

   When one group/nation is presenting their principles of the nation/world and the other two groups/nations are watching, guessing, trying to understand and write down what the group is presenting, do you like learning in this way? Why?

6. Finally, would you like to talk about your overall feelings and thoughts about those 15 English Lessons?

From the above 6 main questions, I mainly aimed to let the children talk about their experience of cooperative learning in relation to the 15 lessons. By asking the above 4th question, it also helped me to identify how they learn in their English class at school. In the process of interviewing them, more questions were asked, based on children's answers. For instance, when one child, Anne, said that she feels it is better to learn English by the way of the 15 lessons, I continued to ask her what she means by 'better', then she said more. During the interviews, each child was also shown two videos recorded from the 15 lessons when they

replied the above question 3. The purpose was to invite him/her to comment and reflect on the activities in the videos.

Some issues

Some issues need to be addressed here in terms of interviewing the children and the translation problems. First of all, there is the difficulty of interviewing the children because they do not say things very explicitly. In order to overcome this difficulty, during the interviews, I asked questions such as 'why' in order to let them say more. Also, sometimes I repeated what the children said in order to help them understand that their ideas were important, and in that way, they were encouraged to express their ideas.

Secondly, because the children do not say things very explicitly, it also means that when I give an extract from their interviews I have to add in the 'missing words'. That is why there are lots of words in brackets in children's quotes in the next chapter. One example is as follows:

> " Because I feel that (learning) in this way [of the 15EL] is very
> interesting. (It's) not like that (when) we usually attend
> English class, (the teachers)[in the UEC] are all very rigid to ask
> you to memorise........ In this way [of the UEC], (it's) very
> boring, and (I) have less interest in learning. Learning English,
> if there is an interest, (I) can learn (it) very well. So, When
> learning, (it's) best to be full of happiness." (Anne)

Thirdly, I acknowledge that some of my questions are 'leading questions' (i.e. I asked the children 'Is it better?'). I realise that this was problematic but it was the only way to have the children talk. However, when I asked this question, I also asked them to explain their meaning of 'better'. The examples could be found in the quotes from Ken, Anne and Clare in Chapter 6 (see 6.2). Besides, it seems that some questions are leading questions, but they are based on the children's previous answers. The examples are as follows (also see 6.3.2):

> Interviewer: "Do you like that way? That kind of competition [in
> the UEC]?"
>
> Linda: " (I) don't like (it)."
>
> Or,

Jane: ".......Or, (playing) 'quizzes of competitions' [in the UEC]!
    Then, drawing something on the blackboard, (playing)
    darts."

Interviewer: "You don't like this way?"

Jane: "(I) don't like (it)."

From Linda's example, my question is followed by her previous words because she mentions the learning way in her English class at school by contrasting with the 15 lessons and her words and her tone all indicate that she does not like the way. A similar situation is also happened in Jane. When she expresses the above ideas in terms of 'quizzes of competitions' and 'drawing something on the blackboard', she shows an unpleasant facial expression.

Fourth, I also acknowledge the fact that I am the teacher of the 15 lessons and it probably makes the children more positive when they talk about the lessons. They may be influenced by what they know I want to hear. In action research, teacher as researcher is one of the key spirits, and all action research has this kind of problem when a teacher is collecting data. However, during the interviews, I was aware of my role as 'a researcher', and tried not to get a teacher role involved when I asked them questions. When the children talked of the two experiences in the 15 lessons and in their English class, no matter what their answers were, I did not influence their ideas by encouraging them to say more 'good' things about the 15 lessons, or say more 'bad' things about their English class. The children were being honest. One example is found by Jane that she directly said that "Don't mess up my own body" (see the quote in 6.3.5) when she expressed her opinion about one of the activities in the 15 lessons, painting hands and legs.

Finally, there is a translation issue. As the children are being interviewed in Mandarin, I need to translate their words into English. Translating one word/one concept from one language to another language can not reach its 'perfection'. That is, sometimes it is not possible to find an 'exact equivalent word' from this language to that language. For example, during the interviews, the children all used this word 'Yo-Shi' to describe their learning experiences. It was hard for me to find one exact word from English to indicate what they mean by 'Yo-Shi'. As such, I kept the original 'Yo-Shi'. The discussion about 'Yo-Shi' in relation to children's concepts can be found in Chapter 6. Apart from that, when I translate the children's interviews from Mandarin to English, I all use the present tense. The reason is that Mandarin

verbs do not have tenses—tenses are indicated by a context or adverbs. As such, in order to stay nearer in Mandarin when translating, I use the present tense even though sometimes this might sound a bit add in English. I do this in order to overcome the problem of translation and to remain as faithful as possible to the original. This explains that why the quotes from the children in the next chapter are presented in the present tense.

5.8.3.2 How I analyse interview data

After transcribing every child's interview content, I analysed the data by applying one of the essential features of grounded theory—coding. I had various ways of coding the data, through which data was categorised, conceptualised and formulated. The discussion is as follows:

Sentence by sentence analysis

As indicated by Glaser (1978), grounded theory is intensively analysing data, often sentence by sentence, or phrase by phrase (cited in Strauss 1987: 22). Sentence by sentence analysis is used to discover the meanings of concepts from the contexts of a sentence or sentences, as "the context in which the concept is used should indicate meaning" (Strauss and Corbin 1998: 93). For example, in order to find out what the children mean by the concept 'opinions', I listed every sentence/sentences in which each child used this word 'opinion' (see Appendix 11). I underlined the word 'opinions' and any concepts related to this word in the context of the sentence. Using Tina's sentence as an example (see below), the underlining words are the relevant concepts related to 'opinion'. By using the sentence by sentence analysis, it was for me to 1) find out what each child means by this key concept 'opinion' 2) find out any other concepts related to this key concept 3) develop a category based on the concept (i.e. in Tina's example, the category was 'opinions—acceptance'). The same technique was also used to analyse different concepts from the interview data such as 'interesting', 'discuss', 'play'…etc. in order to understand and discover more about the concepts described by the children.

Example 1

Tina:

"Hmm…let everyone [in my group, in the 15 English Lessons] can, can accept your [my] opinions."

Word by word analysis

Similar to sentence by sentence analysis, word by word analysis is more 'micro-analysis', and it is mainly for me to find out any linkage between the concepts. By using Appendix 12 as an example, after contrasting the children's descriptions in the 15EL (15 English lessons of the research project) with the UEC (children's usual English class at school), I developed the key categories as indicated by the bold words (see the example below and Appendix 12).

Example 2

Playing+Learning...Deadly memorising

Anne: "That is to say, don't rely on <u>deadly memorisation</u>. That is, (the learning way) can (involve) <u>playing and learning</u> side by side."

Relating to daily life..Deadly memorising

Drawing and painting.....................................Reading sentences, memorising

Playing and learning side by side

Fun

Anne: "(When) we usually (attend English class) [the UEC], it's all that the teachers (in the UEC) <u>read one sentence</u>. Then...(the teachers in the UEC) read two or three times. Then, (the teachers in the UEC) ask us <u>to memorise</u>....... But, I feel in here [in the 15EL] (it) is more '<u>relating to daily life</u>'. Then, also (I/we) can <u>draw and paint</u>! It's really <u>fun</u>."

Interviewer: "Also, how (can you do)?"

Anne: "Draw and paint."

Interviewer: "Ok, good! 'Relating to daily life', what do you feel [mean] about 'relating to daily life'?"

Anne: "Hmm, that is to say, <u>don't depend on deadly memorising</u>. That is, (I/we) can <u>play and learn side by side</u>."

As shown above, these key categories were derived from the children's words (i.e. play, learn). In order to find out the meanings of 'play' and 'learn' and their linkage, I listed every

child's ideas whenever they used the word 'play' and 'learn', and analysed more about children's ideas. The example is shown as the illustration:

Example 3

Play ————"play little 'Yo-Shi'" (Jennifer)
————"It's not like one on one to play" (Angela)
————"also, play that, lifting people…." (Ken)

Learn ————"We almost, all mix 'Yo-Shi' with learning" (Clare)
————"more interaction, I can learn many things" (Sarah)

Play + Learn ————"play and learn side by side" (Anne)
————"learning by playing, very happy" (Andy)
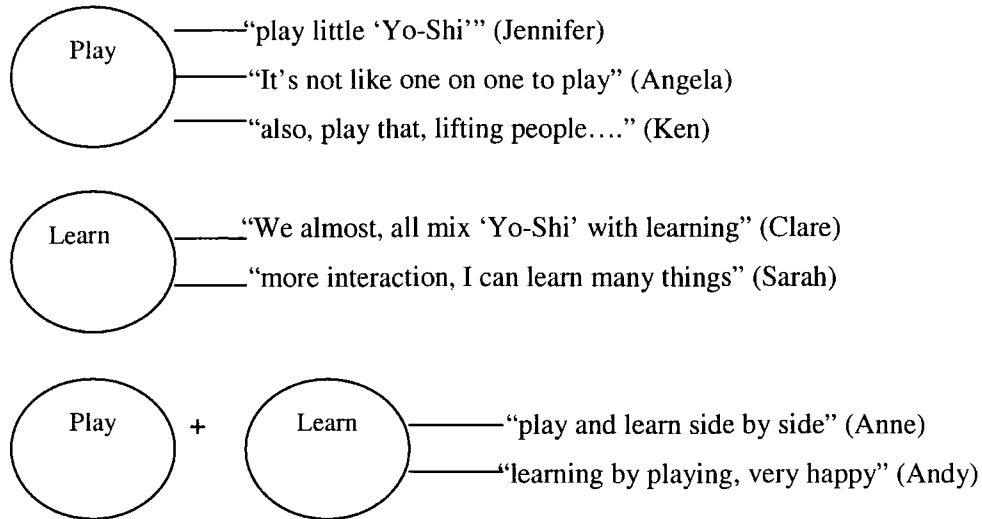
As shown in the above example, I used this word by word analysis to discover what the children mean by 'play' and 'learn' and the connections between them. This technique is like sentence by sentence analysis, by using word by word analysis, I looked for what, why, who, which and how in relation to each key word/key concept mentioned by the children.

Linkage

The technique of linkage was used for me to understand and explore the relations between different concepts indicated by the children. As shown in the above two techniques, one of the key focuses of using them was for me to discover the linkage and relations between ideas, words and concepts described by the children. Linkage is mainly a technique to be used to explore the relation between the key concepts (i.e. the example 3—how the concept 'play' and the concept 'learn' link with each other). Linkage is also used to discover more relations between the sub-concepts which are from the key concepts. For example, 'Yo-Shi' (this word is derived from the children's interviews and it is a Mandarin pronunciation--to understand this, see the next chapter) is one of the sub-concepts in relation to the key concept 'play'. This sub-concept 'Yo-Shi' can be explored more by analysing children's words in relation to 'what' (i.e What the 'Yo-Shi' is?), 'why' (i.e. Why do they play 'Yo-Shi'?), 'who'

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(i.e. With whom they play 'Yo-Shi'), 'which' (i.e. Which 'Yo-Shi' do they play) and 'how' (i.e. How do they play 'Yo-Shi'). By asking and involving those questions when analysing data, it helped me to explore concepts in a wide and deep way.

When I analysed children's interview data, the concepts labeled as 'key' concepts and 'sub-concepts' were changeable, depending on which concept I was going to discover. As such, when the focus was to find out more about 'play', 'Yo-Shi' was one of the sub-concepts related to this key concept. When the focus was to find out the 'Yo-Shi', this concept became the key concept (i.e. this concept was putting in the circle like the example 3) and other concepts related to 'Yo-Shi' all became the sub-concepts.

Besides, I also used the technique of linkage to draw the children's mind map. From the mind map, it helped me to understand the concepts indicated by each child and their linkage. The linkage showed the similar concepts/ideas, as well as the contrasting concepts/ideas. Part of the sample of the mind map is as follows:

<u>Example 4</u>

<u>15 English lessons</u>   <u>Usual English class</u>

'very interesting' ←——————→ 'very rigid'

'not rigid'   'memorising vocabulary and sentences'

'without a dead atmosphere'   'textbook'

'do activities'   'a more dead feeling'

'feeling fresh'
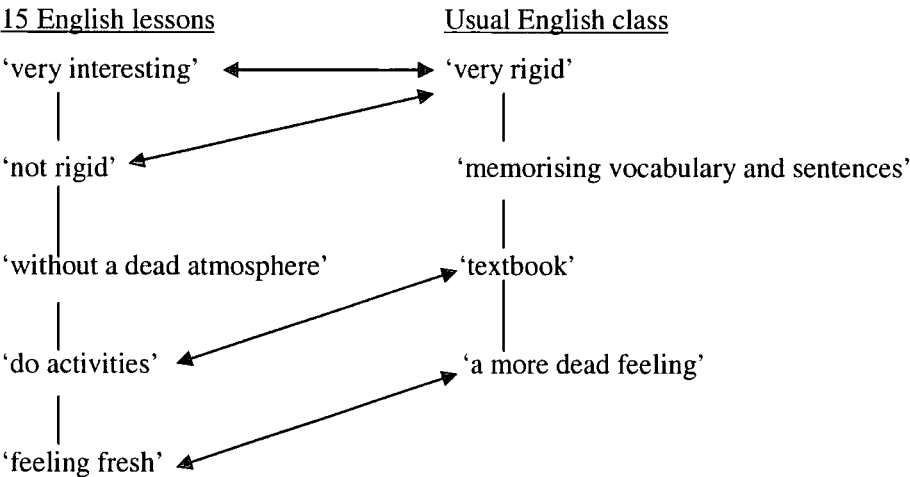
In the mind map, one concept such as 'very interesting' was not only mentioned by one child, so I also listed whoever used this concept. In that way, I discovered who used which concept to describe his/her experience, and I also discovered the linkage between every concept described by the children, no matter it showed similarities or contrast. Drawing the mind map also helped me to have a clear picture about each child's ideas. For example, in this mind map, the contrasting meanings such as 1)'very interesting' and 'very rigid' was

described by Anne 2) 'doing activities' and 'textbooks' was described by Jennifer 3) 'feeling fresh' and 'a more dead feeling' was described by Angela to indicate her contrasting experiences in the 15EL and in the UEC.

Similarities

The technique of similarities is to group the similar concepts when analysising data. I used this technique to formulate the similar concepts indicated by the children. For example, before I could bring out the three learning ways ('interesting', 'great fun' and 'happy'--see the next chapter), which are the essential concepts related to what the children 'like' and 'like better' in learning, one of the key steps for me was to use the technique of similarities. What I did was to group and list the concepts based on what the children 'like' and 'like better', by that way, I discovered more in relation to what they mean by 'interesting', 'great fun' and 'happy'. The example 5 as shown below (also see Appendix 13) is one of the examples in relation to how I grouped similar ideas based on what they like and like better. The example 5 and Appendix 13 also show that when children talked of what they like and like better, they also contrasted with their learning experience in the UEC, in which they used the concepts such as "rigid", a dead feeling", "a dead learning atmosphere" "dead without living":

Example 5

"(*I "like" learning English in this way because*) (the 15 Lessons are) not like our Usual English class which (teachers) are very <u>rigid</u> to ask you *to memorise vocabulary and memorise sentences*. It is very boring in that way. And, learning becomes less interesting." (Anne)

"(*I feel that it is "better" to learn English in the way of 15 Lessons*) because…I…hmm…my personality is that…suppose you…*My personality* is that about a teaching way, I <u>don't like</u> (that it is) too <u>rigid</u>. (I) seem to become <u>dead without living</u>…." (Ken)

As it is interview data, the children's answers are related to the interview questions (about the interview questions, see 5.8.3.1), the italic words are about in which context children talked about these concepts. The concepts marked as * as shown above were for me to identify other key concepts in relation to what they 'like' and 'like better', including the contrasting ideas such as what they dislike.

Contrast

One of the key ways for me to analyse children's interview data is by using contrast. This technique was the key way for me to find out how the children defined cooperative learning by contrast. The example is shown in Appendix 12, in which different child described their learning experience in the 15EL by contrasting with their experience in the UEC. By analysing data in the way of contrast, it helped me 1) to understand what are the children's learning experiences in the 15EL and in the UEC 2) to discover what are the differences between the two learning contexts 3) to establish categories based on their words (i.e. the categories are shown in the bold words in Appendix 12). However, the categories as developed in Appendix 12 were categorised into more general categories later. For example, the bold words/categories such as "acting out together" (Carl), "everyone interacts with one another together" (Angela), "with the classmates together" (Tina), "everyone all work together" (Angela) were all categorised into a general category labeled as 'togetherness'.

Categorising

In the process of analysing the children's interview data, I applied the way of categorising all the time. Categorising is related to classifying and grouping the concepts, no matter it is for categorising the key concepts, sub-concepts, contrasting concepts or similar concepts. Once the concepts are classified and grouped, the names/categories are given. For example, as said above, different children's concepts in relation to 'together' all can be grouped together into a category called 'togetherness'. Establishing categories is one of the key techniques in the process of coding, for it is said by Strauss that "coding involves the discovery and naming of categories" (Strauss 1987: 27). "Once the core category or categories have been committed to, then the researcher will be seeking to relate other categories to them, thereby gradually densifying the theory" (ibid. 24). The significance of classifying and grouping concepts into categories is revealed.

For the examples of how I categorised the children's concepts and gave the names of categories, it can be found in Appendix 14 and Appendix 15.

Saturating

The final technique of analysing interview data is 'saturating', as I would name it. This technique is like painting a picture by using one colour. Every time, the picture is painted

again and again by using a green material, for example, until the colour on this picture is saturated and completed.

For example, in order to understand what the children mean by 'cooperation', I analysed the data again and again until the categories and variations as demonstrated in Appendix 14 and Appendix 15 came out. It was a process of saturating the concepts. Still, these key categories and variations, as shown in Appendix 14 and Appendix 15, were not saturated enough because some categories and variations could be connected with each other. In order to produce a more readable piece of writing, I kept painting by saturating the colour and the final writing in relation to the children's definitions of cooperation was produced (see the next Chapter, 6.5.1).

By using the above six techniques, it also helped to saturate the data. That is, in the process of analysing the interview data, I kept applying the various techniques again and again in relation to categorising, drawing the children's mind map, contrasting their concepts, finding out their similar concepts, discovering the linkage, doing sentence by sentence analysis and word by word analysis. The different appendices show in this section can explain how I saturate the data (for other work of analysis, I did it by hand). Apart from this, in the next chapter, the three essential learning ways—'interesting', 'great fun' and 'happy', which the children 'like' and 'like better', are also the writing after I saturate the data by analysing it in various ways. To explain how I came out with the three essential learning ways which the children like and like better, it was as follows:
1) These three essential concepts appear in different child's descriptions for many times—they all use these words to describe what they feel and experience in the 15EL;
2) After identifying that, I keep analysing the data by using the different techniques as described above.
3) Then, the saturated writing is presented in the next chapter.

The final note in relation to how I analyse the children's interview data is that it provides 'traceability'. Traceability means that what I write and interpret and how I come to the schema in each section in the next chapter can be traced back to the data. When writing children's experience/theory of cooperative learning in Chapter 6, I use a 'story-telling' way. By doing that, it does not only help readers to trace back the data to see how data is categorised, conceptualised and formulated, but also for me to "theorize" (Strauss and Corbin

1998: 21) the data, namely, developing children's ideas and concepts into theory. Developing theory is a process, and theorising is work that entails not only conceiving or intuiting concepts but also formulating them into logical, systematic and explanatory scheme (ibid.). In the next chapter—'children's experience/theory of cooperative learning', how I apply the key seven techniques of data analysis is also demonstrated in the writing. The difference between the analysis as shown in the appendices and the analysis in the next chapter lies in that before I can produce the writing in the next chapter, I have already analysed the concepts for many times. In other words, I have been painting this picture by saturating the colour for many times. And, the final saturated colour is presented in each schema of each section in the next chapter. That is, each schema in Chapter 6 is represented as the children's theory in relation to their concepts, and each schema demonstrates 'traceability' in a way that forming theory is through identifying, developing and relating the concepts from the children's understanding of cooperative learning.

5.9 Summary

This chapter includes two parts: methodology and fieldwork. In the first part, I discuss how I develop the main research question, why I use action research as an appropriate approach for my research, and other key concepts in relation to action research are also discussed. Besides, the discussion is also focused on how data is collected and the pros and cons behind that is also presented. The second part is related to the research project in my fieldwork. By dividing into three stages: pre-fieldwork, fieldwork and post-fieldwork, I discuss how the 15 cooperative learning lessons are planned, designed and implemented, and what sources of data are collected and how they are analysed. Also, some pragmatic concerns in relation to planning the lessons are mentioned. How and what I reflect on the 15 lessons and how I analyse the children's interviews are also addressed in the second part of the chapter.

Next chapter is to present the children's experience of cooperative learning. It is also a chapter to demonstrate how I analyse the children's interview data and how I conceptualise children's theory derived from their concepts.

CHAPTER 6

DATA ANALYSIS AND INTERPRETATION:

THE CHILDREN'S EXPERIENCE/THEORY OF COOPERATIVE LEARNING

6.1 Introduction

The purpose of this chapter is to investigate the children's understanding of cooperative learning and how they conceptualise their experience of cooperative learning. Each section analyses a specific concept in the children's way of conceptualising, and eventually these different concepts will be presented with their relationships with each other as schemata of the children's understanding of their experience of cooperative learning. This chapter is presented in a very detailed qualitative analysis by applying grounded theory. By defining, relating and developing different children's concepts from the raw data, children's experience and theory of cooperative learning is revealed.

The date is from the children's interviews, and the interviews took place in Mandarin which has a different grammatical structure to English, for example with no separate word for the subject of the verb. The translation is as close to the original as possible and, for example, subject pronouns are written in round brackets ( ) to represent the lack of a pronoun in Mandarin. Square brackets [ ] are used to explicate references which may not be clear from a literal translation. All the quotes from the children are combined with double quote marks as an indication of a spoken language. Italic words in children's quotes indicate that they speak them in English in interviews. In the commentary text, double quote marks are used to indicate the actual words used by the children. Single quotation marks are used in the commentary text to indicate the teacher/researcher's concepts which are derived and developed from analysing and interpreting the children's actual words and concepts. The key purpose to distinguish double quotes and single quotes is to provide readers 'traceability' in that the concepts analysed and interpreted by the researcher/teacher can all 'be traced back' to the raw data, which is from the children's actual words and concepts. By doing so, it demonstrates how concepts are defined, related and developed in order to form the children's theory of cooperative learning.

In some cases, the concept is not easily translatable, for example 'Yo-Shi' is the Mandarin word and is explained. '15EL' refers to the 15 English lessons of cooperative learning, and 'UEC' refers to the usual English class the children attended in the school. In each section, bold words are used to indicate the summary of the children's

understanding and experience of cooperative learning. The children's theory of cooperative learning thus is revealed in different schemata of different sections, table 6.1 and the children's concepts/definitions of cooperation after a very detailed analysis from children's actual words and concepts.

6.2 Learning in the Interesting Way—Like, Like Better

Learning in the "interesting" way is what the children like and like better in learning. The children describe one of their learning experiences in the 15 English Lessons as interesting, while they contrast their learning experience in the Usual English Class as "rigid". Different children express their thinking, and what they experience in the 15EL related to their concept "interesting" is presented as follows:

> Interviewer: "Do you like learning English in this way [of the 15
> EL]?" "Why?"

In response to the above questions, Sarah uses the word "interesting" to point out the learning way she experiences in the 15EL, which also indicates what she likes in learning:

> "Yes" "Because, because I feel that (it) [the way of the 15EL] is
> very interesting." (Sarah)

Like Sarah's response, Ken also uses the concept "interesting" to respond to the same above questions. Also, he explains more about the concept "interesting" which refers to the learning way he "likes":

> "(I) like (it) [the 15EL]!". "I feel, hmm,...(it's) very interesting.
> That is, attending class [the 15EL] is not too rigid, (without) a
> dead atmosphere." (Ken)

The "interesting" way in learning means that it is "not too rigid", as Ken tries to say. Learning in the way of being "not rigid" is also the reason that Clare likes learning in the 15EL:

> Interviewer: "Could you tell me, do you like learning English in
> this way [of the 15EL]?"
>
> Clare: "Hmm, yes."
>
> Interviewer: "Why?"
>
> Clare: "(It) [the way of the 15EL] (is) not rigid. Because usually
> the teachers [in the UEC] all teach based on the timetable,

and (they) all say nothing....... And, (in) some cram
schools, the teachers all only teach...finish teaching the
textbooks, then,...nothing. In this way, (it's) more
rigid."

Learning in the way which is "not rigid" indicates that it is the "interesting" way, and it is
the way the children like, as Ken and Clare try to express. Clare implies that the "rigid"
way she experiences in the UEC is the focus of "timetable" teaching, and she also uses
her learning experience in a cram school to explain that a "more rigid" way in learning is
based on the "textbooks" learning only. In the following quotation, Jennifer also
contrasts the concepts "rigid" with "interesting", and the example she gives about the
"rigid" way in the UEC is also related to "textbooks", which is contrasted with the way
she likes in learning:

"(I) like (it) [the way of the 15EL]." "Hmm, (it) [the way in the
15EL] (is) great fun. And, (it's) also very interesting. Then, (it)
[the way of the 15EL] is not like...like attending other English
(class) [the UEC], rigidly, looking at the textbooks." (Jennifer)

In another case, one child also uses the concept "very interesting" to describe why she
"likes" the 15EL, and uses the concept "very rigid" to describe the UEC. Anne, in the
following quotation, points out that the emphasis on "memorising" in the UEC is what
she means about "very rigid":

"(I) like (it) [the way of the 15EL]." "I feel that (learning) in this
(way) [of the 15EL] is very interesting. (It's) not like that (when)
we usually attend English class [the UEC], (the teachers) [in the
UEC] are all very rigid to ask you to memorise vocabulary, to
ask you to memorise sentences. In this way, (it's) very boring,
and (I) have less interest in learning." (Anne)

Learning through the emphasise on "memorising" in the UEC, the child associates that
with the concept "rigid" and that causes her "less interest" in learning. A similar
expression is said by Margaret:

"......Our teachers [in the UEC], that is, (when) attending English
class [the UEC], (the teachers in the UEC) all ask us to write this
in there [in the UEC]. That is, read that sentence! Then, ask us to
memorise. I feel that this way seems have less meaning!" (Margaret)

Learning in the "rigid" way in the UEC also causes the child a feeling like "dying", as
Ken tries to express below. Experiencing a dead feeling by learning in the rigid way is
contrasted with the experience of learning by the interesting way without a dead
atmosphere, which is emphasised by the earlier quotation said by Ken and the following

one. In the following quotation, Ken expresses more about his "personality" and gives the reason why he likes learning in the 15EL better:

> Interviewer: "Then, do you feel that learning English by this way
> [of the 15EL], is it better?"

> Ken: "Hmm,...not bad. Yes."

> Interviewer: "What's (your) feeling about 'better'?"

> Ken: "A better feeling?...Because...I...hmm...my personality is
> that...if you, that.... My personality is that (when)
> attending class, I don't like (the way of being) too rigid,
> (I) can be like dying without living...."

Similar to Ken, another child also uses the concept "dead" to describe what she experiences in the UEC. Angela, in the next description, relates the concept "dead" to "textbooks" learning in the UEC. Also, in contrast to the concept "dead", she uses the word "fresh" to describe why she likes learning in the 15EL:

> "(I) like (it) [the way in the 15EL]." "Because it [the way of the
> 15EL] is not based on the textbooks to teach. (I) feel that
> teaching in that way based on the textbooks can (give me) a
> more dead feeling. So, this (way) [of the 15EL] lets me feel
> fresh." (Angela)

The children uses the word "interesting" to associate with "not rigid", and they also give the examples to contrast the concepts "interesting" and "not rigid" in the 15EL with the concept "rigid" in the UEC. A more "dead" feeling is caused by the too "rigid" way in learning, in contrast, a "fresh" feeling is related to the "interesting", 'non-rigid' way of learning.

In the following quotations, Anne's brief description is about why she likes "better" in learning in the 15EL. Her description is related to Angela's "fresh" feeling that she experiences from the learning way of the 15EL and is contrasted with Ken's description "like dying" when learning in the rigid way:

> Interviewer: "You feel that learning in the way [of the 15EL] (is the
> way) you like. And, is it better? (By) this learning
> way [of the 15EL], do you feel that it is better?"

> Anne: "Yes. I feel it is better."

> Interviewer: "Then, what do you mean by the meaning of 'better'?"

> Anne: "More lively, more vivid, more interesting."

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Like Anne, who uses the words "lively", "vivid", "interesting" to describe what she experiences in the 15EL and that is the way she likes better in learning, Clare also expresses a similar feeling:

> Interviewer: "......Learning English, you feel, hmm, what kind of
> way for learning English, you feel that it is better?"
> Your meaning of being 'better', what's your thought?"
>
> Clare: "It's like what we are attending class now [in the 15EL]!"
>
> Interviewer: "How?"
>
> Clare: "Hmm...that is, (I) feel that (it's) more lively in the
> classroom."
>
> Interviewer: "Do you like (the way of being) more lively?"
>
> Clare: "Yes! Yeah."

Learning in the "interesting", 'non-rigid', "vivid" and "lively" way is what the children like and like better. In the following quotations, the children give more descriptions about their concept "interesting" which they experience from the 15EL, and that gives more indications about the way they like and like better in learning:

> "Because I feel that (learning) in this way [of the 15EL] is very
> interesting. (It's) not like that (when) we usually attend
> English class, (the teachers)[in the UEC] are all very rigid to ask
> you to memorise....... In this way [of the UEC], (it's) very
> boring, and (I) have less interest in learning. Learning English,
> if there is an interest, (I) can learn (it) very well. So, When
> learning, (it's) best to be full of happiness." (Anne)

From Anne's description, she suggests that the "interesting" way in learning is associated with a "happy" learning atmosphere, and that can not be happened when learning in the rigid way. And, by learning in the interesting way with a happy atmosphere, her "interest" in learning can be raised. The interesting way of learning can also be related to not sitting in the chairs all the time when learning, as Ken tries to say below:

> "(When) attending class [in the 15EL], (I) can walk around (in the
> classroom). In other (English) classes [The UEC in school and
> the cram school he attends for learning English], (I) only can sit,
> (in) a dead atmosphere, (I) feel very bored." (Ken)

Ken says that he is able to "walk" around in the classroom when he learns in the 15EL, but he only can "sit" all the time with a "dead atmosphere" when learning in the UEC. Ken has given his expressions by pointing out that because of his "personality", he

doesn't like learning in a "rigid" way which lets him feel that he is like "dying without living". "Sitting" in his chair all the time in the UEC lets Ken feel that he learns in a "dead" atmosphere, which is related to his concept "rigid" way of learning. By contrast, learning in the 15EL where there are many activities in which the children are invited to "walk" around freely in the classroom when learning. By involving himself in the activities without sitting in his chair all the time, Ken experiences the concept "interesting" and 'non-rigid' way of learning, and that is why he likes and likes better in learning in the 15EL.

Experiencing an "interesting" way and feeling can be related to the "activities". In the next description, Jennifer talks more about her concept "interesting", which is related to the "activities" in the 15EL, and which also explains why she likes learning in the way of the 15EL:

> "Hmm, (it) [the way in the 15EL] (is) great fun. And, (it's) also
> very interesting. Then, (it) [the way of the 15EL] is not
> like...like attending other English (class) [the UEC], rigidly,.......
> Then, (I) [in the 15EL] can do some activities." (Jennifer)

In other words, from Jennifer's experience in the 15EL, doing some "activities" without experiencing a rigid feeling is associated with the "interesting" way she likes.

Referring to Jennifer's response, Clare also mentions the activities in the 15EL and she talks more about what kind of activities she likes without giving her a rigid feeling:

> "(It) [the way of the 15EL] (is) not rigid. Because usually the
> teachers [in the UEC] all teach based on the timetable,.......
> Then, ...we [in the 15EL], Then, we almost, all, all add the "Yo-
> Shi" [cooperative activities in the 15EL] in that kind of learning,
> and mix (them) together." (Clare)

Clare mentions "Yo-Shi" in the 15EL, which are the cooperative activities through drama method, and they give her a feeling of learning in a 'non-rigid' way. From the descriptions of Clare and Jennifer, learning in the "interesting" way in the 15EL means "doing activities" they like and those activities are not rigid. In the following descriptions, Angela also relates the concept "interesting" to the activities in the 15EL, and she points out the concept "variations" in activities:

> "Hmm, I feel that this kind of English course [the 15EL], the
> teaching way is very...very interesting. And, also, also (it) tends
> to 'variations' of teaching nowadays." (Angela)

She explains more about her meaning "variations":

> "(In) our classroom [in the UEC] always... always use that, (the
> teachers in the UEC) use the textbooks to teach. Then, then,
> I feel that (in) here [the 15EL] the activities tend more
> to 'variations'. And, let us express what (I)am/(we)are
> thinking by (my)self/(our)selves in mind(s). And, (let us) use
> many ways to present, having cut (papers) by (my)self/(our)
> selves [match and paste pictures and vocabulary], draw, and
> make posters. And, also let us...and also paint,...and sometimes
> (it) is myself to be a role [act out]..., (by) this way." (Angela)

Angela has contrasted the way she learns in the 15EL with the way she learns in the UEC, through which she experiences a fresh feeling by learning in the 15EL because of non-textbooks learning, but experiencing a dead feeling associated with textbooks learning in the UEC. From her above description, Angela's expression about the activity with "variations" in the 15EL is closely related to the reason that causes her a "fresh" feeling, which is contrasted with a "dead" feeling caused by the emphasis on "textbooks" learning in the UEC. In the next quotation, Angela points out the difference between textbook learning in the UEC and the principles behind the variations of learning in the 15EL:

> "(Using) our textbook to teach [in the UEC] is based on the texts,
> keep reading. Then, now (in) our 15 (English) Lessons, we are
> based on a topic and aims to go." (Angela)

From Angela's experience, a more "dead" feeling is associated with the "rigid" way of learning. By contrast, a "fresh" feeling is closely related to "variations" of learning with the major principles based on a "topic" and the "aims". From what has been expressed by Angela, she clearly indicates what is the way to raise her interest in learning.

To sum up, one of the children's experiences in the 15 English Lessons indicates that learning in the "interesting" and 'non-rigid' way is what the children "like" and like "better" in learning. Learning in the "interesting" way in the 15EL, according to the children, is related to 'non-textbook' learning, learning based on "a topic and aims", learning by the "Yo-Shi" [cooperative activities through drama method in the 15EL], and learning by the "activities" with "variations", through which the children experience "more lively", "more vivid" and "more interesting" feelings when they contrast with how they learn in the Usual English Class. By contrast, learning in the "rigid" way in the UEC means that the learning way is over-emphasisesd on "textbooks" and "memorising", as well as the "timetable" teaching. Learning in the rigid way in the UEC causes the children a "dead" feeling, which

contrasts with a "fresh" feeling associated with learning in the interesting way in the 15EL. The rigid way of learning in the UEC is also shown in the way of "sitting" in the chairs all the time when learning. By contrast, the children are free to "walk" around in the classroom when they are involved in the activities in the 15EL, through which it brings about a non-dead atmosphere in learning.

From what has been indicated by the children, a schema of their shared concepts related to learning in the "interesting" way is as follows:

15 EL   **UEC**

Like, Like better

| |

Interesting   ◄————————►   **Rigid**

| | ▲
Not rigid | |
More lively
More vivid

↑ |

Free to walk   ┌ Non-textbook learning   Learning by textbooks ┐
around in the   Learning based on a topic and aims   Learning by memorising ├─ Sitting in
classroom ┘   Learning by "Yo-Shi" (cooperative   Timetable teaching ┘   chairs all
                      activities through drama method in   the time
                      15EL)
                      Learning by "variations" (i.e. matching
                      └ & pasting, drawing, making posters,
                        painting, acting out)

          ↓   ↓

Feeling fresh   ◄————————►   A dead feeling
                                           A dead atmosphere

          ↓   ↓

Raising and involving   ◄——►   Less interest in learning
interests in learning

....

| | ◄—► | / \—   ↑   ↓

equal to   contrast to   relate to   lead to   result in

6.3 Learning in The Way of Great Fun—Like, Like Better

Learning as "great fun" is what the children like and like better. In this section, the concept of "great fun" is described and analysed and it becomes clear that the concept of

"great fun" is linked to the activities and the concept of "Yo-Shi", the latter being the main characteristic of the 15EL.

6.3.1 Great Fun and the Main Characteristic of the 15EL: The "Yo-Shi"/ [Cooperative Activities]

The way of "great fun" in the 15EL as conceptualised by the children is presented as follows:

> Interviewer: "Could you recall (from) our 15EL, the whole process, do you like learning English in this way?"
>
> Linda: "(I) like (it)."
>
> Interviewer: "Why?"
>
> Linda: "Because...(it's) great fun."

Like Linda, Andy also uses the concept "great fun" to make a general statement about the 15EL:

> "(I) like (it) [the way of the 15EL]." "Because it is great fun in this (way) [the way of the 15EL]." (Andy)

Both Linda and Andy "like" learning in the 15EL because it is "great fun". Using the concept "great fun" to describe the 15EL and indicate that it is the learning way she "likes", Jennifer talks more about the concept "great fun":

> "(I) like it [the way of the 15EL]." "Hmm, (it) [the way in the 15 EL] (is) great fun....... Then, (it) [the way of the 15EL] is not like...like attending other English (class) [the UEC], rigidly, looking at the textbooks. Then, (I) can do some activities [in the 15EL]." (Jennifer)

In other words, Jennifer suggests that "doing activities" in the 15EL without giving her a rigid feeling is associated with the concept "great fun'. A similar expression is also said by Leo:

> "(It) [the way of the 15EL] has more fun than the (way in) the English class [the UEC]." "Because there are more activities [in the 15EL. And, (it) [the way of the 15EL] (is) not so rigid." (Leo)

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In 6.2--learning in the interesting way, the children indicate that the activities in the 15EL are "not rigid", which manifests itself in their "variations" of the activities based on a "topic", its "aims" and the "Yo-Shi" [cooperative activities through drama in the 15EL]. From what is said by Jennifer and Leo, the children express again about doing activities without a rigid way in the 15EL, and this time the expression is closely associated with the concepts "great fun" and 'more fun'.

The concepts "great fun" and "more fun" associated with the "activities" in the 15EL are explained more by Anne. In the next quotation, Anne mentions the "activities" in the 15EL which she feels "great fun", also she points out how she learns in the UEC to explain the concept "more fun" in the 15EL:

> "That is, don't we paint, then act out [in the 15EL]? And, we
> actually like painting very much! Then, (we) want to act out!
> And, also, there is cutting and pasting [finding, matching and
> pasting pictures and the vocabulary in the 15EL]! We can do (it)
> by (our)selves/(my)self, so, (I) feel great fun. Because we
> usually all only keep writing and writing [in the UEC]. So, (this
> way) [the activities in the 15EL she mentions] has more fun."
> (Anne)

The concept "great fun" associated with the "activities" in the 15EL is also expressed by Margaret. Like Anne, who says that the activity of "painting" is the one she "likes" very much and it is "great fun", Margaret, in the next quotation, also talks about this activity:

> "Hmm, I feel painting that (bodies) is also good fun! Paint
> those bodies, that is good fun." (Margaret)

Another child also mentions this activity, "painting" bodies. Like Margaret, Clare also talks about why she likes learning in the 15EL and the reason is related to the "activities":

> "Hmm, yes [I like it]." "(It) [the way of the 15EL] (is) not rigid.
> Because usually the teachers [in the UEC] all teach based on the
> timetable, and (they) all say nothing. Then,...we [in the 15EL],
> then, we almost, all, all add the 'Yo-Shi' [cooperative activities]
> in that kind of learning, and mix (them) together." (Clare)

She points out the activity she likes in the 15EL:

> Interviewer: "(In) our 15EL, as you can remember,
> what's the activity you like most?"
>
> Clare: "Hmm...paint that, paint the colourful materials on hands."

"Painting" hands and legs is one of the activities implemented in the 15EL, and that activity is as a preparation for the children to act out in the later activity. Like Margaret and Anne, who say that painting bodies is "good fun" and "great fun", Clare also mentions this and says it is the activity she likes very much. This activity in the 15EL, "painting" bodies, is named by the children as a "Yo-Shi" [cooperative activity]. Margaret has the following descriptions:

> Margaret: "(We) have done many! There are that, draw those
> posters, and paste that paper! And, ...play 'Yo-Shi'
> [cooperative activities in the 15EL]!"
>
> Interviewer: "Play what 'Yo-Shi'? What kind of 'Yo-Shi'?"
>
> Margaret: "Catch the koala. And, catch that giraffe...it seems that
> only catching the koala. Paint that, painting materials
> [painting bodies], this way."

Margaret talks about the two activities in the 15EL, "catching the koala" and "painting" bodies, which she names them as the "Yo-Shi". Linda also has the similar statement:

> "(In) the first Lesson, we play many kinds of 'Yo-Shi', and there
> is taking that koala doll under the other's chair. Also, that is,...
> hmm...also, that is, take the painting materials, paint hands."
> (Linda)

From Linda's description, she mentions that many kinds of "Yo-Shi" are played in the first lesson of the 15EL. Those "Yo-Shi" played in the first Lesson of the 15EL are the 'cooperative activities through drama method' without relating to the topic/environmental issue, through which the children are able to interact with each other by cooperating/ working together in different groups or as a whole class when they are involved in the activities by using a drama method. And, by using the drama method, the children are invited to involve their senses (i.e. sight, hearing, touch and smell), whole body (including face, head, neck, hands, legs and muscles), feelings, imagination and creativity when they work together in different sizes of groups.

'The cooperative activities through drama method' without relating to the topic/environmental issue are also played in the other lessons in the 15EL. Jennifer gives the example, "touching a classmate":

> "Also, play some little 'Yo-Shi', then,...like putting a doll (a toy
> koala) under the chair, then, someone takes it! And, see whether
> it has been found or not. And,...that is,...touch the classmates.
> (When) the music is stopped by the teacher (of the 15EL), go to

touch a classmate." (Jennifer)

Like Jennifer, who talks about the "Yo-Shi", Ken also gives one more example, "lifting" the classmates [swinging the classmates]:

"Also, play that, lift the people [classmates], that...." (Ken)

Given the "Yo-Shi", Clare gives one more example related to the 'music':

"We have done some activities! That is, play 'Yo-Shi'. And, that
is, that kind, listening to the thing [the music]" (Clare)

Angela continues to point out the "Yo-Shi" which relates to involving "imagination" through "music" and which is combined with "acting out":

".....Use the music, then to act out. (Act out) about what you [I]
imagine, that way...." (Angela)

Like the other children, who points out what the "Yo-Shi" are in the 15EL, Leo gives one more activity/the "Yo-Shi" in the next description:

"That is, 'SNOOPY', that (one). That is,...dialogues. Use a
correction pen (to erase the dialogues on the comic strips), then,
(we)/(I) fill in the dialogues by (our)selves/(my)self." (Leo)

The activity of "SNOOPY" mentioned by Leo is also one of the cooperative activities through drama method, through which the children work in the different groups to act out the conversations created by them based on the comic book 'SNOOPY'.

From what has been said by the children, the "Yo-Shi" means the activities they "play" in the 15EL, and those activities are equivalent to what the teacher calls 'the cooperative activities through drama method' without relating to the topic/environmental issue. Talking about the "Yo-Shi" in the 15EL is also expressed by Angela. In her description, Angela indicates what the "Yo-Shi" are in the 15EL:

".....The activities (in) here [the 15EL] tend more to 'variations'.
......(When) we are in here [the 15EL], it is to express the
thought of (my)self/(our)selves, (by) using different kinds of
ways. Then, in this way, (there are) 'Yo-Shi', also there is
learning." (Angela)

From Angela's words, she means that the different kinds of activities in the 15EL, which she indicates them as "variations", are "Yo-Shi". She gives more examples about "variations", which are the different ways of the "Yo-Shi":

> "......I feel that the activities (in) here [in the 15EL] tend more to
> 'variations'. And, let us express what (I) am/(we) are thinking
> by (my)self/(our)selves in mind(s). And, (let us) use many ways
> to present, having cut (papers) by (my)self/(our)selves [find,
> match and paste pictures and vocabulary], draw, and make
> posters. And, also let us paint...and sometimes (it) is myself to
> be a role [act out]." (Angela)

According to Angela, she means that the activities with "variations" in the 15EL are the "Yo-Shi", which are equivalent to the 'various activities' based on the topic/environmental issue. They are also pointed out by Linda, Margaret, Clare and Anne, as shown in their earlier descriptions, and "painting" bodies, 'acting out' and 'matching and pasting' are the examples.

The "Yo-Shi" in the 15EL/'the activities with variations' based on the topic/environmental issue are "drawing", 'matching and pasting', "making posters", "painting" and "being a role" [acting out], and other children's descriptions are listed in Appendix 16.

From what has been indicated and explained by the children above, it is clear to see that the "Yo-Shi" in the 15EL/the activities with variations based on the topic/environmental issue are presented by the various ways such as drawing, matching and pasting, making posters, painting and acting out. Moreover, the various ways of the "Yo-Shi" in the 15EL based on the topic/environmental issue are all related to 'drama method'. Their relations are explained as follows:

■ Drawing and drama method
  - The children draw by themselves about the passage/background information of the topic/environmental issue: "If There Is Only One Last Tree in the World." And, this activity is combined with the activity which the children work together in different groups to mime and act out the passage/background information of the topic/environmental issue by themselves;
  - The children draw the reasons to cause the 'one last tree in the world'. And, this activity is combined with the activity which the children work in different groups to mime and act out the reasons/pictures drawn by them.

Also, the reasons which the children draw, mime and act out are orgainsed together as 'The Picture Book'.

The above descriptions are illustrated as follows:

→   +   ═

Next step   Combine with   Equal to
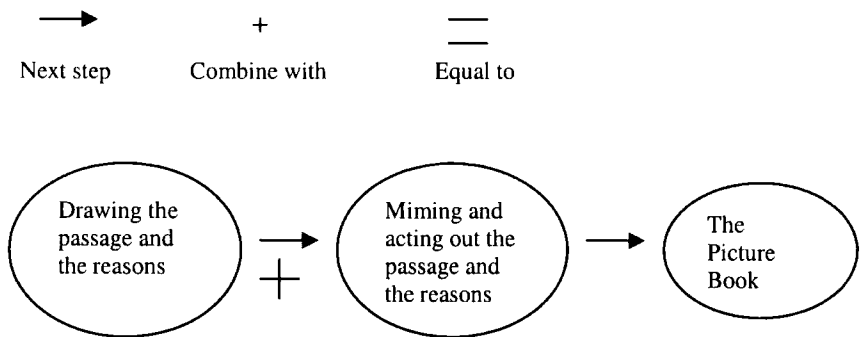
- ■ Matching, pasting and drama method
    - The children work in the different groups to find, match and paste the pictures and vocabulary related to the reasons to cause the 'one last tree in the world'. This activity is also combined with the activity which the children mime and act out the reasons/pictures drawn by themselves.
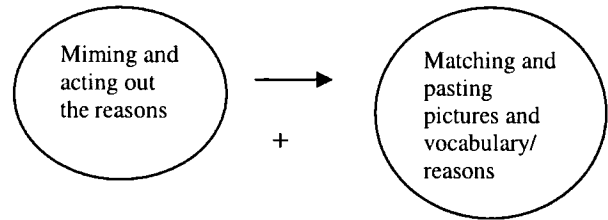
- ■ Making posters and drama method
    - The children work in the different groups to draw and create on the posters by themselves about the nations/worlds based on the relationships among trees, people and animals, and this activity is combined with the activity of writing on the posters about the characteristics and the principles related to the nations/worlds. Both of the activities are the preparation for the children to act out the principles of their nations/worlds.
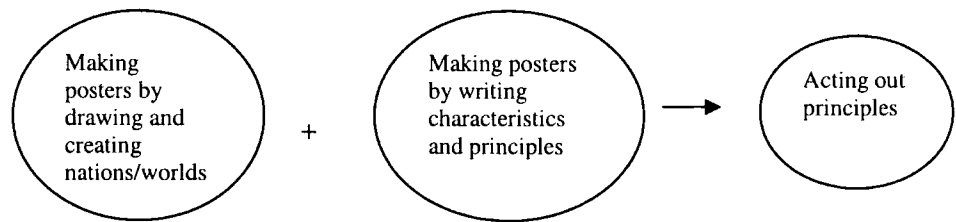
■ Painting and drama method

- Body painting is for the children to paint themselves as a preparation to act out the principles related to the nations/worlds created by them.
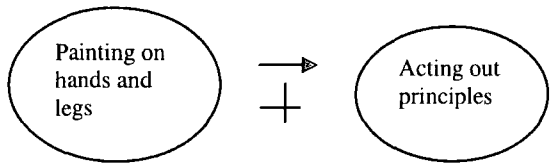
■ Being a role [acting out] and drama method

- The children mime and act out by themselves related to the activities which has been mentioned above. That is, they mime and act out the background information of the topic and the reasons to cause 'the one last tree in the world', and they act out the principles of the nations/worlds;

- The children work in the groups to present tableaux/frozen images related to the importance of trees thought by themselves.
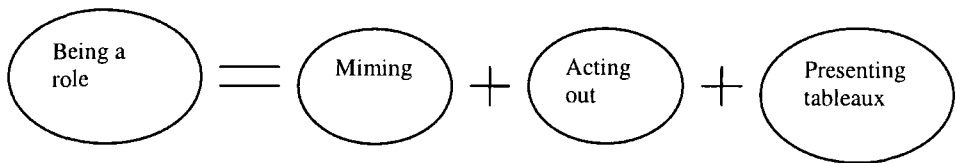
Since the activities with variations/the "Yo-Shi" in the 15EL are combined with 'drama' method, the "Yo-Shi" based on the topic/environmental issue can be formulated as the activities with variations through drama method.

Moreover, the activities with variations through drama method/the various "Yo-Shi" based on the topic/environmental issue are characterised by the notion of "cooperation", through which the children are able to interact with each other by "cooperating" in different groups. The children have the following descriptions:

"Everyone [in the 15EL] cooperates together. Together, get that masterpiece finished! Hmm, that is, in the beginning (of the lessons), that book! [the Picture Book]." (Carl)

"We cooperate to make a nation (we/I) want by (our)selves/(my)self. And, draw their, their [the] characteristics (of the nation)." (Tina)

"We are, that is, when (we are) acting out, (we) are, we are together, that is, cooperation. To help, cooperate to act out this play [act out the principles]." (Sarah)

Pointing out the "Yo-Shi" in the 15EL and their characteristic "cooperation", Sarah has the direct description:

> "(When) attending those 15 (English) Lessons, playing 'Yo-Shi'
> is, need to discuss in one group. Then, together, then to, hmm,
> cooperate, to, that is, finish the activity." (Sarah)

The "Yo-Shi" with variations through drama method based on the topic/environmental issue manifest themselves in the characteristic of "cooperation", as pointed out by the children above. As such, the "Yo-Shi" based on the topic/environmental issue can be formulated in the teacher's terms as 'the cooperative activities with variations through drama method'.

"Doing activities" in the 15 English Lessons, the children experience their concept "great fun". The various activities in the 15EL are formulated by the children as the "Yo-Shi", and by learning through the "Yo-Shi" in the 15EL, the children experience a feeling of "great fun" and that is the way the children "like". According to the children, the "Yo-Shi" in the 15EL, on the one hand, are 'the cooperative activities through drama method' without relating to the topic/environmental issue. On the other hand, the "Yo-Shi" are 'the cooperative activities with variations through drama method' based on the topic/environmental issue, which are presented in the ways of "drawing", 'matching and pasting', "making posters" and "painting", and each one of them is combined with the 'drama method' in relation to miming, acting out or presenting tableaux. In other words, according to the children, the "Yo-Shi" are equivalent to 'every activity' in the 15EL, through which the children interact with each other by "cooperating" in different groups or as a whole class, and through which the children are able to be involved in their senses, whole body, feelings, imagination and creativity.

By learning through the "Yo-Shi" [cooperative activities through drama method] in the 15EL, the children experience a feeling of "great fun". Feeling great fun by playing the "Yo-Shi" in the 15EL is what the children like in learning. Each child indicates that directly or indirectly in his/her expressions.

A shared schema conceptualised by the children about the "Yo-Shi" in the 15EL is presented as follows:

15EL

Yo-Shi ——Great fun ——Like
| |

Every activity in the 15EL

| |

Cooperative activities ——Children work in different groups
or as a whole class

Cooperative activities ————— **Cooperation** ———— **Cooperative activities with variations**
through drama method ____ Involving children's ____ **through drama method**
senses, whole body,
feelings, imagination &
creativity

i.e. - Catching the toy koala
  - Touching the classmates
  - Lifting the classmates
  - Acting out through music
  - Acting out conversations
    based on 'SNOOPY'

i.e. - Drawing + drama method: miming+
    acting out
  - Matching and pasting [finding,
    matching & pasting pictures and
    vocabulary] + drama method:
    miming+acting out
  - Making posters + drama method:
    acting out
  -Painting [hands and legs] + drama
    method: acting out
  - Being a role + drama method:
    miming, acting out & presenting
    tableaux

Without relating to
the topic/environmental issue

Relating to
the topic/environmental issue

··

| | —/ \ | +

equal to   **relate to**   **combine with**

6.3.2 The "Yo-Shi" [Competitive Games] in the UEC

In 6.3.1, the children indicate that they like learning in the way of "great fun", and by involving themselves in the 'various cooperative activities through drama method' in the 15EL, they experience a feeling of "great fun". The children also say that it has "more fun" by involving themselves in the various cooperative activities/the "Yo-Shi" in the 15EL when they contrast with their learning experience in the UEC.

In the following quotations, the children talk more about what they do in the UEC. Linda has a description:

> "Usually, the teachers [in the UEC] wouldn't let us paint. Also,
> that is,...usually,(when) the teachers [in the UEC] teach, (they)
> wouldn't let us make posters. (The teachers in the UEC) also

wouldn't let us paint, use the painting materials to paint hands.
(The teachers in the UEC) also wouldn't...(they) even wouldn't
let us play that kind of 'Yo-Shi' [cooperative activities]. Then,
usually, (we) all sit there [in the classroom of the UEC], then,
that is,...study. Otherwise, that is, that is, play the group activities
only." (Linda)

Linda indicates that the way she experiences in the UEC is quite different from the
learning way in the 15EL. She points out that "the group activities" are played in the
UEC. Tina, in the next quotation, describes how this kind of group activity is played in
the UEC:

"The teachers [in the UEC] let us memorise, that is, some stories
from a book. Then, (the teachers in the UEC) would pick up
(our) numbers and let us go to the front (of the classroom) and
tell (the stories). If you tell (the stories) correctly, you can,
your group then can get one point [grade]." (Tina)

From Tina's description, this kind of group activity played in the UEC is combined with
"memorising" and "getting points". When this kind of "group activity" in the UEC is
played, it is that the more each child can "memorise" something correctly, for instance,
some stories from books, the higher the grades he/she can get for himself/herself and for
his/her groups. This kind of group activity in the UEC is described more by Tina:

"Then, (when) your group reaches the teachers' standard [in the
UEC], (you) can throw [play] something like a dice." (Tina)

Tina points out that this kind of "group activity" in the UEC is combined with a kind of
'game', for instance, "throwing a dice". And, the factor for the group of the children to
be able to play the game is to reach the "teachers' standard" in the UEC. In other words,
one of the key factors for the group of the children to play the game (i.e. throwing a dice)
is to memorise something correctly and to reach certain points/grades set by the teachers'
standard in the UEC. Jennifer, in the next description, indicates that this kind of activity
in the UEC as a "Yo-Shi":

"......If together, that is, play 'Yo-Shi' [in the UEC]. In this way,
everyone [in my group in the UEC] cooperates, (to) get, if get
the grades, (I am) a bit, (I would be) very glad." (Jennifer)

In other words, there is also a kind of activity in the UEC, which is called a "Yo-Shi".
The "Yo-Shi" played in the UEC brings about a 'winner', as said by Jennifer in the next
quotation:

"Then, that is,...that is, if (my group) wins, then, (I) would be,
would be very glad....... (It) seems that playing this 'Yo-Shi'
[in the UEC], it's...that is, play......(my group)/ (I) can
win the other classmates." (Jennifer)

The "Yo-Shi" played in the UEC, as described by Jennifer and Tina, is that each child works in a group to get the grades for the group to which they belong, as well as for himself/herself, by memorising something correctly from books asked by the teachers in the UEC. The winner is the group of the children that can get the highest grades among the other groups of the children by memorising more, and the winner is rewarded by the teachers in the UEC:

"Then, when your group reaches the teachers' standard [in the
UEC], (you) can throw [play] something like a dice. Then, finally
(when) your group reaches the highest points [grades], then (you)
can, the teachers [in the UEC] would give you some rewards."
(Tina)

The "Yo-Shi" that the children work in the groups in the UEC is combined with "memorising", "grades", "the teachers' standard", the 'winner', and the "rewards" from the teachers. In the next quotation, one child points out directly what the "Yo-Shi" is in the UEC:

"In, if in the usual English class [the UEC], that is, although there
is also (working) in the groups, but it's (for) contests, this way."
(Carl)

The "Yo-Sh" in the UEC are the "contests". Playing the "Yo-Shi" in the UEC is equivalent to playing contests. The crucial characteristic of the "Yo-Shi" played in the UEC is pinpointed by Linda:

"In there [in the UEC], that is, because (the way) is the contest, so,
competitiveness. The classmates' wills to win are all very strong.
Then, in order to win, (we) use any means...." (Linda)

The major characteristic of the "Yo-Shi" in the UEC is "competitiveness". In the process of playing the "Yo-Shi"/competitive games, "competitiveness" exists among the children's groups in the UEC. The energy to head to the final destination—to "win" the contest—manifests itself in "competitiveness". Winning the contest becomes the only purpose when the children are involved in the "Yo-Shi" [competitive games] in the UEC. The winner, who is the group of the children in the UEC and who can compete with the other groups to win the highest grades, is encouraged by the teachers' rewards in the UEC.

The teachers in the UEC encourage competitions. The same situation can also be found in cram schools for English learning. Ken has the description:

> Interviewer: "Then, what do you play [in his cram school for
> learning English]?"
>
> Ken: "With...a personal...a personal competition."

The competitions not only exist among 'different groups' of the children, but also exist among 'different children' when the "Yo-Shi" in the UEC are played. The description given by Ken indicates that a "personal competition" exists when each child is playing a contest for his/her own group in a cram school for learning English.

Ken keeps saying and pointing out how "competition" is encouraged by "the teacher" [in his cram school for learning English]:

> "There would be competitions! But, when you win, the teacher
> [in the cram school] says that, for example, the loser gets the two
> reward cards. Or, the second loser, (gets) the three (reward cards).
> The winner, (gets) the six (reward cards). That way. Then, get the
> reward cards, (the reward cards) can be changed into things (from
> the teacher) [in his cram school for learning English]." (Ken)

From Ken's experience in the cram school, he indicates that "competitions" are 'encouraged' by the teacher, and the "rewards" signify as an encouragement from the teacher to ask him to be involved in competitions. The same situation is also happened in the UEC where the children get the rewards from the teachers in the UEC when any group reaches the highest grades, as the example given by Tina in her earlier description. In other words, what is indicated by the children is that "the teachers" encourage "competitions", no matter whether it's in the UEC or it's in a cram school. In the process of playing a contest, one child in his/her group needs to compete with another child in other groups, and the children from different groups are heading to be the winner because the teachers encourage that.

Playing the "Yo-Shi" in the UEC is to ask the children to "memorise". However, the major characteristic of the "Yo-Shi" in the UEC is "competitiveness", for playing the "Yo-Shi" in the UEC is equivalent to playing "contests". When the children are involved in the "Yo-Shi" in the UEC, becoming a 'winner' turns to be a major purpose. The group of the children that can demonstrate 'highest competitiveness' by winning the 'highest grades' becomes a winner. The "teachers', no matter whether they are in the UEC or in a cram school, "reward" a winner with a 'highest reward'. The children work

in their group to compete with the children in other groups. "Competitions" not only exist in one group to another group, but also exist in one child in this group to another child in that group. The highest competitive child and the highest competitive group are rewarded by the teachers' grades and materials.

Learning in the way of competition, which is equivalent to playing the contests/the "Yo-Shi" in the UEC, Linda expresses what she feels about it:

> Interviewer: "Do you like that way? That kind of competition [in
> the UEC]?"
>
> Linda: " (I) don't like (it)."

A similar feeling is also expressed by Jane:

> Jane: "......Or, (playing) 'quizzes of competitions' [in the UEC]!
> Then, drawing something on the blackboard, (playing)
> darts."
>
> Interviewer: "You don't like this way?"
>
> Jane: "(I) don't like (it)."

Linda continues to point out the reason that she doesn't like the way of competition:

> Linda: "Yes. Because if, that is, for example, the group sends you
> [I] to the front (of the classroom) [to compete with others],
> then, you lose, you would be blamed by everyone [in my
> group in the UEC]."

Playing the "Yo-Shi" in the UEC involves "competitions". In the process of competitions, the stress comes from competing with each other for winning the highest grades—to be a 'winner'. Because of that, being a "loser" who is the one that he/she is not able to get any points/grades for his/her group "is blamed" by the group members, as pointed out by Linda. As such, when a child is involved in a competitive game/the "Yo-Shi" in the UEC, he/she not only takes the stress for competing with each other to be a winner, but also takes the stress for being blamed by his/her group members if he/she loses the game/the "Yo-Shi" in the UEC.

From what has been indicated by the children above, the concept "Yo-Shi" in the Usual English Class is clear. The "Yo-Shi" played in the UEC are "contests". The crucial characteristic of the contests/the "Yo-Shi" in the UEC is "competitiveness". In the process of playing the "Yo-Shi" in the UEC, 'games' (i.e. throwing a dice,

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playing darts), 'group work', "memorising", "teachers' standard", "winning" the "grades" and getting the "rewards" are involved.

Playing 'the competitive games'/the "Yo-Shi" in the UEC manifests itself in that each child works in his/her group "to win" more "grades" for his/her "group" and for himself/herself by "memorising" something correctly asked by the teachers in the UEC. When the "Yo-Shi" in the UEC is played, the children are grouped into different groups to compete with each other for winning more grades. In the process of playing the "Yo-Shi" in the UEC, each child works for his/her group to head "to win". The whole process of heading to be a 'winner' is encouraged by the teachers' "grades" and "rewards" in the UEC. 'A highest competitive child' and 'a highest competitive group' are rewarded by the teachers in the UEC for 'the highest grades'. Therefore, heading to be a winner, which is "to win" the highest grades and which 'is encouraged' by "the teachers" in the UEC, becomes the only purpose for the children to play the "Yo-Shi" in the UEC. The same situation can also be found in cram schools for the children to learn English.

The teachers in the UEC ask the children to "memorise" more by using a "competitive" way. The "competitions" not only exist in one group to the other group, but also exist in one child in this group to another child in that group in the UEC. When the children are involved in the "Yo-Shi" in the UEC, which is equivalent to involvement in "competitions", a 'winner' and a "loser" are distinguished by the teachers' grades in the UEC and that leads to the competitive stress. On the one hand, in the process of playing a competitive game/the "Yo-Shi" in the UEC, heading to be an individual winner and a group winner takes a lot of stress, for a child or children in a group needs/need to compete with others by memorising a lot for getting the highest grades. On the other hand, when a competitive game/the "Yo-Shi" is played in the UEC, being an individual loser and a group loser also take a lot of stress because a loser means the one or the group that is not able to get the highest grades by memorising something correctly asked by the teachers in the UEC.

Learning in the competitive way is the way that the children dislike. In other words, learning in the way of playing competitive games/the "Yo-Shi" in the UEC is the learning way that the children dislike.

The "Yo-Shi" in the UEC is conceptualised by the children as the schema as follows:

UEC

Yo-Shi

$||$

Contests

$||$

Competitive games ——————— Head to win

Highest competitive child ————— **Competitiveness**
and
highest competitive group

Personal competitions
and
group competitions

Group work

Memorising

Teachers' standard

Encouraged by ——————— **Winning the grades**
the teachers

Becoming a winner
(an individual winner &
a group winner)
or a loser
(an individual loser &
a group loser)

Getting the rewards

Competitive way ————→ **Competitive stress**

Children
dislike

$||$	$|$ —/ \	↓→↘↙	$+$	↖ ←
equal to	**relate to**	**result in**	**combine with**	**result from**

6.3.3 Contrasting Meanings of "Yo-Shi" in the 15EL and in the UEC

According to the children's descriptions in 6.3.1 and 6.3.2, there are two different kinds of "Yo-Shi". One kind of "Yo-Shi" is equivalent to the various "cooperative activities" through drama method in the 15EL. The other kind of "Yo-Shi" is equivalent to the "competitive games" in the UEC. In the following descriptions, the children express more about the two meanings of the "Yo-Shi" [cooperative activities] in the 15EL and the "Yo-Shi" [competitive games] in the UEC.

In 6.3.2, Linda points out that high "competitiveness" exists when the "Yo-Shi" are played in the UEC, and that is the way she dislikes.

By contrast, Linda indicates that there is "no competitiveness" when she learns by playing the "Yo-Shi" in the 15EL/doing the various cooperative activities in the 15EL. Her description is as follows:

> "In here [in the 15EL], that is, no competitiveness! Then, in there
> [in the UEC], that is, because of the contests, so, competitiveness."
> (Linda)

In 6.3.2, Linda also points out a situation—to head to be a 'winner', but become a "loser" in the process of involvement in the "Yo-Shi" in the UEC. The competitive stress for playing the "Yo-Shi" in the UEC not only comes from taking the blame from other group members in the same group when the child "loses" the game/the "Yo-Shi", but also comes from that the child needs to compete with others to "win" the game/the "Yo-Shi".

By contrast, Linda points out that she doesn't experience a competitive stress when she plays the group activities/the various "Yo-Shi" in the 15EL. She has the following expression:

> Interviewer: "You feel that this (kind) of group activities [in the
> 15EL], do you have this kind of stress [competitive
> stress]?"
>
> Linda: "No. Because there is no contest at all."

Like Linda, who points out that there are "no contests" when the children play the "Yo-Shi" in the 15EL, Carl also indicates the same point by contrasting the "Yo-Shi" which he experiences in the UEC:

> "In, in the usual English class, that is, although there is grouping,
> it is (for) contests, in this way. Then, in, now in this
> English class [the 15EL],....(there are) no contests. That is,
> no...stress." (Carl)

The "Yo-Shi" in the 15EL involve "no contests", as pointed out by Linda and Carl. Because there is "no contest", there is "'no competitiveness" and there is 'no competitive stress' coming from involving in the "Yo-Shi" in the 15EL. By contrast, involvement in the "contests", which is equivalent to playing the "Yo-Shi" in the UEC, demands "competitiveness" and that leads to 'the competitive stress'.

The competitive stress comes from winning the competitive games, and not losing the games/the "Yo-Shi" in the UEC. Therefore, in order to "win" the contests, which is to win the highest grades when the children play the "Yo-Shi" [competitive games] in the UEC, it is not that every child can participate in the "Yo-Shi" in the UEC. Jennifer has the following description:

> "In the classroom [of the UEC], everyone pays more
> attentions to the better students, and asks them (to play) [the
> 'Yo-Shi' in the UEC]. And, and,…(it) seems not, that is,…
> (they) care less about you are [I am] there [in the UEC]. And,
> (they) wouldn't ask you [me]-- Do you understand? Can you
> play?" (Jennifer)

In other words, Jennifer points out that 'unfairness' exists when the "Yo-Shi" are played in the UEC. When the "Yo-Shi" in the UEC are played, every child in the same group is heading to "win" the contest, which is equivalent to getting the highest grades, because it is encouraged by the teachers in the UEC. Therefore, any child from one group who can "memorise" something correctly rather than others in the same group gets more chances to be involved in the competitive games/the "Yo-Shi" in the UEC because he/she can win more grades for the group. As a result, a child who has a "better" academic achievement gets more chances than others in the same group to 'represent' his/her group to play the "Yo-Shi" in the UEC when the children in the UEC are allowed to pick someone from the groups to represent the group members to participate in the "Yo-Shi" in the UEC. In other words, only the child who has a better academic achievement and who shows higher competitiveness than the others does get more chances to play the "Yo-Shi" in the UEC.

The 'unfairness' in terms of involvement of the "Yo-Shi" [competitive games] for the children in the UEC exists, as pinpointed by Jennifer. By contrast, Jennifer keeps pointing out that "everyone" in the 15EL has an equal opportunity to be involved in the "Yo-Shi" [cooperative activities] in the 15EL:

> "Then, (in) those [the 15EL], everyone is, (everyone) certainly has
> a turn. And, (everyone) would certainly say (something). (In)
> this way, then, the classmates wouldn't reject you as much. Less
> people [classmates], then, everyone [in the 15EL] wouldn't…
> That is, everyone takes turn to play, (in) this way." (Jennifer)

Every child in the 15EL has an 'equal' opportunity to be involved in the various cooperative activities/the "Yo-Shi" in the 15EL, which means that every child is included in the process of playing the "Yo-Shi" in the 15EL, as Jennifer was trying to say above. Playing the "Yo-Shi" in the 15EL, as indicated by Linda in her earlier descriptions, there

is "no contest" at all. Because the way of the "Yo-Shi" in the 15EL is not a way of competition, every child is free to participate in the "Yo-Shi" in the 15EL without worrying about competing with others for grades as they experience by playing the "Yo-Shi" in the UEC.

Learning in the way of the 15EL, there is no grading system in the whole process of learning, no matter whether it is when a child works in his/her own group or the children from one group interact with the children from other groups or every child works together as a whole class. Learning in the way of the 15EL, it is not a competitive way for the children to compete with each other to get the highest grades. Due to the 'non-competitive way' in the 15EL, each child, no matter whether he/she is labeled as a "better" student or a 'worse' student in the UEC, has an 'equal' opportunity to participate in the "Yo-Shi" in the 15EL. By contrast, in the UEC, only a "better" student, who has a better academic achievement, namely, who can "memorise" more rather than the others, does have superiority to play the "Yo-Shi" [competitive games] in the UEC because 'the competitive stress' for getting the highest grades for oneself and for a group is always there in the UEC.

Learning in 'the competitive way' in the UEC, which is realised in playing the competitive games/the "Yo-Shi" in the UEC, leads a child to have a feeling of being "alone". Sarah has the next expression:

> "Usually, playing the 'Yo-Shi' [competitive games in the UEC]
> ... that is, play some ('Yo-Shi'), (it's) not so easier, that is, (it's
> not so easier) to interact (with each other) together. That is,
> (being) alone, this way [in the UEC]." (Sarah)

Sarah points out that the feeling of being "alone" is closely linked with the 'less interactive' way of playing the "Yo-Shi" in the UEC. In other words, Sarah implies that when a "Yo-Shi" in the UEC is played, without involving enough interactions among the children, the feeling of being "alone" is followed, even though every child belongs to one group and works with his/her group members in the UEC.

In contrast to experiencing the feeling of being alone in the UEC, Sarah points out what she experiences by involving herself in the "Yo-Shi" in the 15EL:

> "(When) attending those 15 (English) Lessons, playing 'Yo-Shi'
> [cooperative activities] is, need to discuss in one group. Then,
> together, then to, hmm, cooperate, to, that is, finish the
> activity." (Sarah)

Sarah indicates a crucial concept "together" when the children participate in the "Yo-Shi" in the 15EL. The concept "togetherness", which relates to Sarah's words "cooperate" when she involves herself in the "Yo-Shi" in the 15EL, not only contrasts with her experience of being "alone" in the UEC, but also has a very different meaning from the concept "togetherness" in the UEC when the "Yo-Shi" [competitive games] in the UEC are played.

In 6.3.2, Jennifer says that everyone in her group in the UEC "cooperates" to get the grades when involving in the "Yo-Shi" in the UEC. However, Jennifer also talks about that the others in the UEC "care less" about her when the "Yo-Shi" are played, due to everyone in the UEC pays more attentions to the students with better academic achievements. From Jennifer's experience in the UEC, she also implies a feeling of being "alone", even though she "cooperates"/works together with the classmates in the UEC. Like Sarah, who indicates that the feeling of being "alone" comes from the 'less interactive' way of playing the "Yo-Shi" in the UEC, Jennifer implies that experiencing a feeling of being "alone" can come from 'being excluded' by the classmates in the UEC when the "Yo-Shi" are played. In other words, according to Sarah and Jennifer, the children indicate that the feeling of being "alone" still exists, even though everyone in the UEC works "together" with his/her group members.

From the experiences of Sarah and Jennifer in the 15EL and in the UEC, it's clear to see that the two different meanings of "togetherness" when the "Yo-Shi" in the 15EL are played and the "Yo-Shi" in the UEC are played. In the 15EL, working together for the various cooperative activities involves a group "discussion" and "cooperation", as pointed out by Sarah. Because the way of the "Yo-Shi" in the 15EL is a non-competitive way, each child has an equal opportunity to participate in a group discussion and work together with his/her group members for the learning tasks without worrying about who can get the highest grades, but who cannot. The concept "togetherness" in the 15EL is associated with that every child is included in the "Yo-Shi" in the 15EL and every child is free to "interact" with each other through "discussing" and "cooperating" when playing the "Yo-Shi" in the 15EL, as seen by the words of Sarah and Jennifer.

By contrast, even though the children also work "together" in the groups in the UEC, the purpose of working together is to "compete" with each other for "winning" more grades when they play the "Yo-Shi" [competitive games] in the UEC. As a result, 'unfairness' and 'exclusion' exist in the process of playing the "Yo-Shi" in the UEC, which is the students who are regarded as 'lesser' academic achievements don't have equal

opportunities to participate in the "Yo-Shi" in the UEC rather than the students with "better" academic achievements do. When one child is excluded by other group members because he/she is not able to represent his/her group to play the "Yo-Shi" in the UEC, namely, he/she is excluded by his/her group members because he/she is not able to memorise something correctly to compete with others for getting more grades, a feeling of being "alone" is followed. The feeling of being "alone" is caused by 'being excluded' by others in the UEC when the competitive games/the "Yo-Shi" in the UEC are played, as implied by Jennifer. The situation of 'being excluded' in the process of involvement in the "Yo-Shi" in the UEC, as pointed out by Jennifer, can be related to the 'less interactive' way of playing the "Yo-Shi" in the UEC, as indicated by Sarah. When one child can be excluded in the "Yo-Shi" in the UEC, it indicates that the way of the "Yo-Shi" in the UEC is less interactive for the children. From the descriptions of Sarah and Jennifer, the children directly and indirectly say that playing the "Yo-Shi" in the UEC causes the feeling of being "alone". Even though the children work together in his/her group in the UEC when playing the "Yo-Shi" [competitive games], the feeling of being "alone" still exists, and it indicates that the concept "togetherness" as the children experience in the UEC is not a genuine meaning of togetherness.

The difference between the "Yo-Shi" [cooperative activities] in the 15EL and the "Yo-Shi" [competitive games] in the UEC also lies in "discussions". From Sarah's description, she also points out that a 'group discussion' is involved when the children are working together to play the "Yo-Shi" in the 15EL. In the next description, Bruce points out how he experiences from the two different kinds of "Yo-Shi", which is also related to involvement of "discussions":

> "The difference is, involving discussions [in the 15EL]! Because
> when attending (English) class [in the UEC], the teachers (in the
> UEC) all don't particularly allow us to speak Mandarin. Then,
> That is, (we) also discuss less [in the UEC]. So, everyone's
> opinions [in the UEC] are not particularly matched with each
> other." (Bruce)

"Mandarin" is the national language of Taiwan and it is used as the medium of instruction for every subject in elementary schools in Taiwan. Because the children are attending *English* class, Mandarin is "not particularly allowed" by the teachers in the UEC. The example given by Bruce is from his experience in the UEC at C School in terms of using Mandarin, and it can also be applied to many other English classes in other elementary schools. From the example given by Bruce, as a result, the children are not able to "discuss" with each other as much as they would like in the UEC since the children's

English is not competent enough for them to use in discussions. Without involving enough discussions in the UEC, every child's "opinions" in the UEC are hard to be matched with each other, as indicated by Bruce.

By contrast, in the process of participating in the "Yo-Shi" in the 15EL, the children are free to use both languages: "English and Mandarin". By using both languages freely, the children are able to offer their "opinions" as they like. Mark indicates this:

> "(When) we now attend the class [the 15EL], (in) this way, the
> reason of having more fun [in the 15EL] is that, (by) it [by
> learning in the way of the 15EL], (we) can offer opinions. And,
> (we) have the speaking right in Mandarin, also (we) have the
> speaking right in English!" (Mark)

According to Bruce and Mark, by using both English and Mandarin freely in the 15EL, the children are able to offer "opinions" and "discuss" with each other as they would like. Bruce keeps saying the relation between involvement of discussions and opinions, and the "advantage" of that:

> "The advantage of (involving) discussions is that everyone's
> opinions can be matched together. It wouldn't hurt our
> friendship!" (Bruce)

Like Bruce, who points out that "friendship" can be built up by matching everyone's opinions through discussions, Jennifer has a more detailed description:

> "And, the classmates [in the 15EL] then can speak out the
> opinions of (our)selves! Or, (the classmates in the 15EL can)
> speak out self...the thoughts of (our)selves! Then, put it [them]
> [opinions and thoughts] in our group. Then, discuss. That is, to
> figure...to figure out a result. Then, not...then, the classmates
> have less arguments!" (Jennifer)

When the children work together to participate in the various cooperative activities/the "Yo-Shi" in the 15EL, "English and Mandarin" are free to be used, as pointed out by Mark. In that way, the children are able to speak out their "opinions" and "thoughts" as they would like, through which the children are able to involve themselves in "discussions", as suggested by Jennifer, Mark and Bruce. By discussing the children's opinions and thoughts, it helps to 'match everyone's opinions together', and in that way the children have "less arguments". When the children have less arguments, it helps to build up their "friendship". By contrast, since the children are "not particularly allowed" to use "Mandarin" in the UEC, they are not able to discuss with each other as they would

like when they would like to share thoughts and opinions. The 'lack of discussions' leads the children to the situation that their opinions are hard to be matched with each other. And, without enough discussions and with 'more disagreements' among the children in the UEC when they play the "Yo-Shi", "friendship" among the children could be hurt, as implied by Bruce.

Learning by the two different kinds of "Yo-Shi' in the 15EL and in the UEC, Angela pinpoints the difference related to the crucial characteristics of the two different kinds of "Yo-Shi":

> Interviewer: "The 'Yo-Shi' played in the class [the UEC] and our
> activities, is there any difference?"

> Angela: "Yes. Because (when) we come here, it is
> (my)self/(our)selves to experience and experiment them
> [the 'Yo-Shi' in the 15EL]. Then, in the class [the
> UEC], that is, that is, (we) almost sit in chairs, and (play)
> 'quizzes of competitions', in that way, only."

From what has been said by different children above, the contrasting meanings in terms of the "Yo-Shi" in the 15 English Lessons and the "Yo-Shi" in the Usual English Class are clear. The "Yo-Shi" played in the 15EL are equivalent to the various cooperative activities through drama method, through which the children are able to "cooperate" in the groups and through which the children are able to "experience" and "experiment" by themselves. The "Yo-Shi" in the 15EL involve "no contests", "no competitiveness" and result in 'no competitive stress'. The "Yo-Shi" in the 15EL is a 'non-competitive way', through which there is no winner and no loser and there is no grading system at all in the whole process of learning. And, the "Yo-Shi" in the 15EL 'include' every child to participate without distinguishing who can get the priority to play, but who can not, and in that way, it brings about a sense of "togetherness". Moreover, learning by the "Yo-Shi" in the 15EL invites the children to "interact" freely with each other by using both languages: "English" and "Mandarin", through which the children are able to offer their "thoughts" and "opinions" as they like and "discuss" their thoughts and opinions as much as they would like when they "cooperate" in groups. And, in that way, more "opinions" can be "matched together" and that leads to "less arguments" among children. On the basis of that, more "friendship" can be built up among the children, through which it helps to achieve a sense of "togetherness" among the children in the 15EL.

By contrast, the "Yo-Shi" played in the UEC are equivalent to the "contests" that involve the children in "competing" with each other for getting the highest grades by "memorising" something asked by the teachers in the UEC. Playing the "Yo-Shi" in the UEC means "sitting" in the chairs all the time and playing the 'competitive games', through which "competitiveness" is emphasised and that leads to 'the competitive stress'. Under the competitive stress, being a 'winner' becomes the only purpose when the children are involved in the "Yo-Shi" [competitive games] in the UEC. As a result, a child who is labeled as a 'worse' student, namely, whose academic achievement is not good enough, is excluded by participating in the "Yo-Shi" in the UEC because he/she is not able to get any grades for the group. The situation in terms of 'exclusion' and 'unfairness' that exists in the "Yo-Shi" in the UEC leads the children to experience a feeling of being "alone". The feeling of being "alone" which the children experience in the UEC is caused by being excluded from playing the "Yo-Shi" in the UEC, and that also means that the way of the "Yo-Shi" in the UEC is 'less interactive'. Even though each child belongs to one group when playing the "Yo-Shi" in the UEC, the situation of exclusion and the less interactive way of playing the "Yo-Shi" in the UEC lead the children to experience the feeling of being "alone". When the feeling of being "alone" exists among the children in the UEC, a sense of "togetherness" is hard to achieve. Also, since speaking "Mandarin" is "not particularly to be allowed" in the UEC, the children's "opinions" are hard to be matched with each other, due to there is 'not enough discussion' when the "Yo-Shi" in the UEC are played. When there are more 'disagreements' among the children in the process of playing the "Yo-Shi" in the UEC, "friendship" is hard to be built up, and a sense of "togetherness" is hard to achieve in the UEC.

The contrasting meanings of the "Yo-Shi" in the 15EL and in the UEC are conceptualised by the children as the schema below:

15EL		UEC
Cooperative way	⟵——⟶	**Competitive way**
|		|
Experiencing and experimenting by (my)self/(our)selves	⟵——⟶	**Sitting in chairs and playing competitions**
|		|
Group work —**Yo-Shi**		**Yo-Shi**— Group work
||		||
Cooperative activities	⟵——⟶	**Competitive games/ Contests**
↓↑		↓↑

No contests ←——————→ Contests

Without— No competitiveness ←——————→ Competitiveness—Winner/Memorise more/
grading   Highest grades
system   or
No winner,   Loser/Memorise less/
no loser   Lowest grades

No competitive stress ←—→ Competitive stress—To win
                                              (to get highest grades)
                                              Want to win but lose
                                              (can't get highest grades)

Cooperating Every child can   Head to win
Working ——participate
together

Equality ←——————→ Unfairness—Emphasising 'better' students
Inclusion   Exclusion   Ignoring 'worse' students
                                                   |
                                       Less interactive way

| Togetherness | ←——————→ | Being alone/ Lack of togetherness |

⇑⇓   ⇑⇓

Friendship is built up   Less friendship

⇑⇓   ⇑⇓

Less arguments   Opinions are hard to be matched

⇑⇓   ⇑⇓

Opinions are matched together   Less discussion

⇑⇓   ⇑⇓

Involving discussions   Mandarin is not
                                particularly allowed
⇑⇓

Offering opinions & thoughts

⇑⇓

Having speaking rights
in English and Mandarin

....

←→ || |—   ↓⇑   ↑   ⇓

contrast to   equal to   relate to   lead to   result from   caused by

6.3.4 Two Kinds of Learning through "Yo-Shi"

In 6.3.1, the children conceptualise every activity in the 15EL as "Yo-Shi"/cooperative activity. The children also name 'the competitive games' in the Usual Class as "Yo-Shi", as shown in 6.3.2. Playing two different kinds of "Yo-Shi" in the 15EL and in the UEC is associated with learning. In this section, the children talk of their concept "learning", which is associated with their experiences from playing two different "Yo-Shi" in the 15EL and in the UEC.

6.3.4.1 "Yo-Shi" in the UEC and learning

Playing to memorise in the UEC

According to the children's descriptions in 6.3.2 and 6.3.3, playing the "Yo-Shi"/competitive games in the UEC is a process for them to compete with each other to see how much an individual or a group of the children can memorise something correctly. In other words, the children suggest that the concept "learning" they experience from playing the "Yo-Shi"/competitive games in the UEC is associated with "memorising". Indicating the concept "learning" linked with "memorising" in the UEC, Jane has the following description:

> Interviewer: "In the English class [in the UEC], what have you
> learned?"

> Jane: "(I) can memorise a lot of vocabulary. In this way, it helps
> an ability in understanding English sentences."

Even though the children work in groups to play the "Yo-Shi"/competitive games, it is also associated with competing with each other to see who (an individual and a group) can memorise more. In other words, according to the children, learning through the "Yo-Shi"/competitive games in the UEC is a process for the children to demonstrate how much they can memorise.

'Playing to memorise' is one of the key characteristics of the "Yo-Shi"/competitive games in the UEC, which is associated with "learning". However, in 6.2, the children indicate that 'learning by memorising' in the UEC is "rigid" and "less meaningful", and it can demotivate them in learning. Talking about the feelings of learning by memorising in the UEC, the children give more descriptions. Leo expresses what he feels:

> Leo: "(When) attending English class [the UEC], the teachers (in
> the UEC) would force you [me]. And, ask you [me] to
> memorise vocabulary. Or, sometimes, (the teachers in the
> UEC ask you) to do something (you) [I] don't want."

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Interviewer: "What are they? (What are) the things that (you)
don't want to do?"

Leo: "That is like…they [the teachers in the UEC] (ask you
[I] to) take out a notebook and (write) on it.…
Otherwise, that is, (the teachers in the UEC ask you [I]
to) write down vocabulary. Ask you to make sentences.
Or, do some.…"

Leo expresses his 'reluctant' feeling to learn vocabulary and sentences by memorising in
the ways he describes in the UEC. Learning by "memorising" in the UEC, Jennifer also
talks about what she feels:

"(When) attending other English class [the UEC], (I) always sit
(in there)! And, (I) can't walk around freely……. (I) have a
bit uneasy feeling. A bit, it's not like learning English. A
bit…,then, it's like that (I) need to memorise deadly! And,
then…(I) have a very painful feeling in learning." (Jennifer)

Jennifer pinpoints that 'deadly memorising' is what she experiences from the UEC
related to "learning". And, 'deadly memorising' not only causes her a "painful" feeling,
but also lets her feel that it seems that she is "not" learning English. 'Deadly
memorising' in the UEC is mainly linked with "writing", as pointed out by Leo, and
"reading", as said by Margaret in 6.2. 'Deadly memorising' which emphasises on writing
and reading causes the children the negative feelings, as expressed by Jennifer, Leo and
Margaret (see Margaret quote in 6.2). In other words, the children suggest that learning
by deadly memorising is "not" associated with their concept "learning".

The concept "learning" which the children experience in the UEC is linked with
memorising a lot of vocabulary and sentences. Moreover, in the UEC, 'learning by
memorising' is combined with playing the "Yo-Shi"/competitive games. However, the
children indicate that the concept "learning" combined with 'deadly memorising' is
"rigid" and "less meaningful" (see in 6.2), and it gives them 'reluctant' and "painful"
feelings. In other words, the children suggest that 'learning by deadly memorising'
through the "Yo-Shi" in the UEC is not related to their concept "learning".

Deadly memorising combined with textbooks in the UEC
Moreover, in the UEC, playing the "Yo-Shi"/competitive games to memorise vocabulary
and sentences is also combined with the "textbooks". Tina, in 6.3.2, gives the example
about "memorizing" some stories correctly from a book when the "Yo-Shi"/competitive
games in the UEC are played. Angela has the description:

"Then, (when) we are in an usual (English) class [in the UEC],
that is, (it) tends more to play 'Yo-Shi' [competitive games]
based on the textbooks." (Angela)

However, in 6.2, the children emphasise that 'learning by textbooks' in the UEC gives them "rigid" and "dead" feelings, which is the way they dislike in learning. In other words, the children imply that 'learning by textbooks' in the UEC is not related to their concept "learning".

'Playing to memorise' vocabulary and sentences from the "textbooks" is the main concept "learning" which the children experience from the "Yo-Shi" in the UEC. However, the children's concept "learning" is 'not' associated with 'learning by deadly memorising' and 'learning by over-emphasising the textbooks', because it gives them "rigid", "less meaningful", "dead", 'reluctant' and "painful" feelings and it demotivates the children in learning.

Combination of sitting all the time in the UEC

In the UEC, when the children play the "Yo-Shi"/competitive games, it is also combined with "sitting" in the chairs all the time. In 6.3.3, Angela points out her experience in terms of sitting in the chairs all the time to play competitive games/ the "Yo-Shi" in the UEC. In other words, "sitting" in the chairs all the time is also linked with the concept "learning" which the children experience from the "Yo-Shi"/competitive games in the UEC.

'Learning by sitting' in the chairs all the time in the UEC can be seen in Linda's words in 6.3.2 and in Ken's description in 6.2. Another child also talks about what she feels in relation to "sitting" in the chairs all the time without being able to walk around freely in the UEC, as shown in Jennifer's description earlier. According to the children, they indicate that "sitting" in the chairs all the time in the UEC leads to a "dead" learning atmosphere, a "rigid" feeling and an "uneasy" feeling. Ken, in 6.2, emphasises that he doesn't like learning in a rigid and dead atmosphere, which is associated with sitting in the chair all the time in the UEC. Jennifer also says that sitting in the chair all the time in the UEC causes her an uneasy feeling in learning. And, "sitting" in the chairs all the time to play the competitive games/ "Yo-Shi" is not related to the children's concept "learning".

Playing to compete and to win in the UEC

The concept "learning" which the children experience from playing the "Yo-Shi"/competitive games in the UEC is not only revealed in the way of "sitting" in the chairs all the time and demonstrating how much vocabulary and sentences they can "memorise" from the "textbooks", but is also revealed in the way 'how' the "Yo-Shi" are played and the 'purpose' behind playing. According to the children's descriptions in 6.3.2 and 6.3.3, playing the "Yo-Shi" is equivalent to playing "contests", and the major characteristic of contests is "competitiveness". The 'purpose' behind playing the "Yo-Shi"/competitive games in the UEC is to "win" the contests by demonstrating how much vocabulary and sentences from the "textbooks" that the children can "memorise", through which it serves as evidence to associate with the concept "learning" from "the teachers" in the UEC.

The concept of learning from the teachers in the UEC is mainly linked with using 'a competitive way' to ask the children to "memorise" vocabulary and sentences from the textbooks, and the "Yo-Shi"/competitive games in the UEC are used to support the concept "learning" of the teachers in the Usual English Class. As such, a highest competitive group and a highest competitive child, who can demonstrate the highest "competitiveness" to compete with others to memorise a lot from the textbooks, are "rewarded" by the highest "grades" from the teachers in the UEC. The children regard the rewards from the teachers in the UEC as an indication for them to get involved in the "Yo-Shi" in the UEC. Therefore, "winning" the highest grades becomes the only purpose and motivation for the children to be involved in the "Yo-Shi"/competitive games in the UEC. 'Heading to win' is the only 'motivation' for the children to be involved in the "Yo-Shi" in the UEC, through which the children experience the concept "learning" provided by the teachers in the UEC. The concept "learning" provided by the teachers in the UEC is not only related to reach the "standard" set by the teachers in the UEC that manifests itself in memorising a lot of vocabulary and sentences from the textbooks, but is also related to 'learning through competitions' encouraged by the teachers in the UEC.

'Playing to compete' and 'playing to win' are the other key characteristics of the "Yo-Shi"/competitive games in the UEC, through which the children experience the concept "learning". However, the children (see 6.3.2), directly say that involving themselves in the competitive games/ "Yo-Shi" in the UEC is the way they dislike in learning. The children indicate that 'learning by competitions' is not related to their concept "learning".

'Playing to memorise', 'playing to compete' and 'playing to win' are the key characteristics of the "Yo-Shi"/competitive games in the Usual English Class, through which the children experience the concept "learning". In the process of playing the "Yo-Shi"/competitive games in the UEC, the children are divided into different "groups" and are "sitting" in the chairs all the time to "compete" with each other to "win" the contests/ "Yo-Shi" by demonstrating how much vocabulary and sentences they can "memorise" from the "textbooks". Thus, the concept "learning" which the children experience from the "Yo-Shi"/competitive games in the UEC is mainly linked with 'learning by memorising', 'learning by textbooks', 'learning by sitting' in the chairs all the time and 'learning by competitions'.

However, the concept "learning" associated with 'deadly memorising', "textboks", "sitting" and "competitions", which the children experience from playing the "Yo-Shi"/competitive games in the UEC is mainly linked with the concept "learning" from "the teachers" in the UEC. In other words, the teachers in the UEC use 'the competitive way' to ask the children to learn, and the concept "learning" from "the teachers" in the UEC is to ask the children to sit in the chairs and to compete with each other to see who (an individual and a group) can memorise a lot of vocabulary and sentences from the textbooks. A 'highest competitive child' and a 'highest competitive group', namely, the one who can compete with others to "memorise" a lot, are "rewarded" by the highest "grades" from the teachers in the UEC. The teachers in the UEC use the "rewards" to let the children know how much they have learned, and the teachers in the UEC use the rewards as a pressure, as well as an encouragement to ask the children to learn. The children then regard the "rewards" from the teachers in the UEC as an indication for them to get involved in the "Yo-Shi" in the UEC and to win the contests, namely, to win the highest rewards. Under such a situation, the concept "learning" which the children experience from competitions mainly turns to heading "to win" the contests/ "Yo-Shi" in the UEC, and to win the contests/ "Yo-Shi" becomes the only motivation for the children to learn.

The concept "learning" associated with 'deadly memorising', "textbooks", "sitting" and "competitions", which the children experience from playing the "Yo-Shi"/competitive games in the UEC is 'not' related to their concept "learning". The children indicate that 'learning by deadly memorising', 'learning by over-emphasising textbooks' and 'learning by sitting' in the chairs all the time cause a "dead" learning atmosphere and give them "rigid", "less meaningful", 'reluctant',

"painful", "dead" and "uneasy" feelings, though which it can only demotivate them in learning, and they are not the ways the children like in learning. Moreover, the children indicate that 'learning by competitions' is not the way they like in learning. 'Learning by competitions' through playing the competitive games/ "Yo-Shi" in the UEC brings about 'the negative effects'. The negative effects caused by playing the competitive games/ "Yo-Shi" in the UEC include 'the competitive stress', 'exclusion', 'unfairness', 'less interaction', 'less discussions', 'more disagreements', 'less friendship', being "alone" and the lack of togetherness'. 'Learning under the competitive stress', it doesn't only bring about the stress for the children to compete with each other for winning the highest grades, but also brings about the stress for being blamed by his/her group members if any child loses the competitive games/ "Yo-Shi" in the UEC. As such, learning under the competitive stress, it brings about 'the situation of exclusion and unfairness', which is that any child who is regarded as less academic achievement, namely, who is not able to memorise more, is excluded by others to play the "Yo-Shi" in the UEC. When any child is excluded from playing the "Yo-Shi"/competitive games in the UEC, it also means that the way of the "Yo-Shi" is 'less interactive'.

'Learning under the situation of exclusion and unfairness' and 'learning under the less interactive way' lead the children to experience the feeling of being "alone". When the children experience the feeling of being alone, it indicates that the children experience 'the lack of togetherness' from playing the competitive games/ "Yo-Shi" in the UEC.

The children indicate that 'learning by competitions' is the way they dislike. The children also emphasise that 'learning by deadly memorising', 'learning by over-emphasising textbooks' and 'learning by sitting' in the chairs all the time cause them 'negative feelings', and that can demotivate them in learning. In other words, the concept "learning" which the children experience from playing the "Yo-Shi" in the UEC in relation to 'playing to compete', 'playing to win' and 'playing to memorise' is 'not' associated with their concept "learning". Different children directly and indirectly indicate this.

Learning through the "Yo-Shi" in the UEC is conceptualised by the children as the schema as follows:

<u>Yo-Shi in the UEC</u> = Competitive games

|

<u>Learning</u>

|

Learning in the competitive way

<u>Playing to momorise</u>———┌─Deadly memorising ——→ **Negative feelings:**
(i.e. writing & reading) rigid, less meaningful,
+ reluctant, painful,
│─Memorising vocabulary & dead & uneasy feelings
sentences from textbooks
+
└─Sitting all the time ——

$+$ |

<u>Playing to compete</u> ——————————→ **Negative effects:**
Learning under

$+$ | the competitive stress

<u>Playing to win</u> ——— Becoming a purpose
of learning through the situation of exclusion & unfairness
Yo-Shi

Children dislike the ways of learning the less interactive way

Demotivate children in learning ┌─────────────────────┬──────────┐
│ to experience the feeling & │ the major │
│ the situation of being alone/ │ negative │
│ the lack of togetherness │ effect │
└─────────────────────┴──────────┘

Not link with children's concept "learning"

less friendship

↑

more disagreements

↑

less discussions

↑

a prohibition of using Mandarin

....

| — / $+$ →↓↑
equal to link with combine with lead to

6.3.4.2 Learning and "Yo-Shi" in the 15EL

In contrast to the concept "learning" which the children experience from playing the "Yo-Shi"/competitive games in the UEC and which is 'not' related to the children's concept of "learning", the children, in this section, talk about how they experience the concept

"learning" from playing the "Yo-Shi"/cooperative activities in the 15EL, through which the children indicate 'what' and 'how' are their concepts associated with "learning".

Playing to learn in the 15EL

In 6.3.4.1, the children indicate that the key characteristics of the "Yo-Shi"/competitive games in the UEC are 'playing to memorise', 'playing to compete' and 'playing to win'. By contrast, the children associate "playing" in the 15EL with "learning". Clare and Bruce have the following descriptions:

> "(When) we attend class [the 15EL], it's a bit like (we are) all
> playing. And, and, get something to mix in it (in playing), and
> teach." (Clare)

> "This English course [the 15EL], that is, let us come to learn
> English, and play." (Bruce)

"Playing" in the 15EL is equivalent to playing the "Yo-Shi"/cooperative activities in the 15EL. To be more specific, the children, as the descriptions shown by Clare and Bruce, say that playing the "Yo-Shi"/cooperative activities in the 15EL is associated with their concept "learning". The direct description can be also seen in Clare's description in 6.3.1. Clare points out that the reason that she likes the 15EL is because in the 15EL the "Yo-Shi"/cooperative activities and "learning" are mixed together. As 'every activity' in the 15EL is characterised by the children as the "Yo-Shi" (see 6.3.1), in other words, Clare points out that by participating in 'every activity' in the 15EL, she experiences her concept "learning" and that is the way she likes. Pointing out every activity/every "Yo-Shi" in the 15EL which is linked with their concept "learning" can be also seen in other children's descriptions in 6.3.1 and 6.2. In 6.3.1, the children indicate that the "Yo-Shi"/cooperative activities in the 15EL give them a feeling of "great fun" and that is the way the children like. In 6.2, the children also point out that the activities in the 15EL, which are equivalent to the "Yo-Shi" in the 15EL, give them "interesting", 'non-rigid', "lively", "vivid" and "fresh" feelings and that is the way the children like. In other words, the children suggest that by participating in every "Yo-Shi" [cooperative activity] in the 15EL, it is linked with their concept "learning", for they experience those positive feelings and that is the way the children like. To be more specific, 'playing the "Yo-Shi" to learn' in the 15EL is what the children experiences from the 15 English Lessons and that is the way the children like.

In contrast to the way of "playing" in the UEC which is associated with 'deadly memorising', 'over-emphasising the textbooks', "sitting" in the chairs all the time and

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"competing" with each other and which causes the children the negative feelings, the children indicate that "playing" in the 15EL does not cause them negative feelings, but positive feelings. And, by involving themselves in the way of playing in the 15EL, the children indicate that 'they are learning'. The "Yo-Shi"/cooperative activities are the main characteristic of the 15EL. And, indicating that "playing the "Yo-Shi"" in the 15EL to "learn" can be seen in the children's descriptions as follows:

> Ken: "I feel this teaching way is better [the teaching way in the
> 15EL]. Because...I, personally, that is to say, (I) can be
> very easy, that is, playing 'Yo-Shi' [in the 15EL], isn't it?
> (I) can learn (from playing the "Yo-Shi" in the 15EL) very
> easily."

In other words, Ken points out that the learning way he likes is "playing", and the way of playing he likes "better" is playing the "Yo-Shi"/cooperative activities in the 15EL because in that way he can "learn easily". A similar description can be seen in Jennifer's words:

> Jennifer: "Yes. Hmm...because playing the 'Yo-Shi' [in the
> 15EL] to memorise things, (in) this way, (it can be)
> easier for me to remember what the teacher (of the
> 15EL) says today!"

"Playing" in the 15EL is linked with the children's concept "learning". Every activity in the 15EL is characterised by the children as the "Yo-Shi" and the "Yo-Shi"/cooperative activities are the main characteristic of the 15EL. By playing the "Yo-Shi"/cooperative activities in the 15EL, the children feel that they are "learning".

The way of playing in the 15EL is what the children "like better" in learning, as they contrast with their experience of playing in the UEC. Wendy also indicates that clearly:

> Interviewer: "Then, in your imagination, (what is) the way of
> learning English, you feel that it is better? What's
> your thinking about 'better'? Your definition,
> (about) 'better'?"

Wendy: "Hmm, play "Yo-Shi" every day."

> Interviewer: "......Then, the way of playing 'Yo-Shi', which way
> do you like? Do you like the 'Yo-Shi', then, need
> everyone, for example, (everyone plays) 'quizzes of
> competitions', then, count grades [get grades]? Or,
> (do you like), for example, like our, this way [the
> way in the 15EL], with group activities, then, with
> some, use music, drawing, that kind? Which way,
> you prefer, you personally feel that which way

you like better?"

Wendy: "Hmm...(I) like better in that way of drawing! Also,
play music, that way."

The way of playing associated with children's concept "learning"

As mentioned in 6.3.4.1, one of the key characteristics of "playing" in the UEC is associated with 'deadly memorising', which is to demonstrate how many vocabulary and sentences that the children can memorise. However, the children express that 'deadly memorising' only causes them "rigid", "less meaningful", 'reluctant' and "painful" feelings, as shown in the descriptions in 6.2 and 6.3.4.1, and they do not link 'deadly memorising' with their concept "learning". As such, the children do not link 'playing by deadly memorising' with their concept "learning". In 6.2, Margaret says that the way of "memorising" in the UEC gives her a "less meaningful" feeling. By contrast, she talks about how she experiences from the 15EL and the way in the 15EL is what she likes "better":

Margaret: "I feel that like this kind of course [the 15EL], it [the 15EL]
starts from the foundation! I feel in this way...hmm, would
be better."

Interviewer: "What (do you) mean by 'the foundation'?"

Margaret: "'The foundation', well, that is...that is, (the teacher of
the 15EL) wouldn't mention that (she) wants to teach
vocabulary. That is, what (she) wants to teach you.
That is, in this way, would...that is...the students
wouldn't have that kind of fearful, oppressed feelings."

Margaret points out an important concept related to the children's concept "learning", which is closely associated with what is the way that can motivate the children to learn. She indicates that her experience in the 15EL is that she 'does not' experience "fearful and oppressed feelings" when she learns in the 15EL because the teacher of the 15EL wouldn't emphasise what she wants to teach. Margaret's meaning of "the foundation" can be closely related to Clare's descriptions earlier and in 6.3.1. The meaning of "the foundation" is associated with that "teaching" are mixed with "playing", through which the children does not experience fearful and oppressed feelings when they learn. And, when the way of "playing" causes the children the positive feelings, the children like it and they are able to link it with their concept "learning". By contrast, in the UEC, the concept of "learning" which the teachers in the UEC provide for the children is mainly associated with learning a lot of vocabulary and sentences by deadly memorising. 'Deadly memorising' in the UEC is mainly associated with "writing" and "reading", as

indicated by Margaret in 6.2 and Leo in 6.3.4.1. Memorising vocabulary and sentences deadly in the UEC only causes the children the negative feelings (see 6.3.4.1), and by that way it can demotivate the children in learning. Because the children do not like learning vocabulary and sentences in a way of 'deadly memorising', the teachers in the UEC need to "force" the children to do that, as pointed out by Leo in 6.3.4.1. Under such a situation, the children learn in a "fearful and oppressed" atmosphere in the UEC, as implied by Margaret above. Learning by 'deadly memorising' has already caused the children to experience the negative feelings. Moreover, 'deadly memorising' in the UEC, which is mainly associated with writing and reading vocabulary and sentences, is combined with the "Yo-Shi"/competitive games in the UEC. Bruce points out how "writing" is combined with the "Yo-Shi"/competitive games in the UEC in the next description:

> "We, the English class I attend [the UEC], that is, in the beginning
> (of the class), having a test first. Then, (we) keep taking notes.
> When taking notes, that is, using the way of 'quizzes of
> competitions', play "Yo-Shi" [in the UEC]." (Bruce)

Even though in the UEC 'deadly memorising' is combined with the "Yo-Shi"/competitive games, it still demotivates the children in learning, due to 'the negative effects' (see 6.3. 4.1) caused by the way of "playing" in the UEC. "Playing by deadly memorising" in the UEC does not relate to the children's concept "learning". The children only relate their concept "learning" in the way of "playing" which gives them 'positive feelings' and which Margaret describes as "the foundation".

The meaning of "the foundation" in the 15EL as described by Margaret can be also closely linked with another child's concept "relating to daily life". Anne has the following descriptions as she also contrasts with the two different kinds of learning experiences in the UEC and in the 15EL:

> Anne: "(When) we usually (attend English class) [the UEC], it's
> all that the teachers (in the UEC) read one sentence.
> Then...(the teachers in the UEC) read two or three times.
> Then, (the teachers in the UEC) ask us to memorise.......
> But, I feel in here [in the 15EL] (it) is more 'relating to
> daily life'. Then, also (I/we) can draw and paint! It's
> really fun."

> Interviewer: "Also, how (can you do)?"

> Anne: "Draw and paint."

> Interviewer: "Ok, good! 'Relating to daily life', what do you feel
> [mean] about 'relating to daily life'?"

> Anne: "Hmm, that is to say, don't depend on deadly memorising.
> That is, (I/we) can play and learn side by side."

"Playing and learning side by side", as pinpointed by Anne, is strongly related to "the foundation", as indicated by Margaret. Anne points out that the way of the 15EL is "related to daily life" because it does not depend on deadly memorising, but it is "playing and learning" side by side. Anne points out a significant concept related to the children's concept "learning", which is also related to Margaret's concept "the foundation". That is, in children's daily life, they 'learn through playing'. And, the way of "playing" which the children like is not associated with deadly memorising, and it is also not linked with giving them fearful and oppressed feelings. Only through "playing" in the way the children like and it does not cause the children the negative feelings, do the children feel that 'they are learning', and, in that way, "playing and learning" are side by side.

Playing to learn vocabulary in the 15EL

'Playing by deadly memorising' is how the children learn vocabulary and sentences in the UEC, but the children express that it is the way they dislike, due to the negative feelings and the negative effects they experience. By contrast, the children, in the following descriptions, give more examples about how they learn vocabulary through "playing" by the way of "relating to daily life" in the 15EL. In other words, the children talk more about what they mean by 'playing by non-deadly memorising', and they are able to link their concept "learning" with "playing" in that way to learn vocabulary. Wendy has the description:

- How children learn and feel about vocabulary learning

> Interviewer: "Do you remember, how do we learn vocabulary [in
> the 15EL]?"

> Wendy: "Hmm, that is, by drawing, then...."

'Learning the vocabulary' in the 15EL by "drawing" is also mentioned by Jennifer:

> "Draw...why causes (the one last tree in the world). Then, draw
> pictures!" (Jennifer)

In the 15EL, the vocabulary that the children learn are thought and drawn by each one of them, which is related to the topic/environmental issue: 'if there is only one last tree in the world'. Each child thinks and draws the reasons to cause the 'one last tree in the world'. The relevant descriptions in terms of thinking and drawing the reasons/the vocabulary to

cause the 'one last tree in the world' can be seen in the descriptions of Ken, Mark and Carl in Appendix 16 (see the section of Drawing). The children also talk about what the reasons that are drawn and thought by themselves. Andy, Wendy and Jennifer have the next descriptions:

Interviewer: "Then, those reasons, are there any reasons that you still remember?"

Andy: "That is, they [the reasons to cause the one last tree in the world] could be, fire in a forest. Also, soilslide. Also, many trees are destroyed in a war."

Wendy: "(I draw) a witch's spells...."

"(I) draw trees. Hmm, and (draw) cutting down the trees, (draw) a typhoon." (Jennifer)

In the 15EL, the children learn the vocabulary by involving themselves to 'think' and "draw" the pictures related to the vocabulary they want to express. After thinking and drawing the reasons/the pictures to cause the 'one last tree in the world' by themselves, the children continue to point out how they learn the vocabulary:

Interviewer: "......Three reasons, if there is only one last tree left in the world, why? You imagine by yourself, don't you? Then...?"

Wendy: "Then...(we) come to (the front of the classroom and) act out [the pictures]. Then, speak out the vocabulary (by) this way."

"Oh, everyone [in the 15EL] acts out (the pictures/the reasons), then, everyone [in the 15EL] guesses what they are [what the vocabulary are]...." (Jennifer)

The children point out that they learn the vocabulary by "acting out" the vocabulary/the pictures in the 15EL. When the children act out the vocabulary/the pictures, it is also combined with "guessing" what the vocabulary are. The relevant descriptions can be also found in the words of Angela, Leo and Andy in Appendix 16 (see the section of Being a role). "Acting out" and "guessing" the vocabulary/the pictures are taken place in varied "interactions" among the children, which includes one child to the others, pair work and each pair to the others. After the children act out and guess what the vocabulary is, they repeat after the teacher of the 15EL to learn every new word.

Moreover, learning the new vocabulary in the 15EL is also combined with 'finding, matching and pasting' the vocabulary and the pictures drawn by the children. The

relevant descriptions can be found in the descriptions of Andy, Bruce, Jennifer and Ed in Appendix 16 (see the section of Matching and pasting). The children work in three different groups to find and match the vocabulary and the pictures related to the reasons to cause the 'one last tree in the world' and paste them on the posters. Bruce, in the next description, describes 'how' he helps his group to match the pictures and the vocabulary:

> Interviewer: "......Finding those pictures and words, (you) find (them) quickly. How does your group classify (the pictures and the words), do you remember?"

> Bruce: "That is, (I/we) gather the kinds [the pictures] such as 'typhoon' and 'earthquake' first. (Find out) those words, find out (those) letters [typhoon and earthquake]. Then, paste them [the pictures and the words] together. In this (way), it can be quicker."

Bruce talks about "gathering" the same kinds of pictures and "paste" them with the vocabulary. When the children work in the different groups to match and paste the pictures and the vocabulary, each group gets the pictures photocopied by the teacher, as well as the vocabulary related to the pictures. The teacher photocopies every picture drawn by each child, no matter whether several children all think and draw a 'typhoon', for example, as a cause of the 'one last tree in the world'. In that situation, the children of each group would get several pictures about a 'typhoon', for instance, but they are drawn by the different children. As such, the children of each group would need to "find out" and 'classify' the same kind of the pictures, as one reason/one cause can have more than one picture, and "paste" them with the matched vocabulary.

According to the children, they learn the new vocabulary in the 15EL by "drawing", "acting out" and "guessing" and "finding", 'matching' and "pasting". When the children "act out" the vocabulary/the pictures drawn by them, they learn how to pronounce the words by repeating after the teacher of the 15EL. When the children continue to learn by finding, classifying, matching and pasting the vocabulary and the pictures drawn by them, they learn how to connect the spoken words to the written letters by using what they've learned related to the method of phonics. In other words, the children are encouraged to apply the method of phonics to find out the new words and paste them with the matched pictures.

Bruce continues to point out how he feels about learning vocabulary by the way of 'finding, matching and pasting':

Interviewer: "Do you like learning vocabulary (by) this way
[finding, matching and pasting]?

Bruce: "Yeah. It's more novel. It has more fun."

Bruce likes learning vocabulary by involving himself to 'find, match and paste' the vocabulary and the pictures because this way is "more novel" and it has "more fun". Learning by the way of 'finding, matching and pasting' is also expressed by Anne in 6.3.1 that she feels that it is "great fun".

Feeling that learning vocabulary by the way of 'finding, matching and pasting' is the way he likes, Carl has the words:

"(I) like (it) [the way of finding, matching and pasting]!
Because...that, that is, (I) can see more pictures, (so) (I) can
realise the vocabulary more. Also, that, (when I) read (the
words) more times, then (I) can..., that, (I can) know how to
pronounce [the vocabulary], this way." (Carl)

By involving themselves in a way of 'finding, matching and pasting' the pictures with the vocabulary that are drawn, thought and provided by each one of the children, the children indicate that they "like" learning vocabulary by this way and it helps them to "memorise". Besides, as "drawing" the pictures/the vocabulary is also the way that the children learn the vocabulary in the 15EL, Carl says more about learning the vocabulary by "drawing" the pictures in the 15EL, as he contrasts it with his experience in the UEC:

"Hmm...in the UEC [the UEC], hmm, for example,
learning vocabulary is...hmm, that is, only, say the meanings (of
vocabulary). Read, read several times only! This way. Then...
that is, need to memorise. If now [in the 15EL], that is, (after)
reading (the vocabulary) more times, (I) also know the meaning
(of the vocabulary)! Then, using the pictures to indicate (the
vocabulary), hmm, in this way, in this way, (it can be) easier
(for me) to memorise. (It can be) less easy (for me) to
forget." (Carl)

Carl emphasises again that by "using pictures" to learn vocabulary in the 15EL helps him to "memorise" what he has learned. Also, it is mentioned by Anne (see the earlier quote) that learning by "drawing" and "painting" are "really fun".

Furthermore, as described earlier, involving themselves in "acting out" the pictures/the vocabulary is also the way for the children to learn the vocabulary in the 15EL. Jennifer mentions how she thinks about learning vocabulary by "acting out"

> "(It's) good to memorise. The teacher (of the 15EL) would say
> (the vocabulary) repeatedly. Then, also, act out. Also, (it)
> deepens (my) impression." (Jennifer)

In the 15EL, "acting out" the vocabulary is combined with 'speaking out' the vocabulary. By that way, the child indicates that it can help her to "memorise" what she learns, which is contrasted with the way of memorising vocabulary in the UEC by reading and translating meanings of vocabulary only and the children describe it as 'deadly memorising'.

- *The Picture Book*

In the 15EL, the process of learning the vocabulary involves "drawing' the pictures/the vocabulary, "acting out" the pictures/the vocabulary and 'finding, matching and pasting' the pictures with the vocabulary. Following by that, the teacher of the 15EL organises 'the Picture Book' based on the vocabulary that the children have learned in class with the pictures provided by every child (see Appendix 6), and every child gets one copy of that book. The relevant descriptions can be seen in the description of Carl in Appendix 16 (see the section of Drawing). When being asked how would they do if they forget about how to read the vocabulary in 'the Picture Book', the children say:

> "Hmm, forgot about (how to read) the vocabulary in it [the Picture
> Book].... I would recall as much as (I can) about the class
> situation [the 15EL]. The teacher (of the 15EL) reads out (the
> vocabulary) in a vivid thing [way]. And, (I) can learn from
> within!" (Mark)

> "(I) can look at the picture, (and) it lets me know what it is [what
> the word is]. Hmm...then...hmm...check some (words), those
> (words) (I) learned before (which are) relevant to it [the word in
> the Picture Book]. (I) would be more, that, would...remember
> more quickly." (Carl)

Mark says that the "vivid" process of learning the vocabulary in the 15EL helps him to recall what he has learned, and what he means is that the teacher of the 15EL speaks out the vocabulary by acting out the vocabulary at the same time. Carl points out again that looking at the "pictures" helps him to recall what the vocabulary are. Also, he would check the "relevant" words he learned before to recall what the words are in 'the Picture Book'. The children also talk about that they would check a "dictionary", and ask "classmates" and the "teacher" of the 15EL if they forget about how to read the vocabulary in 'the Picture Book'. Bruce, Jennifer and Mark have the descriptions as follows:

"(I) surely would check an electronic dictionary, (which) can pronounce!" (Bruce)

"(I) would ask others. Or, I take out a dictionary, (which) can pronounce...." (Jennifer)

"Then, sometimes (I) can ask a classmate! And, the classmate (who) memorises better can present [can tell me]. And, if he/she really doesn't know, then, (I) can ask the teacher (of the 15EL)! The teacher (of the 15EL) also provides opinions!" (Mark)

From the children's experience in the 15EL, they clearly indicate how they learn vocabulary. The children learn the vocabulary in the 15EL by "playing" in the ways of "drawing", "acting out" and 'finding, matching and pasting', though which the children indicate that it's "easy" for them to "memorise" the vocabulary, and the ways of playing are what the children "like". The ways of "playing" to learn vocabulary are related to the children's concept 'non-deadly memorising'. By involving themselves in "drawing", "acting out" and 'finding, matching and pasting' to learn vocabulary in the 15EL, the children experience their concept 'playing by non-deadly memorising', and they also experience "playing and learning" side by side.

As shown in the words of Ken and Wendy earlier (see the section: Playing to learn in the 15EL), the children point out that the way of "playing" in the 15EL is what they like "better" in learning as they contrast it with their experience in the UEC. "Playing" in the 15EL means "playing the "Yo-Shi"" in the 15EL. As the "Yo-Shi" is equivalent to 'every activity' in the 15EL, in other words, the major way of the 15EL is mainly linked with "playing". Learning "vocabulary" by the way of "playing" in the 15EL, which is associated with 'non-deadly memorising', is described by the children as "drawing", "acting out" and 'finding, matching and pasting', as shown earlier. Furthermore, pointing out that the way of the 15EL is what he likes better and he can learn many "vocabulary" he didn't know before by the way of the 15EL, Andy has the next description:

Interviewer: "......There are many activities in our class [the 15EL], in this way [the way of the 15EL], do you feel that if using this way to learn English, do you feel that it is better?"

Andy: "Yes!"

Interviewer: "Why?"

Andy: "Because (I) can learn many vocabulary! (The vocabulary I) didn't know, the vocabulary I didn't know before!"

When referring Andy's words to the children's descriptions earlier in terms of vocabulary learning in the 15EL, the different children clearly indicate that the way of "playing" in the 15EL can 'motivate' them to learn "vocabulary". **As contrasting with 'playing by deadly memorising' to learn vocabulary in the UEC, the children clearly indicate that 'playing by non-deadly memorising' to learn vocabulary in the 15EL is what they like in learning. In other words, learning vocabulary by "playing" in the ways of "drawing", "acting out" and 'finding, matching and pasting' is closely associated with the children concept "learning".**

Playing to learn English in the 15EL

Playing in the ways of the 15EL not only motivates the children to learn "vocabulary", but also motivates them to learn "English" which is more than vocabulary learning. Tina has the descriptions as follows:

> Interviewer: "Do you like learning English in this way [the way of
> the 15EL]?
>
> Tina: "(I) like (it)."
>
> Interviewer: "Why?"
>
> Tina: "Hmm, because attending class in this (way) [the way of the
> 15EL] is very relaxing! Also, (I) can learn some English."

As shown in the examples given by the children earlier, playing by "drawing", "acting out" and 'finding, matching and pasting' are 'how' the children learn "vocabulary" in the 15EL. Talking about 'how' they learn "English" and how they 'feel' about the way of learning, Linda has the following descriptions when she talks about the activity related to 'creating nations' in the 15EL:

> Interviewer: "......When one nation [one group] is acting out in
> front (of the classroom), the other two nations [two
> groups] need to write down and need to understand
> what they are acting, don't' they? Do you like this
> way?"
>
> Linda: "(I) like (it). Because this (way) can let (my)self understand
> (others). Then, also, (I) can learn English indirectly."

In the process of 'creating nations' in the 15EL, it consists of different series of activities which are still linked with the topic/environmental issue: 'if there is only one last tree in the world'. The activity which Linda mentions is when the children from one nation/one group are acting out their principles related to their nation, the children from the other two

nations/two groups need to "understand" and write down what the principles are from the presenting group. And, the children of the three groups take turns to act out their principles, as well as guessing and writing down others' principles. The relevant descriptions in terms of "acting out" the "principles" related to the nations created by the children can be seen in the words of Wendy, Linda, Bruce, Jennifer, Ed and Jane in Appendix 16 (see the section of Being a role). When the children are presenting their principles, each child only can say one or two English words as a hint when he/she is working with the group members to act out the principles. At the same time, the children from the other nations/groups need to guess and try to understand what the principles are from the presenting group based on what the acting is and the spoken words from the presenting group. When the children of one nation/one group are "acting out" their principles, the children of the other nations/groups are free to use both English and Mandarin to write down their answers after their guessing. The principles of the three nations/groups are organised into 'the Photo Book' (see Appendix 7), and every child gets one copy of that after the 15EL are finished.

Linda points out that she is able to learn "English' indirectly by the way of guessing and writing down what is being acted out, and she "likes" learning English by that way. Andy also says that he "likes" learning English by the way of combining acting out, guessing and writing:

> Interviewer: "......One group is, you (your group) is presenting the
> principles related to the nation of (your)self/selves,
> aren't you? Then, the other two groups need to
> (show their) cares, (and) to guess, do you like
> learning (in) this way?"

> Andy: " (I) like (it)!"

Andy continues to emphasise that he is motivated by that way, and he can learn many English by the way of combining acting out, guessing and writing:

> Interviewer: "Then, this way [the way of acting out, guessing and
> writing], would let you, would this way let you want
> to learn English more?"

> Andy: "Yes!"

> Interviewer: "Why?"

> Andy: "Because (by) this way [the way of acting out, guessing and
> writing] (I) can learn many English. Also, (it's) fun. In,
> learning English through playing, (it's) very happy."

Before the children of the three groups/three nations act out their principles, they work as the three groups to create their own nations by drawing and writing down the principles of their nations, as well as the characteristics of their nations. The characteristics and the principles created by the children for their own nation are based on the inter-relationships between trees, human beings and animals, and the five characteristics present what their nation is while the three principles keep their nation going well. Each child from each group is encouraged to contribute his/her own ideas relating to the characteristics and the principles of their nations by drawing and writing them down on the posters. The relevant descriptions in terms of creating the children's "nations" by "drawing" and "writing down" the "characteristics" and the "principles" are shown in the words of Margaret, Carl, Leo, Angela, Jane, Ken and Tina in Appendix 16 (see the section of Making posters).

The ideas of the characteristics and the principles related to the children's nations are all from each child. The teacher of the 15EL only provides help when the children don't know what the English words are in terms of their characteristics and principles, but the children write them down on the posters by themselves. As such, before the children are able to "act out" what their "principles" are, they have already involved themselves in "drawing" the characteristics and the principles of their nations and in "writing" them down in English, through which the children are putting their 'ideas' and 'thinking' into sentences. In a later activity, when the children from each group/each nation take turns to act out the principles of their nation and to guess and write down what others' principles are from the other nations, the children of the three groups/three nations are able to interact with each other to understand others' principles and to learn some key words related to others' principles. Even though the principles are written down by the children in both English and Mandarin in class when they guess what the others' principles are, 'the Photo Book' that each child gets after the whole 15EL is written in English, and it includes "the principles" and "the characteristics" of the three nations created by the children. By using 'the Photo Book', the children can review not only their own characteristics and principles related to their own nation, but also others' characteristics and principles from the other nations.

The different series of activities relating to creating nations are how the children learn English, through which the children are able to put their thinking and ideas into sentences. Playing to learn "English" which is related to 'sentence learning' in the 15EL includes "drawing", "writing about" what has been drawn, "acting out" and "guessing" and "writing down" what is being "acted out". In addition, playing to learn English is also combined with "painting". Before the children of the three nations/three groups act out

their principles based on the inter-relationships between trees, human beings and animals, each child paints himself/herself as the role that he/she is going to act out later. The relevant descriptions in terms of "body painting" can be found in the words of Ed, Linda, Clare, Andy, Anne and Bruce in Appendix 16 (see the section of Painting).

Moreover, the activities of presenting 'frozen images'/tableaux are also related to the children's "English" learning. The relevant descriptions in terms of presenting tableaux/frozen images can be seen in the words of Jane, Andy, Leo and Linda in Appendix 16 (see the section of Being a role). By playing in the way of presenting frozen images/tableaux, the children speak out their thinking and ideas in terms of the factors about the "importance of trees". The activities are based on the three groups. When each child works with his/her group members to present the factors related to the importance of trees by presenting frozen images/tableaux, each child needs to speak out who/what he/she is presenting when the teacher of the 15EL touches the shoulder of each child. Also, after each child from one group speaks out who/what he/she is, the whole group speaks out what the importance of trees related to the frozen image/tableau they are presenting. The teacher of the 15EL provides help when the children don't know how to say the words and sentences in English related to what they are trying to present. The activities of presenting tableaux/frozen images also provide the interactions between the children of the three groups. When one group is presenting a frozen image/tableau, the other two groups are invited to watch and to guess what the tableau is. Moreover, the factors about importance of trees, which are presented by the children of the three groups, are organised into 'the Photo Book'.

Learning English which is more than vocabulary learning is also taking place in the activities of listening and drawing and of listening and acting out the passage/background information of the topic: 'if there is only one last tree in the world'. In the activity of listening and drawing the passage of the topic, each child "draws" his/her own picture when he/she "listens to" the teacher of the 15EL tells 'the passage'/background information of the topic. The relevant words can be found in the description of Clare in Appendix 16 (see the section of Drawing). In the activity of listening and acting out the passage of the topic, the children work in different groups to "act out" the passage when they listen to the teacher of the 15EL telling the passage of the topic. The relevant descriptions can be also seen in the words of Anne in Appendix 16 (see the section of Being a role). Moreover, the passage/background information of the topic is also organised into 'the Photo Book'.

From what has been said by the children, as well as their words referring back to Appendix 16, the children point out how they learn "English". By the activities relating to 'creating nations', 'presenting frozen images/tableaux' and 'listening and drawing the passage/background information' of the topic', 'listening and acting out the passage/background information of the topic', the children learn English. Through those different activities based on the topic/environmental issue: 'if there is only one last tree in the world', the children learn English by drawing, listening and drawing, writing about what has been drawn, listening and acting out, presenting frozen images/tableaux, acting out and guessing and writing down what is acting out. In other words, the children learn "English" in the 15EL, which is related to learning 'sentences' and 'a passage", by "playing" through the above ways. And, the various ways of playing to learn English are combined with speaking, listening and writing. Moreover, 'the Photo Book' serves as a record for each child to review what he/she has learned in the 15EL.

- How children like the ways of learning English in the 15EL

As indicated by Andy earlier, he feels very "happy" by "learning English through playing" when he mentions the activity relating to acting out the principles of the children's nations. 'Playing to learn English' by the activity of 'creating nations' in the 15EL gives Andy the positive feeling, Carl also expresses his positive feeling:

> "Hmm, that is, (in the) last (Lesson) [in the latter Lessons], (we)
> do that, hmm...create nations of (our)selves/(my)self. That
> (activity), (I) like most. Because...hmm...that...hmm...use the
> coloured pencils to draw the nation of (our)selves/(my)self.
> Also, that, hmm, (in the) last (Lesson), (we) also act out why
> (we) write that [those] three...that [those]...(three) principles."
> (Carl)

Carl points out that the activity he "likes most" is "creating nations", which includes creating and drawing the nation of his own and writing and acting out the principles of his nation. As analysed earlier, the activities of "creating nations" are also combined with "painting" hands and legs before the children act out their principles. "Painting" hands and legs is the activity that the children like and it gives them a positive feeling, as shown in 6.3.1. Playing by the ways of the 15EL to learn English, Leo also expresses his positive feeling. As Leo says in 6.3.1, the way of the 15EL has "more fun" than the way in the UEC because the "activities" in the 15EL are not rigid. Leo continues to talk about the activities in the 15EL that give him a positive feeling:

> Interviewer: "(The activities that) you have a deeper impression,

the activities that you like better [in the 15EL], which
one do you still member?"

Leo: "That is,...painting hands! Act out (and) paint hands.
Also...the three pieces (of paper) are taken by (my)self to
draw at home. Also, that piece (of paper) to write,
those...and, also, that, one piece of paper lets you take home
and write 'why there is only one last tree left'..."

Leo mentions four activities that give him a positive feeling which is related to his concept "fun", and they are "painting hands", "acting out: the principles, "drawing" the reasons about "why there is only one last tree left" and "writing" about what he 'thinks' related to the situation of the 'one last tree in the world'. When combing with what has been pointed out by the different children, the children clearly present that the 'various ways of playing' in the 15EL to learn "English" gives them the positive feelings which are associated with "fun" and "happy". And, the children like 'playing to learn' in the 15EL and they are motivated to learn English by playing in the various ways of the 15EL.

'Playing to learn vocabulary and English' in the 15EL is by using the ways of "the foundation" and "relating to daily life", as said by the children, which is equivalent to what the teacher would describe as 'playing by non-deadly memorising', "playing and learning side by side" and experiencing 'non-fearful and non-oppressed feelings' in learning. Through the ways of "playing", the children learn "vocabulary" and "English" by involving themselves in drawing, presenting tableaux/frozen images, finding, matching and pasting, painting and acting out with the combination of guessing, listening, speaking and writing. The 'various ways of playing' are 'how' the children learn vocabulary and English in the 15EL. By involving themselves in "playing" every "Yo-Shi"/every activity based on the topic/environmental issue to learn vocabulary and English, the children not only experience non-fearful and non-oppressed feelings, but also experience positive feelings related to "novel", "fun" and "happy" feelings. The different children clearly indicate that playing by the various ways in the 15EL to learn is what they like and it motivates them to learn.

Playing to learn knowledge in the 15EL

According to the children, 'playing to learn' in the 15EL not only motivates them to learn vocabulary and English, but also motivates them to learn "knowledge". Sarah has the description:

Interviewer: "Do you like learning English in this way [the way of
the 15EL]?"

Sarah: "Yes."

Interviewer: "Why?"

Sarah: "Because, because I feel it's very interesting. (I) can learn
many knowledge [in the 15EL]."

Tina has a further description:

Tina: "Hmm...the teacher (of the 15EL) lets...lets us realise
many things."

Interviewer: "For example?"

Tina: "Hmm, (the teacher of the 15EL) tells us to protect trees
more! Don't let the resource of trees disappear on the
Earth."

Mark also says:

"(The teacher of the 15EL) teaches us that don't cut down trees,
plant more trees." (Mark)

The "knowledge" which the children mention is related to "protecting trees". As
mentioned in 6.3.1, one major part of the "Yo-Shi" in the 15EL is based on the topic
approach. The teacher of the 15EL designs the activities/ "Yo-Shi" based on the topic: 'if
there is only one last tree in the world'. Talking about the topic in the 15EL, Leo has the
words:

Interviewer: "What is our topic [in the 15EL]?"

Leo: "Environmental protection."

"Environmental protection" related to trees is developed into the series of the activities/
"Yo-Shi" in the 15EL. In the next description, Jennifer also points out what the topic is in
the 15EL and what she learns from it:

Interviewer: "We (have) the series of activities [in the 15EL], don't
we? Do you feel that there is a topic? (The
activities are) relating to what (topic) [in the
15EL]?"

Jennifer: "Need...(need to) protect trees. Don't let trees
disappear."

According to the children, "environmental protection" related to "trees" is the topic of the
15EL. From the series of activities/the "Yo-Shi" in the 15EL based on this topic, Jennifer,

Leo, Mark, Tina and Sarah point out that they learn "knowledge", and the knowledge they learn is related to "protecting trees" and "don't let trees disappear" on the Earth. Learning knowledge related to tree protection, Bruce shows his 'awareness' when he talks of the activity of acting out the principles of the nations:

> "The other groups are guessing what we are acting. And, (we) act
> out (the principles). Someone (a classmate) guesses (the
> principles) correctly, (and) the classmates are very happy! Then,
> if later (we) offer this [those] opinions to the government, (the
> government) also can adapt (those opinions), then, trees wouldn't
> be so less." (Bruce)

Learning "knowledge" in the 15EL is through the series of activities/the "Yo-Shi" related to the environmental issue: "protecting trees" on the Earth, through which the teacher of the 15EL tells the children important concepts related to protecting trees and the children also provide their own thinking and ideas and share them with their classmates. The series of activities/the "Yo-Shi" in the 15EL that the children learn "knowledge" are also connected with the activities/the "Yo-Shi" that the children learn vocabulary and English. That is, when the children get the 'input' knowledge from the teacher of the 15EL about protecting trees on the Earth, their 'output' thinking and opinions are also related to tree protection, and it becomes a major part of vocabulary and English the children learn in the 15EL. As such, the ways of 'playing to learn knowledge' in the 15EL are the ways of playing to learn vocabulary and English. In other words, 'the various ways' of playing to learn "knowledge" are also through drawing, presenting tableaux/frozen images, finding, matching and pasting, painting and acting out, and those various ways are putting into the series of activities/the "Yo-Shi" in the 15EL, relating to the topic/environmental issue. And, those various ways of "playing" give the children the positive feelings.

As indicated by Angela in 6.2, she points out that one of the differences between the teaching in the 15EL and in the UEC is that in the 15EL it is based on a "topic" and "aims", while in the UEC it is based on the "textbooks" ["(Using) our textbook to teach [in the UEC] is based on the texts, keep reading. Then, now (in) our 15 (English) Lessons, we are based on a topic and aims to go." (Angela)]. However, over-emphasising the textbooks in the UEC has indicated by the children that it only demotivates them in learning and the children do not link that way with their concept "learning" (see 6.3.4.1). By contrast, when the "topic" in the 15EL combines with "playing" the "Yo-Shi"/cooperative activities in the 15EL, Andy expresses what he thinks:

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"......The same (thing) [in the UEC and in the 15EL] is all with
playing. But, the teacher (of the 15EL) would let us draw. Or, let
us realise more, get into more, that is, a topic, more, tends (more)
to it, this way." (Andy)

In other words, Andy points out that "playing" by the ways of the 15EL with the
combination of the "topic" lets him "realise" more things which are related to
environmental "knowledge", as also pointed out by the other children. **'Playing by a
topic approach' in the 15EL is what the children like in learning because they can
learn "knowledge", as well as vocabulary and English from it, and the various ways
of playing give the children the positive feelings.**

Involvement of 'self/selves-thinking' and 'self/selves-opinions' linked with children's concept "learning"

On the one hand, through 'playing by a topic approach' in the 15EL, the children indicate
'what' they learn from it, which is linked with environmental "knowledge", "vocabulary"
and "English". On the other hand, through 'playing by a topic approach', the children
point out an important concept related to their concept "learning". That is, they are able
to be involved in opinions and thinking of themselves. In 6.3.1, Angela pinpoints that by
involving herself in the activities with "variations"/the various "Yo-Shi" in the 15EL, she
is able to express what she "thinks" in mind, through which she feels that she is
"learning". Angela points out a significant concept from the children's perspective. That
is, "learning" ought to be connected with 'self/selves-thinking'. The ways of "playing"
ought to provide the children to be able to express what they "think" as an individual and
as a group.

Another child points out that she is able to have her "opinions" involved by learning in the
way of the 15EL:

Wendy: "Hmm, (I) like (it)! Because usually when (I) attend
English class [the UEC], (I) all take out the textbook,
keep reading and reading!......If (I) come here to attend
class,......some opinions (I) want to express, (I) all can
speak them out!"

Wendy points out that she is able to "express" her own "opinions" by the way of the 15EL,
and it is the way she "likes". In other words, Angela and Wendy express that by learning
in the way of the 15EL, the children are able to get involved in their own "thinking" and
"opinions" and it is related to their concept "learning". Angela gives more description
about how she expresses her "thinking" by the way of the 15EL:

"[The way of the 15EL] lets us be able to use the presentation of
acting out and drawing. And, also (through the presentation of
acting out and drawing) (I) can put the masterpiece [work] of
(my)self to let others realise (what) my thinking (is), (and) what
my feeling is." (Angela)

The children's concept "learning" is linked with involvement of 'self/selves-thinking' and 'self/selves-opinions'. On the one hand, involvement of 'self-thinking' is that every child is able to "express" his/her own thinking and opinions when learning. On the other hand, involvement of 'selves-thinking' and 'selves-opinions' is that a child can know and listen to other children's opinions and thinking. Carl has the words:

Carl: "Hmm...in this (way) [the way of the 15EL], that, that
is...hmm...everyone [in the 15EL] can learn from each
other! Hmm, when (working) in groups, (everyone can)
discuss with each other. (I) can know others' opinions."

Carl means that his concept "learning" is associated with that he is able to learn from "others' opinions", and he provides the above words when he is asked why he likes learning in the way of the 15EL. Like Carl, Andy points out that one of the reasons he "likes" learning in the 15EL is because he can listen to "others' opinions" when he is asked the same question as Carl does:

Andy: "Because it is great fun in this (way) [the way in the 15EL].
And, (I) also can learn many English. (I) also can get
along with little friends (his classmates). And, (I) can
listen to others' opinions. So, I like (it) very much."

Andy continues to say what opinions he listens from others:

Interviewer: "Good. (You just mentioned that you) can listen to
others' opinions, can't you? The more impressed,
which are (the more impressed) opinions (you) listen
from others?"

Andy: "Use a computer...laser technology. Also, also...the sky
[God] is angry. Also, flood and so on."

According to the children, involvement of 'self/selves-thinking' and 'self/selves-opinions' has two facets. One facet is that an individual child is able to "express" his/her own "thinking" and "opinions". The other facet is that an individual child is able to "know" and "listen to" opinions and thinking from "others", including other individual child and other children. And, the children indicate that they "like" learning in the way that an individual's thinking and opinions can be expressed and

involved, and thinking and opinions of other individual or other individuals can be also involved and be listened. By learning in the way of the 15EL, the children experience their concept "learning" which is linked with involvement of 'self/selves-thinking' and 'self/selves-opinions'.

Involvement of 'self/selves-thinking' and 'self/selves-opinions' through various ways in the 15EL

As indicated in the previous section, the major part of "vocabulary" and "English" which the children learn in the 15EL is equivalent to their own "thinking" and "opinions" related to the environmental topic. In this section, the children give more descriptions about 'the various ways of playing' to learn vocabulary and English and by learning in the various ways the children indicate that they are able to be involved in "thinking" and "opinions", as an individual and as individuals:

■ 'Self/selves-thinking' and 'self/selves-opinions' through drawing

Referring back to the section of "Drawing" in Appendix 16, different children give the examples that one's own/their own thinking and opinions are involved through playing in the way of "drawing". Drawing the pictures of the passage/background information is the preparation for the children to think and draw their own reasons to cause the 'one last tree in the world'. The children then learn the vocabulary based on everyone's drawing which is equivalent to opinions and thinking from every child.

■ 'Self/selves-thinking' and 'self-selves-opinions' through matching and pasting

Referring back to Appendix 16, different children talk about by playing in the way of matching and pasting', one's own/their own thinking and opinions are able to be involved. Playing by matching and pasting the vocabulary with the pictures is for the children to learn the vocabulary which are provided and thought by everyone of them and which are equivalent to every child's thinking and opinions.

■ 'Self/selves-thinking' and 'self/selves-opinions' through making posters

Playing in the way of "making posters" is implemented in the series of activities of "creating nations", through which the children are involved in thinking and opinions of themselves by creating, drawing and writing the characteristics and the principles related to their own nations. Also, the children of each group think the names of their own nations. In the process of involving one's own/their own thinking and opinions by drawing and writing the characteristics and the principles of their own nations, it is also a

process for the children to learn English. Referring back to the section of "Making posters" in Appendix 16, different children give the direct descriptions.

■ 'Self/selves-thinking' and 'self-selves-opinions' through painting

Playing in the way of "painting" is that every child works in his/her groups to paint himself/herself related to the roles that he/she is going to act out later. One's own/their own thinking and opinions are involved, as every child creates the roles of his/her own and different roles are combined together to be acted out. The roles created by every child are related to the principles that will be acted out in a later activity, and these principles are related to English that the children learn in class. Referring back to the section of "Painting" in Appendix 16, different children have the descriptions.

■ 'Self/selves-thinking' and 'self/selves-opinions' through being a role [acting out]

By playing in the way of "being a role"/ "acting out", the children are involved in the activities that they mime, act out and guess, through which the children express their own thinking and opinions related to vocabulary and English they learn in class and through which the children create their own ways of acting out their own thinking and opinions. Those activities for the individual child and the children to be involved in one's own/their own thinking and opinions are 1) miming and acting out the passage/background information of the environmental topic, 2) miming, acting out and guessing the reasons to cause the 'one last tree in the world', 3) presenting 'frozen images'/tableaux related to the factors of importance of trees 4) and acting out the principles related to the nations created by the children. Referring back to Appendix 16, in the section of "Being a role", different children give the direct descriptions.

From what has been pointed out by the different children, involvement of 'self/selves-thinking' and 'self/selves-opinions' is combined with 'how' they learn "vocabulary" and "English" based on the environmental "topic". Involvement of 'self/selves-thinking' and 'self/selves-opinions' is associated with the children's concept "learning" and that is the way the children "like" in learning. By playing in the various ways combined with the series of activities based on the environmental topic in the 15EL, the children experience their concept "learning" related to involvement of 'self/selves-thinking' and 'self/selves-opinions'. In the process of involving themselves in the 'various ways of playing' in the 15EL, on the one hand, an individual child "express" and is involved in his/her own "thinking" and "opinions", which are equivalent to the major part of "vocabulary" and "English" that the children learn in the 15EL related to the environmental topic. On the other

hand, an individual child can "know" and "listen to" other individuals' "opinions" and "thinking" which are also equivalent to the major part of "vocabulary" and "English" that the children learn in the 15EL related to the environmental topic. And, the thinking and opinions/the vocabulary and English from every child are organised into 'the Picture Book' and 'the Photo Book', which provide the written records for children to share opinions and thinking from each other.

Summary

To sum up, in 6.3.4.2, the children talk about their concept "learning", which is related to "playing" in the 15EL. According to the children, 'playing to learn' is the key characteristic which they experience from the "Yo-Shi"/every activity in the 15EL and which gives them positive feelings and motivates them to learn. In other words, the children are able to be associated the way of "playing" in the 15EL with their concept "learning". According to the children, they characterise the playing ways in the 15EL as "the foundation" and "relating to daily life", through which they experience their concept "learning" in the ways of 'playing by non-deadly memorising', "playing and learning side by side" and having 'positive feelings' in learning. Also, the children indicate that the playing ways in the 15EL invite them to be involved in 'self/selves-thinking' and 'self/selves-opinions', as an individual and individuals, and that is a significant perspective from the children about their concept "learning". By playing the "Yo-Shi" in the 15EL, on the one hand, an individual child is able to "express" his/her own "thinking" and "opinions". On the other hand, an individual child is able to "listen to" other children's thinking and opinions when various "Yo-Shi" are played in the 15EL.

'Playing to learn' through various "Yo-Shi" in the 15EL invites the children to learn "vocabulary", "English" and environmental "knowledge", and the major part of vocabulary and English which the children learn is equivalent to their "thinking" and "opinions". 'The various ways' of playing the "Yo-Shi" to learn in the 15EL include "drawing", 'matching and pasting', "making posters", "painting" and "acting out", and they are combined with guessing, listening, speaking and writing. Besides, 'the Picture Book' and 'the Photo Book' are the two written records for the children to review what they have "learned" and what "thinking" and "opinions" children provide in the 15EL.

By playing through the various ways to learn in the 15EL, the children experience their concept "learning". The children indicate that they experience "interesting",

"fun", "novel" and "happy" feelings when they 'play to learn' in the 15EL. The different children clearly point out that they "like" the ways of playing in the 15EL, and the playing ways in the 15EL are what they like "better" in learning when they contrast with the ways in the UEC. Playing "Yo-Shi"/cooperative activities to learn in the 15EL is what the children like, and the children directly indicate that it motivates them to learn in that way.

The following schema is conceptualised by the children about their concept "learning" through the "Yo-Shi" in the 15EL (see the next page):

<u>**Yo-Shi in the 15EL**</u> **= Every activity in the 15EL/**
Cooperative activities through drama method

<u>**Learning**</u>

<u>**Playing to learn**</u> —— <u>**Positive feelings**</u>**:**
feeling interesting, fun, novel and happy

<u>**The ways of playing**</u>   <u>**The foundation**</u>
<u>**in the 15EL**</u> ————

Experiencing non-fearful & non-oppressed feelings
when learning

<u>**Relating to daily life**</u>

Playing by non-deadly memorising
Playing & learning side by side

<u>**Involvement of self/selves-thinking & self/selves-opinions**</u>

An individual child is able to express his/her own thinking
and opinions
An individual child is able to listen to others' thinking and
opinions

Through playing,
to learn

<u>**Vocabulary**</u>   — **By drawing, matching & pasting, making posters, painting**
                                   & acting out

Relating ———— <u>**English**</u>
to the   **(i.e. sentences &**   **guessing, listening, speaking & writing**
environmental **a passage)**
topic

                                   'the Picture Book'
<u>**Environmental**</u>   **'the Photo Book'**
<u>**knowledge**</u>

Children like and like better the ways

Motivate children to learn: learn quicker, learn easily

Link with children's concept 'learning'

$\vert$ —	$=\vert\vert$	$+$	$\searrow\downarrow$
relate to	**equal to**	**combine with**	**lead to**

6.3.5 Learning through "Yo-Shi" in the 15EL—Like, Like Better

In the previous sections 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.4.1 and 6.3.4.2, the children talk of what the "Yo-Shi" are in the 15EL and in the UEC. The children also point out the differences between the "Yo-Shi" in the 15EL and the "Yo-Shi" in the UEC. Based on the very different meanings of the "Yo-Shi" in the 15EL and the "Yo-Shi" in the UEC, the children have very different learning experiences through the two kinds of "Yo-Shi".

In this section, the following table is used to distinguish the children's learning experiences through the two different "Yo-Shi" in the 15EL and in the UEC. Based on the two different crucial characteristics between learning through the "Yo-Shi" in the 15EL and in the UEC, it follows and develops two distinguished learning experiences. In the below Table 6.1, involving "(my)self/(our)selves to experience and experiment" is the crucial characteristic by learning through the various "Yo-Shi"/cooperative activities in the 15EL. By contrast, involving in "competitions" is the crucial characteristic by learning through the "Yo-Shi"/competitive games in the UEC. In the process of "playing" the two kinds of "Yo-Shi", namely, in the process of "learning" through the two kinds of "Yo-Shi", it develops into two contrast and distinguished learning experiences:

Table 6.1 Two Learning Experiences through "Yo-Shi" in the 15EL and in the UEC

In 15EL "Yo-Shi"/Cooperative activities	In UEC "Yo-Shi"/Competitive games
Involving (my)self/(our)selves to experience and experiment	Involving in competitions
Playing to learn	Playing to memorise Playing to compete Playing to win

The foundation:
  experiencing non-fearful and non-oppressed feelings when learning
Relating to daily life:
  playing by non-deadly memorising
  playing and learning side by side
	Experiencing fearful and oppressed feelings when learning
	Deadly memorising

Through various ways of playing:	Through one major way of playing:

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1) learning through drawing, matching and pasting, making posters, painting and acting out with a combination with the cooperative activities based on the topic 2) other cooperative activities without relating to the topic	competitions
Based on the topic with various ways to play "Yo-Shi"	Based on textbooks combined with competitive games to play "Yo-Shi"
Involvement of self/selves-thinking and self/selves-opinions	Non-involvement of self/selves-thinking and self/selves-opinions—based on textbooks and teachers' standard
Involving guessing, listening, speaking and writing to play "Yo-Shi"	Involving speaking and writing to play "Yo-Shi"
Free to walk around when involving in the activities	Sitting in chairs all the time
Positive feelings: feeling interesting, great fun, novel and happy	Negative feelings: feeling rigid, less meaningful, reluctant, painful, dead and uneasy

Positive effects—
Learning under:
  no competitiveness
  no competitive stress
  inclusion
  equality
  cooperation
  offering opinions and thoughts
  involving discussion
  less arguments
  friendship is built up
  togetherness
	Negative effects—
	Learning under:
	  competitiveness
	  competitive stress
	  exclusion
	  unfairness
	  less interaction
	  less discussion
	  more disagreements
	  less friendship
	  being alone
	  lack of togetherness

Learning vocabulary, English and knowledge through "Yo-Shi"	Learning vocabulary and sentences through "Yo-Shi"
Purpose of playing through "Yo-Shi": to learn	Purpose of playing through "Yo-Shi": to win

Motivate children to learn	Demotivate children to learn

From what has been conceptualised from the children as shown in the above table, it is clear to understand why the children conceptualise the "Yo-Shi" in the 15EL as "great fun" and why they "like" and like "better" through learning by the "Yo-Shi" in the 15EL. As the "Yo-Shi" is the main characteristic of the 15 English Lessons, 'playing to learn' through various "Yo-Shi" thus becomes the major way for the children to learn in the 15EL. While the children clearly associate their concept "learning" with the "Yo-Shi" in the 15EL, one child has a different view:

> Interviewer: "You personally feel, what kind of learning is better?
> What kind of way to learn English you like better?"
>
> Jane: "Don't mess up (my)own body."

Jane means that she doesn't like painting herself because it would make her 'body dirty'. While other children like "playing" to learn through "painting" their hands and legs, by which they feel it's "great fun" and self/selves –thinking can be involved, Jane has her worry. However, as described earlier in 6.3.2, Jane also indicates that she doesn't like playing "quizzes of competitions" with a combination of drawing something on a blackboard to play darts, which is one of the ways of playing the "Yo-Shi" in the UEC. In other words, while other children have reflected two different meanings of "Yo-Shi" in the 15EL and in the UEC and have developed their new concepts related to "learning" and "playing" from learning through two kinds of "Yo-Shi", it seems that Jane hasn't developed a new concept related to "learning" and she doesn't link the way of "playing" in the 15EL with the concept "learning".

To sum up, 'playing to learn' is what the children experience from the various "Yo-Shi" in the 15EL. Even though one child doesn't link the way of "playing" in the 15EL with her concept "learning", the majority of children have already developed their new concept "learning" and linked it with the ways of the "Yo-Shi" in the 15EL. According to the children, they characterise 'the cooperative activities through drama method' in the 15EL as the "Yo-Shi", through which they experience a feeling of "great fun" and they describe the ways of the "Yo-Shi" as "great fun". As the "Yo-Shi"/cooperative activities are the main characteristic of the 15 English Lessons, in other words, the children indicate that by learning through every activity in the 15EL, they experience their concept "learning" and they feel "great fun".

Learning in the way of "great fun" through playing the "Yo-Shi" in the 15EL is what the children "like" and like "better", and this way motivates the children to learn. From the children's words and their experiences, the children indicate one of the noteworthy experiences in the 15EL, in which they are motivated to "learn" and they do learn through the ways of "playing" they like.

6.4 Learning in the Happy Way—Like, Like Better

Except the two key ways—"interesting" and "great fun" conceptualised by the children in the previous sections, different children also conceptualise one of their learning experiences in the 15 English Lessons as "happy". The happy way of learning is closely connected with the concepts "togetherness", "interaction" and "cooperation". Learning in the happy way is what the children like and like better. The "happy" way in the 15EL is presented as follows:

6.4.1 Feeling Happy and Togetherness

> Interviewer: "Then, do you like learning English in this way [the
> way in the 15EL]?"

> Mark: "(I) like (it)! Only [as long as] (I feel) happy, (I) like (it)!"

> Interviewer: "Why do (you) like (it)?"

> Mark: "Because there are many people [classmates]! And, (I feel)
> very happy!"

Mark describes more about why the way in the 15EL causes him a "happy" feeling:

> Mark: "Then, that is, because everyone discusses together!
> Then, that is, (we) can study and discuss the words (we)
> don't understand with each other. (We/I) can ask the
> teacher the words (we/I) don't understand as much. Then,
> it's not like that way (I) was used to, holding a book (and)
> reading there."

According to Mark, the "happy" way is associated with the concept "togetherness", and the example given by him is related to working together through "discussing" words with his classmates and the teacher of the 15EL. Working "together" through "discussing" is one of the reasons to achieve children's sense of "togetherness" as indicated in the conclusion and the schema in 6.3.3. In the above quotation said by Mark, he emphasises again that the way he likes better in learning as he contrasts with his experience in the

UEC is by 'working together through discussing' in the 15EL because it gives him a "happy" feeling. Mark continues to point out the reasons to cause him a "happy" feeling when learning in the 15EL:

> "Everyone works together! And, (I) have that kind of feeling
> that (it's) very much like living in a group. Everyone then can
> interact with each other in English! (I) feel very happy!"
> (Mark)

When "working together" with his classmates, Mark feels that he "lives in a group", which is related to what he said "many people" in the earlier quotation. In the 15EL, the children are invited to get involved in different and various cooperative activities through drama method, relating to the environmental topic, or without relating to the topic (see 6.3.1). By learning through the different cooperative activities/ "Yo-Shi", children are invited to "work together" in different sizes of groups (i.e. pairs, groups of three, four, five or six and the whole class), depending on the learning tasks. With a combination of the variations of the functions (i.e. different sizes of groups) and how the "Yo-Shi"/cooperative activities are played (see 6.3.3, 6.3.4.2 and table 6.1), the children experience the positive feelings and positive effects as indicated in 6.3.3 and 6.3.4.2. As such, belonging to a "group" and "working together" with group members by learning through cooperative activities cause the child a "happy" feeling, as Mark tries to say.

Mark is not the only child who mentions that "working together" in various "groups" with classmates in the 15EL is the way he likes and likes better. Referring back to 6.3.4.2, Andy also says that he likes learning in the 15EL because he can "get along with little friends". Ed, in the following quotations, also describes the way he "likes" in learning is "working together with group" members in the 15EL:

> Ed: "(I) like (it) [the way in the 15EL]."

> Interviewer: "Why?"

> Ed: "Hmm, because that...that is, (we are) divided into small
> groups. And...that is...(I) can work together with group
> (members)."

In other words, Mark, Andy and Ed emphasise that the way they like in learning is related to "working together" through the "cooperative" activities with the variations of the functions in the 15EL, and Mark links with this way as the "happy" way.

Part of the key concept "togetherness" in the 15EL has been indicated in 6.3.3, and part of the two major factors that help to achieve children's sense of "togetherness" in the 15EL are the "cooperative" way and involvement of offering "opinions" and "discussing" them (see 6.3.3). On the one hand, 'the cooperative way', which is the core way of the 15 English lessons, involves "no contests", "no competitiveness" and 'no competitive stress', and it 'includes' every child and creates 'equal' opportunities for every child to learn through "Yo-Shi"/cooperative activities through drama method. When each child is included to participate in every cooperative activity in the 15EL and he/she feels that he/she belongs to a "group", no matter what sizes of the groups, a sense of "togetherness" can be achieved (see 6.3.3). On the other hand, on the basis of having the "rights" to use both "English" and "Mandarin" when "working together" in the 15EL, the children are able to offer their "opinions" and "thoughts" as they like, through which "discussions" are involved and it helps to reach 'agreements' and have "less arguments" among children. In that way, "friendship" among the children is built up and it helps to achieve a sense of "togetherness" (see 6.3.3).

6.4.1.1 Togetherness through interactions

Experiencing "togetherness" is not only through learning in 'the cooperative way' in the 15EL, but also through the ways of "interactions" under this way. In Mark's earlier words, he indicated that he feels happy when learning in the 15EL because everyone "interacts" with each other "in English" and this can be related to what he said earlier that children and the teacher of the 15EL interact with each other by "discussing" words. Talking of "interactions" in the 15EL, more children have the words:

> Interviewer: "You feel, do you feel that learning English in this
> way [the way of the 15EL], is it better?
>
> Sarah: "Yes."
>
> Interviewer: "Why?"
>
> Sarah: "Because there are more interactions in this (way)
> (I) can learn much more things."

Sarah is not the only child who points out that the way she likes better is to have "more interactions" when learning and she experiences that in the 15EL. When being asked the same question, Wendy has the similar point and she indicates what kind of interaction she likes better in learning:

> "Hmm, yes. Because...because... when (I) don't understand,
> (I) can ask the teacher. And, the teacher then tells you how to

read in English." (Wendy)

Another child continues to describe 'how' the children interact with the teacher of the 15EL:

> "The is, in class, teacher, you would ask some questions.
> Then, we are in there [in class], speaking out and answering
> actively." (Bruce)

In the 15EL, "the teacher" plays different roles to "interact" with the children. As pointed out by Bruce, the teacher "asks questions" to children and encourages children to "speak out" their opinions. The teacher also helps and "discusses" with the children when they have any doubts and questions, for example, answering any "English" words the children don't understand and discussing with them, as said by Mark and Wendy. And, the teacher "offers opinions" and "works together" with the children when they need. Mark gives one example when his group is matching the pictures and the words in one activity:

> "I am arranging (pictures and words) at that moment. Then,
> 'Pig' [Angela], she says, Angela (says). (When) I am going to
> paste (pictures and words), she says, 'Some [pictures and words]
> are not correct! They will stick together (later)!'. Then, teacher,
> you come over to help us (and) offer opinions! So,
> (we) work with you together!" (Mark)

Besides, the teacher also organises children's thinking and opinions into two books: 'the Picture Book' (see Appendix 6) and 'the Photo Book' (see Appendix 7). Mark and Carl (in 6.3.4.2) mention 'the Picture Book'. Wendy and Anne also mention this book:

> "(We) have done...drawing, drawing. Then, make a book."
> (Wendy)

> "Then, drawing. Then, the teacher helps us to make a book."
> (Anne)

According to the children, the learning way they like better is that they can have more "interactions" with "the teacher", and they experience various interactions with the teacher as described above. Bruce points out how he feels when having "interactions" with "the teacher" of the 15EL, as he contrasts with his experience in the UEC:

> "Because (by) this (way) the teacher and the students have
> interactions. And, (having) interactions, (I) then feel glad
> and have more fun (if I compare it with the UEC). (It's) not
> like the usual course I was used to. That is, (it's) [the way of
> the UEC] more rigid with a dead atmosphere." (Bruce)

Bruce says that he feels "glad" and "fun" when he "interacts" with the teacher in the 15EL. By contrast, Bruce suggests that there is 'not enough' interaction between children and the teachers in the UEC. Mark gives one example to confirm this situation:

> "Because usually [in the UEC], that is, they [the school] ask
> foreign teachers [English-speaking teachers] to teach. Then,
> sometimes (I) can't understand (what the English-speaking teachers
> say). And, Mandarin-speaking teachers [Taiwanese teachers] say (it)
> again, 'Learn (it) by (your)self!'. Then, sometimes when (I) ask
> (questions) [in the UEC], the teachers [Taiwanese teachers] also say,
> 'Find out (by yourself) from it!'. (Mark)

The situation indicated by Mark is a typical situation happened in the UEC. In the UEC, the teachers of English are Taiwanese teachers and English-speaking teachers. When it's a turn for an English-speaking teacher to teach in a class, a Taiwanese teacher turns his/her role into a teacher assistant to help the former in the UEC. For example, a Taiwanese teacher translates a bit in Mandarin when an English-speaking teacher has a difficulty in conveying meanings in English to let children understand. Because the major language in the UEC is English, the 'no Mandarin' principle in the UEC for both teachers and children is strictly followed. Under such a situation, even though the children have difficulties in understanding some points in English and try to ask teachers questions in Mandarin as their English is not competent enough to ask some complicated questions, the Taiwanese teachers would only say "learn by yourself", or "find out by yourself" in Mandarin. The children in the UEC are not allowed to use Mandarin to ask the teachers questions, but the only chance which children can use Mandarin in the UEC is to "translate" Mandarin sentences into English sentences. Anne indicates this:

> "That is, (the teachers in the UEC) ask other children to tell stories
> in Mandarin, then, ask us to translate (into English)." (Anne)

In other words, "Mandarin" is only allowed to be used as a tool under a grammatical "translation" method in the UEC, but 'not' as a "right" to be used freely in "discussions" and "asking" questions. On the basis of this 'no Mandarin' principle in the UEC, it's clear to see how limited the "interaction" is in the UEC when children have doubts and questions and want to discuss them with the teachers in the UEC.

'The lack of interaction' in the UEC as indicated above can explain why the children like better in the learning way in the 15EL, as said by Bruce, Wendy and Sarah. Moreover, the way of interaction between the teachers and the children in the UEC also can explain

why the children like the interactive ways between children and the teacher in the 15EL.

Mark describes one of the interactive ways between teachers and children in the UEC:

> "Usually, when attending class [in the UEC], that is, (I) take out
> a pen, and reading. Then, that is, (I) write down the main points.
> Then, that is, it's not so happy. Because (I) need to sit in the chair.
> Then, (I) look at the teachers (in the UEC), talking the main points over
> there. And, (I) take note. That's it, only." (Mark)

"Taking notes" about what the teachers say in the UEC is one of the major ways how children interact with the teachers in the UEC. "Writing down" every point that "the teachers" say in the UEC can reveal the teachers' role in the UEC. That is, in the UEC, teachers play an 'authoritarian' role. This kind of authoritarian role is closely related to how the teachers in the UEC interact with the children and how the children feel about that. Referring back to 6.3.4.1, Leo expresses his reluctant feeling to take notes when it is "forced" by the teachers in the UEC. The similar feeling is also expressed by Margaret when she implies that she experiences fearful and oppressed feelings in learning in the UEC (see 6.3.4.2). When the children experience 'the negative' feelings caused by the teachers' authoritarian role in the UEC, it seems that it's not too difficult to see why children express that they feel happier and have "more fun" when they "interact" with the teacher of the 15EL.

In the UEC, while the teachers interact with the children in an authoritarian way and the interaction is very limited, it also means that the interactions between children and children in the UEC are limited because of the teachers' role. Mark says:

> "In one class [in the UEC], that is, taking notes! Then, (I) write
> very hard over there. Then, (I) still need to ask the classmates
> the words (I) don't understand. Then, sometimes when (I) ask
> questions (to the classmates) at the wrong time, the teachers (in
> the UEC) think that you are talking...." (Mark)

From Mark's comments, he continues to point out children's experience in the UEC which is related to the teachers' authoritarian role and the no Mandarin rule in the UEC. Also, he uses his experience in the UEC to pinpoint how limited the children in the UEC can interact with each other. Under such a situation, a child turns to ask his "classmates" and wants to interact with classmates. However, the intention to be wanting to interact with other children can regarded as a bad behaviour if there is no permission from the teachers in the UEC. In other words, because of 'the teachers' authoritarian role' in the UEC, any "interaction" between children and children without the teachers' permission can be regarded as a discipline problem.

Having "more interactions" through learning in the 15EL is what the child likes better in learning, as said by Sarah earlier. Sarah continues to emphasise that experiencing "interactions" by "doing activities" in the 15EL is what she means by the better way in learning:

> Interviewer: "You just said, you feel, (by) learning English in this way [the way in the 15EL], it's better, isn't it? What do you feel about the definition 'better'? Better? You feel, it's better (in learning)?"

> Sarah: "That is, there are interactions [in the 15EL]. It's easier to understand each other (through interactions). Using the ways of doing activities to, that is, to increase our English ability."

In other words, when connecting with what Sarah, Mark (in earlier quote and in 6.4.1) and Ed (in 6.4.1) say, the children clearly suggest that "interacting" with their "classmates" under the "cooperative" learning environment when working in different sizes of "groups" in the 15EL is what they like and like better in learning. Talking of how they interact with each other by learning through the cooperative activities/ "Yo-Shi" in the 15EL, children have the following descriptions as they contrast with their experience in the UEC:

> "In the usual English class, that is, (my) opinions can not be involved. (I) need to raise hands. In here, (I) can offer opinions directly (in) this (way). Then, it's great fun to have that kind of creativity after discussion!" (Mark)

As analysed earlier, Mark uses his experience in the UEC to point out that children in the UEC are not able to ask questions to each other freely because of the 'no Mandarin' rule and the 'teachers' authoritarian role' in the UEC. With a combination of the no Mandarin rule and the teachers' authoritarian role, there is no doubt to understand why Mark says that he is "not" able to get his "opinions" involved in the UEC as he would like.

By contrast, the child says that he is able to interact with his classmates in the 15EL by "offering opinions" directly. Being able to interact with other children through offering one's own "opinions" in the 15EL is also said by Wendy (see 6.3.4.2, in the section of involvement of self/selves-thinking and self/selves-opinions linked with children concept "learning") and she expresses that it is the learning way she "likes". In the 15EL, an individual child is able to get his/her own "opinions" and "thinking" involved because every child is free to use both "English" and "Mandarin" when he/she "interacts" with classmates when working in groups. Also, an individual child is able to get involved in

one's own opinions and thinking because every child interacts with each other under the "cooperative" learning environment, in which every child is included to participate in every activity. For more examples that more children talk about that he/she is able to "interact" with classmates by "offering" and "sharing" one's own "opinions" and "thoughts" through the cooperative activities in the 15EL, it can be referred to question 4 in Appendix 14.

When referring back to 6.3.4.2, Carl and Andy (see the section of involvement of 'self/selves-thinking and 'self/selves-opinions linked with children's concept "learning") say that they like learning in the 15EL because they are able to "know" and "listen to" other children's "opinions" through the cooperative activities. "Interacting" with each other by knowing others' "opinions" and "thinking" in the 15EL is described more by children in Appendix 14, the question 4, and more children give examples about knowing others' opinions through working together in different group activities.

As said by Carl that he likes interacting with classmates by knowing their opinions. He says more:

> "Hmm, when (working) in groups [in the 15EL], (everyone can)
> discuss with each other. (I) can know others' opinions! Compare
> with what (I, my)self think..., would be...(compare that with) the
> opinions thought (by myself only), would be, that is, (would be) better."
> (Carl)

In other words, the child indicates that "knowing others' opinions" by working "in groups" can minimise the weakness that he works alone and thinks about something by himself. Carl's words can be connected with Mark's earlier point when Mark indicates how limited the interaction can be between children and children in the UEC when he intends to ask classmates questions. Carl and Mark all express one idea, which is that children like "interacting" with each other by "asking" and "knowing" opinions from each other, but not being left alone. However, in the UEC, because of the traditional role that the teachers play, which is related to an authoritarian figure, it's difficult for children to interact with each other. When the teachers' role in the UEC combines with non-speaking right in Mandarin in the UEC, it's not so easy for children to listen to opinions and thinking from each other.

Being able to "interact" with each other through involvement of their own "thinking" and "opinions" is how children experience from the 15EL, and that is linked with children's concept "learning" as indicated in 6.3.4.2. By contrast, feeling difficult to interact with

each other by involving their own thinking and opinions is how children experience from the UEC. And, one more reason behind this experience in the UEC is also due to the fact that "textbooks" are over-emphasised. When children's "interaction" is based on "memorising" vocabulary and sentences from the textbooks (see 6.3.2 and 6.3.4.1), there is no doubt to understand why children are not able to express what they think in the UEC, as an individual or as individuals.

On the contrary, because children are able to "interact" with each other by "discussing" their thinking in the 15EL, a "decision" can come out from discussion. Bruce gives one example:

> "We do make decisions together [in the activity of creating nations].
> Then, (we) discuss (and) come out the decision (that is) the best (and)
> everyone [in my group] all agrees." (Bruce)

"Making decisions together" is one of the ways how children "interact" with each other in the 15EL. Like Bruce, who says that a "decision" can come out from a group discussion, Clare gives one more example:

> "Also, making decisions. That is to say, which (pictures) and
> which (words) are (put) together. And, how to arrange (them)."
> (Clare)

When combining what Bruce and Clare say, the children also indicate one more idea, which is that involvement of "discussions" in a group helps the children to reach an "agreement". For more descriptions that different children talk about in which cooperative activity/ "Yo-Shi" they are able to "make decisions" with their classmates, it can be referred to the question 5 in Appendix 14.

Taken together, when connecting what the children have said in this section with the key concepts and the schema indicated in 6.3.3, it's clear to see why the ways of "interactions" between children in the 15EL can be linked with the concept "togetherness". That is, when children are able to interact with each other through "offering" one's own "opinions" and "thinking" and "knowing" others' "opinions" and "thinking", namely 'self/selves-thinking and opinions' are involved, it brings about "discussions" between children. When children are able to interact with each other by involving "discussions", it leads to "making decisions" to what has been discussed. Also, through involving "discussions", it helps to bring about an "agreeable" decision among "group" members. When children "interact" with each

other through "making decisions" that group members "agree", it causes "less arguments" (see the schema in 6.3.3). When having less arguments, it helps to build up children's "friendship" (see also the schema in 6.3.3). As long as there is friendship among children, it brings about "togetherness" (see also the schema in 6.3.3).

By contrast, the ways of interactions that children experience from the UEC bring about the lack of togetherness among them. This negative effect is pinpointed by children in the key concepts and the schema in 6.3.3 and what has been said by them in this section. That is, when children interact with each other in the UEC, it's hard for them to get involved in self/selves-thinking and self/selves-opinions, namely, thinking and opinions from an individual and individuals. In other words, in the UEC, it's difficult for an individual child to offer his/her own opinions and thinking, and it's difficult for children to know opinions and thinking from others. On the basis of this, there is less discussion. When there is less discussion, the opportunity for children to make decisions together would be less. Under such a situation, it's easy to lead to more arguments and hurt children's friendship (see the schema in 6.3.3). When children have less friendship with each other, togetherness is hard to be achieved (see also the schema in 6.3.3).

6.4.1.2 One example—interactions through drama method

In 6.4.1.1, the various "interactions" between children in the 15EL are mentioned. Those interactions are related to 'interpersonal interactions' within the same groups, and how each child experiences through different "cooperative" activities through drama method. Drama method is used as a major learning method in the 15EL. In this section, the activity of "acting out principles" is used as an example to present how children interact with each other through drama method, and how they like it. Also, this activity is used to present how children interact with each other between different groups.

Acting out principles is one of the "Yo-Shi"/cooperative activities in the 15EL. As indicated in 6.3.1, 'drama method' is combined with different "cooperative" activities, through which children are able to involve their senses, whole body, feelings, imagination and creativity. And, 'the cooperative activities through drama method' are presented in the ways of "variations"/various ways of playing, including drawing, matching and pasting, making posters, painting, acting out, miming and presenting tableaux (see 6.3.1 and 6.3.4.2). This "Yo-Shi", "acting out principles", has two preparation activities, which are "creating nations" (see the description in Appendix 16, Making posters) and

"painting" roles (see also the description in Appendix 16, Painting). That is, before children from the three groups/nations act out their principles, they work in three groups to create their own nations/worlds and they draw and write down the characteristics and principles of their nations/worlds based on the inter-relations between human beings, trees and animals. And, before children act out their principles, each child creates his/her own roles related to the principles he/she is going to act out by painting them on hands and legs.

The activities of "creating nations" and "painting" roles are the preparation activities for the activity of "acting out principles". While the first two activities are focused on 'interpersonal interactions' within the 'same' groups, acting out principles is the "Yo-Shi" to cover both 'interpersonal interactions' 'within' the same groups and interactions between 'different' groups. "Creating nations" and "painting" have been indicated by Carl (in 6.3.4.2), Leo (in 6.3.4.2), Anne (in 6.3.1), Margaret (in 6.3.1) and Clare (in 6.3.1), and the children say that these activities are the ones they like and feel fun. Following by those two activities, children work in three groups to "act out principles". They describe the moment:

> "The other two groups are listening and watching!" (Andy)

> "They (the other two groups) are watching, and writing down."
> (Wendy)

That is, when one group is acting out their principles, the other two groups are "listening", "watching" and "writing down" what the principles are. As the children from the presenting group only can say one or two words in English as a hint when they are "acting out", the children from the other two groups need to "guess" and "write down" what the principles are:

> "The other two groups are guessing what we are acting. And, (we)
> act out. Someone guesses (it) correctly, the classmates are very glad!"
> (Bruce)

> "That is, to write down their, what (they) act, (about) their contents,
> main points and themes, this way." (Margaret)

In this activity, the children work together as 'three groups', and every group takes a turn to "act out the principles" of their nations while the other two groups are "guessing" and "writing down" what the principles are. Different children express how they feel when being asked whether they "like" the ways of "interaction" among the three groups in relation to acting out, guessing, understanding and writing down:

> "(I) like (it)." (Linda, Carl, Bruce, Angela, Andy, Wendy, Sarah,
> Tina, Ed, Mark, Ken and Jennifer)

And, the children indicate why they like it:

> Sarah: "Hmm, (I am) very glad. Then, hmm, that is, (we) can use
> a different way to act out a play."
>
> Interviewer: "A different way, (what do you) mean? How, it's a
> different way?"
>
> Sarah: "That is, painting."

Sarah expresses her 'positive feeling' and says that the reason she likes the way it's because of a combination of "painting" with "acting out". Tina also emphasises the similar point:

> "I feel (it's) great fun! It's our first time to contact with that
> kind of painting materials. Usually, [in the UEC], (we) also
> don't have this (kind) of activity." (Tina)

Like Sarah, Tina points out her 'positive feeling' about "painting" in the 15EL, and she also contrasts with her experience in the UEC. Referring back to 6.3.2, Linda also emphasises the similar idea when she points out that she is not able to play the "Yo-Shi" in the UEC like she does in the 15EL and painting is one of the examples given by her.

Painting hands and legs is for children to create their own roles related to the principles they are going to act out later. 'Painting roles' invites children to involve their 'imagination'. Clare describes how she imagines herself as a "bird" which is the 'role' she is going to act out:

> "(I) paint that, that is, some of the bird's…that kind of, many
> colours (of the bird)! Then, (I paint) the bird's feathers! And,
> the colour of the nails. Then, I also paint a flower on (my hand).
> Do you know why? Because, that is, that is, I then think of (that)
> randomly. (I) then think, 'Hmm, a bird, she sees a flower, (and)
> it's beautiful. Then, (the bird) puts it in her hand. Then, in this
> way, (the bird) keeps flying and flying. Then, as a result, then,
> as a result, (the flower) is put (on the bird's hand) for too long.
> Then, after that (flower) is dropped, that colour (of the flower)
> then is printed on (the bird's hand)…'." (Clare)

Working in the same group with Clare, Mark also mentions that he paints himself as a "kiwi" fruit, and he describes that how he 'imagines' himself as a kiwi fruit when he acts out together with the group:

> Interviewer: "Who are you? What do you play?"
>
> Mark: "*Kiwi.*"
>
> Interviewer: "*Ok, good. Kiwi.*"
> Mark: "Then, Clare is the *bird.* Then, (the bird) [Clare] takes a bite
>   from me [the kiwi fruit]. Then, (I) [the kiwi fruit] drop.
>   Then, I drop, (and I) spread the seed first!"

Mark describes the role he is playing and how he interacts with his classmate by acting out this role. He continues to describe how his imagination is involved in this process of acting out:

> "Then, watering (the tree)! Then, I am also beside (the tree).
> (I) grow very tall [growing as a kiwi tree]. And, I then stretch my
> hands, then, (I) say '*kiwi* is growing up'...." (Mark)

On the one hand, each child's 'imagination' is involved in the process of 'creating' every individual's role, and one of the examples is seen in Clare's description. Other examples can be referred to Appendix 16 (see the section of "Painting"). On the other hand, each child's 'imagination' is also involved when he/she is 'presenting' his/her role during the process of acting out, and one of the examples is seen in Mark's descriptions. Also, in the process of this activity, "imagination" is involved when the children from 'the watching groups' are trying to understand what 'the presenting group' is acting. Leo says:

> "That is, let yourself develop (your) own imagination!" (Leo)

A similar point is also said by Andy and that is one of the reasons that he "likes" the interactive ways of this activity:

> "(I) like (it)!" "Because this way can let you [I] increase imagination,
> (to) see what they are acting." (Andy)

Like Andy, Mark, in the following quote, also points out that "having an imaginative space" is one of the reasons that he "likes" this activity:

> "(I) like (it)!......That is, everyone acts out differently. Then,
> we have that, (we) can (have) a space to imagine. (We) don't
> think to look at textbooks, (and to) check a dictionary! Or, to
> ask them [the presenting group] directly! That is, (we) have an
> imaginative space." (Mark)

Mark says that everyone acts out "differently" and that involves children's "imagination" to understand what others' role and what they try to "act". He also contrasts this with

looking at "textbooks" and checking "a dictionary". What Mark tries to emphasise is that the concept "imagination" is link with the idea "differences". Differences can trigger imagination, as well as curiosity. Looking at "textbooks" and checking "a dictionary" are hard to trigger imagination as both ways provide 'correct answers' without giving an "imaginative space" for children.

From what has been said by Mark, Andy and Leo, the children make a noteworthy point. That is, given children space, differences trigger imagination. Using this activity as an example, children of the three groups have free space to present "difference" and this then triggers their "imagination" to imagine and that brings about their differences, which reveal in the following aspects: 1) The children from three groups create three different nations/worlds of their own, which are "Earth Village", "Heaven" and "The Eating World". 2) Each nation/world has its own characteristics and principles related to the inter-relation between human beings, trees and animals (see the Appendix 7). On the basis of different principles of each nation, each child creates different roles related to the principles he/she wants to play. 4) When children work together to act out their principles, each child has his/her own way to present the roles.

The concept "differences" is connected with "imagination". However, when children have free "space" to imagine, it doesn't mean that imagination is going 'everywhere' without any scope. As the topic of the 15EL is related to "protecting trees" (see the words of Tina and Jennifer in 6.3.4.2 in the section of playing to learn knowledge in the 15EL), in this activity, children are invited to "imagine" within the scope of "environmental protection" (see Leo's words in 6.3.4.2 in the section of playing to know knowledge in the 15EL). In other words, children's imagination has a positive direction, and this direction can be seen by Carl's understanding (in 6.3.1) when he says that "(The principles) let this...(let) our Earth can, let (my)own/(our)own nation can keep going...won't...won't destroy." (see the quote in Appendix 16, the section of making posters). In other words, when children work together to create their nations and their roles, and to act out their principles, children's "imagination" is exercised in 'a positive direction', through which it brings about their "differences".

As indicated earlier, Ken mentions the differences in roles in his group. He continues to say:

Interviewer: "Which one [role] is you? *Tree*?

Ken: "Yes."

Interviewer: "He [Mark] is the *kiwi* in the *kiwi tree*. And, are you
the *kiwi tree*?"

Ken: "No, because, it's strange...I feel. Angela's thinking is that,
there are different kinds of fruit in the tree. Then, I say to
her [Angela], 'We just act out one kind of fruit.'. She (then)
says that she wants to act out 'the apple'. Then, later, he [Mark]
says that he wants to act out 'the kiwi fruit'."

According to Ken's description, in this group, "differences" are revealed in the roles that children want to play. As such, one tree can grow different kinds of fruit, and the children of this group act this out. The concept "differences", as the examples given by Ken, is linked with Bruce's idea when he indicates why he "likes" the activity:

"Hmm, (I) like (it)!" "That is, because of this [the interactive
ways in the activity of acting out], if (I) only say a few words,
then, (I, my)self want to use (my) own way to express. It's
not only, that is, nowadays, it also (tends to) variations! Then,
it's not necessary to use only one absolute answer to speak out.
Use (my) own way to speak out." (Bruce)

Bruce indicates that the reason he likes the interactive way of this activity is that he can use his "own way" to "speak out" and act out his role. In this activity, when children work together to act out their roles, each child is free to say one or two English words he/she wants as a hint for others to guess what he/she is playing. And, at the same time, each child uses his/her own way to act out his/her own role, as the example shown in Mark's kiwi fruit role.

It is clear to see that when children have free space to "imagine" within 'a positive scope', each individual child's "differences" bring about the differences in role he/she creates and the differences in the ways he/she presents the role. Having an individual's differences and using one's "own way" to "express" are related to the child's concept "creativity":

"Creativity. It is, wanting to express (it) by (my/our) own way.
Then, get it create in the play." (Bruce)

Bruce says that "creativity" is wanting to "express" the role in the play by one's "own way". His concept one's "own way" includes 'an individual's way' to "express" his/her role and 'a group's way' to present the principles by acting out "different" roles. In other words, Bruce points out 'individual creativity' and 'group creativity', and he is able to experience these through the "Yo-Shi" of "acting out principles".

Expressing in one's own way is connected with individual creativity and group creativity. However, 'individual creativity' doesn't mean that an individual child only wants to present the role by his/her "own way" without making any connections with other group members. 'Individual creativity' needs to have a 'connection' with 'group creativity'. In other words, every child's way to act out his/her role needs to connect with the ways of other group members. As each child works with a group to "act out" his/her role, each individual's way to "express" the role needs to have a connection with other individuals' ways to express the roles. The example can be seen in the following descriptions:

> Anne: "I am asking those boys to come over.... That is, I give him
> 'permission'."

Anne continues to say:

> Anne: "(I) give permission to him [Bruce]. Then, he can cut down
> the tree!"

> Interviewer: "Good. (The way you present) 'You give him (something)'
> means to give (him) permission?"

> Anne: "Yeah."

> Interviewer: "Write (the word) 'permission' on (your) hands?"

In this group, the children are trying to "express" the principle 'If you want to cut down the trees, you need to get permission'. Anne writes the word "permission" on her hands, then, she presents a 'handing over' gesture, which is to put her hands to Bruce's hands for "giving permission" to him to cut down the tree. Acting as a person to cut down the tree, Bruce paints his hands red before acting out in order to express the moment that he cuts down a tree. Anne describes him:

> "He [Bruce] still...he keeps painting himself red, and says that
> it is bleeding." (Anne)

From the above example, it can be seen that children's "creativity' is revealed in 'an individual' and in 'individuals' of the same group. Presenting principles in 'a creative way' also has another meaning, and Bruce sees it as "creativity thinking":

> "Creative thinking, that is, to see your ability. That is, to see
> whether your expressive ability is enough or not. To see whether
> (I, my)self can act out the play a little better as much as possible.
> Then, (if I act out a little) better, others can understand more easily."
> (Bruce)

According to Bruce, "creative thinking" is an "expressive ability", which not only relates to "express" by one's own way, but also to let others "understand" one's own way. In other words, "creative thinking" is the key to let one's own way which reveals in an individual and in different individuals in the same group to be understood by other groups. The group work as shown in Mark's group (see Mark's words) and in Bruce's group (see Anne's words) demonstrates children's "creative thinking" when they present their principles and try to let other groups "understand". And, as one of the group members in the nation of "The Eating World", Linda mentions the principles she understands and one of them is from the nation of "Heaven":

> "One group is (acting) that animals eat fruit from the tree. Then,
> also...also one group [another group] seems to say...need to
> protect trees." (Linda)

In this activity, children of the three nations take turns to act out some of their principles. For the principles of the three nations/worlds created by the children, they can be seen in 'the Photo Book' (in Appendix 7).

The concepts and examples related to "creativity" and "creative thinking" are given by the children, as described above. Talking about creativity, another child links it with the concept of "spontaneity":

> "And, they [presenting groups] also haven't rehearsed (the plays)
> directly for a long period. They all think about (how to act)
> spontaneously, then, act out. So, (they are) all very creative!" (Mark)

What Mark tries to say is that a "spontaneous" way to "act out" principles is a 'natural' way of acting without keeping "rehearsing" a kind of certain acting for a long time, and it needs "creativity" and "creative thinking" to do that.

When talking of 'why' they like the interactive ways of acting out principles, more children have the following words. Carl says:

> "(I) like (it)! Because, that is, (I) write down what (I) see.
> (I) then can know more...hmm...know others, that, for example,
> the principles of their nations." (Carl)

Carl's reason is that he is able to "know" more principles from "other" groups/nations. Like Carl, Andy and Jennifer mention the similar idea:

> "Yeah [increasing imagination]. Then, (I) am also able to

know and consider others' opinions." (Andy)

"Hmm, (I) like (it)." "This way is great fun. Then, it's not that
teachers tell you. You can see classmates' actions [acting]! Then,
to find out what they are. That is, their thinking!" (Jennifer)

Being able to "know" and "consider others' opinions" and to "find out" classmates'
"thinking" are why Andy and Jennifer "like" this 'Yo-Shi':

Sharing the similar ideas like Jennifer, Andy and Carl, Tina also points out this:

"(I) like (it)." "Because everyone has different thinking. They
speak out [act out] their thinking, (and) you [I] guess (their thinking).
You [I] can accept others' thinking, and it's also a help for (my)self."
(Tina)

Tina says that she "likes" knowing "different thinking" from others because that "helps"
her. In other words, Tina implies that it helps her to 'enlarge perspectives' by knowing
"others' thinking". From what has been said by Tina, Jennifer, Andy and Carl, it's clear
to see that the children "like" 'interacting with each other' by 'knowing others' opinions'.
Knowing others' thinking and opinions is the "interactive" way children like, and it has
been said in 6.4.1.1. However, there is a difference between the concept here and the one
in 6.4.1.1. That is, being able to know others' thinking and opinions as indicated in
6.4.1.1 is related to knowing other individuals' thinking and opinions 'within the same
groups'. Then, being able to know others' thinking and opinions as pointed out by the
children here is about knowing other individuals' opinions and thinking from 'the other
groups'. The latter one is more complicated than the former one because it is related to
'intergroup interactions', and more efforts are involved in the latter one. The latter one is
more complicated in that 'group opinions'/principles, which are equivalent to thinking
and opinions from 'different individuals' in the 'same' groups, need to be organised first,
then to be 'presented and understood' by individuals in other groups. And, the efforts lie
in that before children from the same groups are able to act out and let other groups
understand their principles, 'individual imagination', 'individual creativity', 'group
creativity' and "creative thinking", as described earlier, need to be involved.

Being able to "interact" with individuals in other groups by knowing their thinking is that
way the children like. Through 'intergroup interactions' by acting out principles, children
of the three groups are able to know "thinking" and "opinions" from one another, and that
is the way the children like. Mark has a vivid description about this:

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"(I) like (it)! When acting (like) this, (I) feel it's like international
communications among three (nations). Then, that is, (I) have a
feeling of (having) cultural interactions!" (Mark)

As the three nations are different in their principles, roles and the ways to act out
principles, there is no doubt to understand that the child feels that it' like "international
communications" and "cultural interactions" among three nations.

"Acting out principles" is one of 'the "Yo-Shi" through drama method' and different
children indicate that they "like" the "interactive" ways of this activity. The interactive
ways of this "Yo-Shi" involve 'interpersonal interactions' within the same groups and
'intergroup interactions' among three groups. Various interpersonal interactions within
the same groups have been indicated in 6.4.1.1 (see also Appendix 14), and children
express their positive feelings about them. When connecting what children say in 6.4.1.1
with their words in this section, children express a clear concept: 'they like interacting
with each other". And, the significance of this is that children like interacting with each
other by 'the cooperative "Yo-Shi" through drama method'. In the following quote,
Angela indicates the significance:

"Hmm, (I) like (it). Because we feel fresh and curious at that
moment. Then, everyone is quite willing to, to...how to say, to...
that is, to do it! Then, then, usually when we attend class at school
[in the UEC], sometimes everyone is not willing (to learn). Because,
because it's very often that it's only one person for one time. Then,
when we are here [in the 15EL], that is, everyone interacts with
each other together, this way." (Angela)

Like Mark, who said that he experiences international communications among three
groups from this "Yo-Shi", Angela also pinpoints that this "Yo-Shi" invites children in
the 15EL to "interact with each other together", and it is different from the experience in
the UEC that children usually work alone.

Like other "Yo-Shi", "acting out principles" is presented here as one of the examples to
indicate that children "like" interacting with each other by learning through 'cooperative
activities through drama method'. What is more, different children mention that they are
able to learn vocabulary, English and knowledge by cooperative "Yo-Shi" through drama
method (see 6.3.4.2 and 6.3.5). Ken adds one more point related to what he learns from
this "Yo-Shi":

"(I) like (it)." "Hmm...I feel it's like...usually (when) we watch
a play, (if) you don't know what is being acted out, you feel very

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bored. If you know, that is, (you) feel great fun. Also, (we) can
learn from each other, (learn) that, different drama acted out by one
another." (Ken)

6.5 The Children's Concepts of Cooperation and Their Difficulties in Working Together

The purpose of this chapter has been to investigate the children's understanding of cooperative leaning and how they conceptualise this in terms of specific activities, of relations among themselves , of sharing opinions, of relations with the teacher, in terms of contrasts with the concepts of learning they encounter in the UEC. Instead of an overall summary, this last section focuses on 1) the children's use of the term "cooperation" and 2) how they feel and reflect on the difficulties in working together.

As indicated in Chapter 5 (see 5.8.3.2, the section of Saturating), before the children's concepts/definitions of cooperation can be analysed as below, their concepts of cooperation have been categorised, related and analysed as presented in Appendix 14 and Appendix 15. After analysing the children's concepts of "cooperation" in Appendix 14 and Appendix 15, the children's concepts and definitions of "cooperation" are produced as a final refined version as presented below:

6.5.1 The Children's Concepts/Definitions of Cooperation

"Cooperation maybe is, (when we) need to distribute roles, everyone
[in my group] distributes (them) together. Then, see what it is to be
painted [the roles to be painted]." (Andy)

Andy's concept of "cooperation" is related to working "together" with his classmates. More children also have the similar experience:

"Yes! Yes, (I) cooperate (with the classmates) much. That is, hmm,
(my) imagination is a bit richer." (Mark)

"(I) have (the feeling of cooperating with my group members)."
(Wendy)

For more quotes that different children talk of their experience of 'working together with classmates', it can be referred to Appendix 14, the question 6.

Therefore, the children's definition of "cooperation" is:
Cooperation is working together with the classmates.

And, working together with the classmates is an opposite experience of "being alone", as said by Carl:

> "(I) was able to (share my thoughts and opinions)! That is, everyone
> [in my group] offers, that is, more interesting, more (interesting
> thoughts and opinions). And, everyone also can, that is, (can) act
> out together. Then, it is better. Hmm...(I) wouldn't be, that is, being
> alone." (Carl)

Then, "cooperation" can be defined as:

Cooperation is working together with the classmates without experiencing of being alone.

Working together with the classmates without feeling being alone is related to the concept "togetherness". And, this notion of togetherness is put more strongly by some children who talk of "solidarity":

> " That is, 'making efforts together with the same heart'. And, need
> solidarity." (Wendy)

And, there are certain goals or aims for working together, creating solidarity, as can be seen in the following quotes where the aims are made explicit, as indicated by the underlined words:

> "The sixth point [the sixth question— cooperating with classmates].
> Because... everyone [in the 15EL] cooperates/works together.
> Together, get that masterpiece finished! Hmm, that is, in the
> Beginning (of the lessons), that book [the Picture Book]! This, this...
> all classmates also do (it) together. Everyone all offers opinions
> of (him/her)self. Then...the teacher (of the 15EL) also classifies it
> [them] [the opinions] to let us know." (Carl)

> "We cooperate/work together to make a nation (we/ I) want by
> (our/my)selves/self. And, draw their, their [the]characteristics
> (of the nation)." (Tina)

> "That is, (we) cooperate/work together. Then, get a very good story.
> (Draw) a, draw a very beautiful nation." (Andy)

Therefore, the definition of "cooperation" from the children is:

Cooperation is creating solidarity by working together with the classmates to reach an aim.

On the other hand, "solidarity" is also seen as the response when there is possible difference of opinions:

"Solidarity! And, the opinions need to be the same. It can't be that,
that is, someone is, that is, everyone is performing great, (but)
someone is there to be 'the third leg',(which is) to be a disturbing (one)!
(That's) no good!" (Mark)

Also, another child talks of the similar concept:

"Then, that is, everyone is very cooperative. Don't just because
someone's opinions don't match (with others), and then
everyone doesn't do anything." (Angela)

As such, the definition of "cooperation" from the children is:

Cooperation is involvement of solidarity when there is difference of opinions.

However, "solidarity" does not mean that an individual's opinions are not required or
encouraged, but "opinions" from an individual and different individuals are "suggested"
and then "combined":

"Hmm...need to offer (my) opinions." (Ed)

"That is...get that, that is, offer suggestions to each other. Then,
together, then get that, together, get this play acted out well." (Sarah)

"Hmm, everyone offers (his/her) own opinions (and) thoughts.
Then, combine everyone's, combine everyone's thoughts to work
out the thing which everyone all agrees." (Tina)

More children mention the similar concepts:

"(I) was able to (share my thoughts and opinions)! That is, everyone
[in my group] offers, that is, more interesting, more (interesting
thoughts and opinions)." (Carl)

"Sometimes, I am thinking how to arrange (pictures and words) in
there! Then, that is, some people [classmates in my group]
come over! Like 'Pig' [Angela], keeps giving me opinions!" (Mark)

"I offer opinions of my own. Then, (combining) with their thoughts,
to see whether (my opinions) can be matched together (with theirs),
(and) become the best...." (Andy)

For more quotes related to that different child talks of that he/she is able to offer and
share opinions, it can be referred Appendix 14, the question 4.

As such, the definition of "cooperation" is:

Cooperation is demonstrating solidarity by combining different individuals' opinions and not excluding an individual's opinions".

Then, the above ideas of "togetherness" and "solidarity" are also extended to cooperation with the "teacher". The children experience working together with the teacher of the 15EL:

> "I am arranging (pictures and words) at that moment. Then, '*Pig*'
> [Angela], she says, Angela (says). (When) I am going to paste
> (pictures and words), she says, 'Some [pictures and words] are not
> correct! They will stick together (later)!'. Then, teacher [of the 15EL],
> you come over to help us (and) offer opinions! So,
> (we) work with you together!" (Mark)
> "Because... everyone [in the 15EL] cooperates/works together.
> Together, get that masterpiece finished! Hmm, that is, in the
> Beginning (of the lessons), that book [the Picture Book]! This,
> this...all classmates also do (it) together. Everyone all offers
> opinions of (him/her)self. Then...the teacher (of the 15EL) also
> classifies it [them] [the opinions] to let us know." (Carl)

Then, "cooperation" can be defined as:

Cooperation is working together in solidarity with the teacher.

In a further refinement of the definition of cooperation, it is not just being together in solidarity but "sharing" and "participating". This is evident from the following quotations:

> "Hmm..., that is, everyone...hmm... (everyone) all shares work to
> cooperate." (Clare)

The idea of "sharing" is made more explicit and given more details. Anne says that sharing involves the idea of working as a group:

> "That is, participate together, (and) discuss. And, offer opinions (if)
> there are (opinions). And, do (it) [the activity] together. That is,
> (in) the same (activity), for example, this part (of the activity) (is)
> offered to whom to do (it), and that part (of the activity) (is) offered
> to whom to do (it). And, (in) this way, help each other. (It's) not
> necessary, the whole group members all come to do one thing [from
> the activity]. I feel the efficiency is too low (by) this way." "For
> example, when I am writing those (principles), Sarah is drawing.
> And, she [Sarah] also helps to think. In this way, (it's) not necessary
> that the whole group members all think about the same thing." (Anne)

Here, the key concept "sharing" is linked with "participation". In other words, Anne means that different children participate in the activity and the task can be shared so that

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the group members work as a group and not as some individuals who happen to be doing the same thing.

Thus, the definition of "cooperation" from the children is:
Cooperation is participating and sharing work as a group.

As indicated earlier, the definition of cooperation from the children is that children work together to reach certain aims, and its importance lies in that getting something done and finished which gives a purpose and aim to cooperate. Working together towards an aim requires participating and sharing, as indicated above. Also, working together towards an aim requires a combination of individuals' opinions and thoughts. Talking about combining individuals' opinions, it is related to Andy's definition of cooperation:

> "And, the opinions (I) discuss (with others) need to be matched
> together with others' opinions, and see (whether) (those opinions)
> can be put together or not." (Andy)

In the next quote, Jennifer indicates how opinions are combined:

> "(It's) like…, that is, creating the nation of (my)self/(our)selves!
> And, you [I] can, then, offer (thoughts)…what (kind of) nation
> you [I] want! What (nation) do (I, my)self want! Then, they
> [my group members] do consider (my opinions)! This way, (in)
> this way, (I) can add what I think." (Jennifer)

From what has been said by Jennifer, it shows that opinions are combined after one "offers" opinions and thoughts, then others "consider" and accept one's own opinions and thoughts. Also, offering and accepting opinions and thought is through "discussing":

> "(Sharing) thoughts and opinions, that is, (I) speak out thoughts of
> (my)self. Then, everyone [in my group] discusses together!"
> (Wendy)

> "Discussing with your classmates in the same group, I offer opinions
> of my own. Then, (combining) with their thoughts, to see whether
> (my opinions) can be matched together (with theirs), (and) become
> the best…." (Andy)

As such, from the children's experiences, they see the process of combining "opinions" and "thoughts" as a process of "discussion". Also, the importance of "discussion" is described by children:

> "Yes! [cooperating with classmates]. That is, (we) discuss together.
> (We) come out from the discussion that who paints what (roles),

this way." (Bruce)

"We...(we) discuss together.... Discuss,... hmm...what things you are
going to do, (things) you are going to do."(Clare)

"It's like...hmm, drawing (our)own/(my)own nation, this (one).
Don't you [the teacher of the 15EL] say that, explain five reasons
[write five characteristics]? Then, our group does discuss. I feel it's
good in this way." (Ken)

As indicated by the children above, the importance of discussion lies in that they see
discussion as a process of cooperation, and through involvement of discussion, their
thoughts and opinions are combined.

Thus, "cooperation" is defined as:
Cooperation is a combination of different individuals' opinions and thoughts through
discussing together.

For more quotes that children talk about that discussions are involved in many occasions,
it can be referred to Appendix 14, the question 3.

On the one hand, the children define cooperation as a combination of opinions and
thoughts through discussion. On the other hand, the children define it as a process of
"making decisions" when opinions and thoughts are combined. That is evident in the
following quotes:

"We do make decisions together. Then, (we) discuss (and) come
out the decision (that is) the best (and) everyone [in my group] all
agrees." (Bruce)

"Also, making decisions. That is to say, which (pictures) and which
(words) are (put) together. And, how to arrange (them)." (Clare)

" (I) was able to (make decisions with classmates together)." "(It's)
acting out! That is, mainly in the previous (lesson)...yes...in that
(activity) acting out [miming] earthquakes, those, (which is) the
"Yo-Shi" [the cooperative activity] that only one tree is left." (Leo)

For more quotes that children talk about in which activity they are able to make decisions
together, it can be referred to Appendix 14, the questions 5.

Therefore, "cooperation" is defined as

Cooperation is a combination of different individuals' opinions and thoughts through making decisions together.

According to the children, their understanding of cooperation involves the concepts "togetherness", "solidarity", "participating", "sharing", "combining" opinions and thoughts through "discussing together" and "combining" opinions and thoughts through "making decisions together". When connecting those key concepts, it's clear to see that the core concept is being "together". Being together however depends on certain preconditions and these involve having cooperative attitudes, which is related to being "serious":

> "I feel, that is to say, everyone, everyone is very serious to face this
> matter [the activity]. (It's) not that someone is playing aside [playing
> aside without participating in the activity], and someone is blaming
> others, (and) someone is grabbing things." (Angela)

As such, "cooperation" is defined as:
Cooperation is involvement of a cooperative attitude to be willing to work together.

It is important to have a cooperative attitude when working together, as said by Angela. It is also important that children have an appropriate feeling. Another child talks about 'not being shy', if they are to cooperate:

> "That is, everyone is not shy as much as possible. Then, together...
> that is to... discuss together as much as possible." (Linda)

Another child also has the similar understanding:

> "Then, that is, cooperation can let you [me] feel not being so shy."
> "I am with the classmates together! It's not that you [I] act out
> alone on the stage. (I) am less nervous." (Tina)

Therefore, "cooperation" is defined as:
Cooperation is feeling not being shy when working together.

According to the children, there are preconditions of cooperation—involving a "cooperative" attitude, which is related to "seriousness", and an appropriate feeling, which is 'not feeling shy'. Besides, the precondition of cooperation also includes every child 'contributes' himself/herself, as said by Clare:

> "Then, work hard to finish the role of (my)self [the role she acts in

the play]." (Clare)

More individual child talks about how he/she contributes himself/herself by "helping" and "doing something" for groups:

> "I, I play the tree. And, some classmates [in my group] need the help,
> I then help him/her [them]." (Sarah)

> "(I) help my group to do what they want..., (to do) something what
> we decide." (Tina)

> "Doing something for your group. That is, I help them to draw!
> Then, help them think about some opinions."(Andy)

> "Doing something for my group! Because I have, originally, when
> they [my group members] are watering (the tree), they don't say
> that *kiwi* (fruit) can grow! I then add a bit opinion of my own!
> Then, (I) rush (there) to say, 'The kiwi is growing!'." (Mark)

For more quotes that each child indicates his/her contribution to the group by helping and doing something, it can be referred to Appendix 14, the question 1 and 2.

As such, "cooperation" is defined as:

Cooperation is contributing myself by helping and doing something for groups.

From what has been indicated by the children above, it's clear to see children's definitions and understanding of "cooperation". It includes certain preconditions: cooperative attitudes, feeling not being shy and contributing oneself. On the basis of these preconditions, there is a willingness to offer opinions and thoughts. When the opinions and thoughts are offered and suggested, there is a combination of them. Combining opinions and thoughts, according to children, is through discussing together and making decisions together. When children's opinions and thoughts are combined through discussing and making decisions together, it then leads to actions. Actions involve working together to share work. Actions also involve children's participation in the activities. Besides, there are certain aims for children to work together, through which it creates solidarity. Solidarity is also related to combining different individuals' opinions and not excluding an individual's opinions when there are different opinions. And, the whole process is experienced by children as "togetherness". When children experience "togetherness", it means that they are not being alone. Those key concepts related to children's understanding of "cooperation" as mentioned above are all about "togetherness" that children experience from the 15EL, with their classmates and with the teacher of the 15EL.

6.5.2 Difficulties in Working Together—Children's Group Experience

As indicated above, different children develop their understanding of the meanings of cooperation from the 15EL. Also, in Appendix 14, the children clearly indicate that in which activity they experience cooperative learning in relation to their understanding of "cooperation" as shown above. However, the children also point out their difficulties in working together:

In the following descriptions, as the difficult situations related to the three major activities (i.e. presenting tableaux, creating nations and acting out principles) are happened when each child works in his/her own group, it is necessary to indicate children's groups. There are three groups to which the children belong:

Group 1: Anne, Bruce, Ed, Sarah and Tina

Group 2: Angela, Carl, Clare, Jane, Ken and Mark

Group 3: Andy, Jennifer, Leo, Linda, Margaret and Wendy

There are four key difficult situations in relation to children's experience of working together, and some quotes with numbers can be referred to Appendix 14:

Key Situation 1: When children don't participate...

> "Sometimes, (I) am able to...able to discuss with them [my
> group members] together! Or, writing things (with them)!
> Sometimes, (I) don't. (I, my)self sit aside, this way."
> (Leo- 97) [Not particular which activity]

Leo mentions that he sometimes "sits aside" and doesn't join in his group members in group 3. A similar situation is also mentioned by Angela and Ken in group 2 when they talk about Jane doesn't participate in one activity:

> "I feel (in) this process, (I) feel our group...this moment (I)
> feel (we are) cooperative. But,...... at that moment,
> originally, it is said that Jane, she wants to play 'water'! It
> comes out that she, she doesn't want to paint (the water)
> (Angela-93) [Acting out principles]

> "Then...she [Jane], she says that she doesn't want to act
> later.... In (the activity), only Jane doesn't act, the others all
> act out." (Ken-94) [Acting out principles]

The activity mentioned by Ken and Angela is that the three groups of children act out the three principles, and in their group, Jane doesn't act out the role of 'water'. However, during the class, the children of this group have their solution:

> "Then, I only can…. Because I have already painted the
> colour of that fruit on my arm, I then paint one spot on my
> palm again, (which is) the water. Then, this way, (I)
> sprinkle water in that way…." (Angela) [Acting out
> principles]

In this group, Angela acts out the "water" for Jane when she doesn't act out this role. When being asked what kind of way to learn English she likes better, Jane has the answer, which can imply why she doesn't play the role:

> "Don't mess up (my) own body." (Jane)

In other words, from Jane's standpoint, she has a worry to paint herself because she doesn't want to "mess" herself up. In another case, Leo develops his reflective thinking in relation to his situation that he doesn't participate in his group:

> Interviewer: "You feel, how can the classmates cooperate/
> work together"?
>
> Leo: "Then, then…(everyone) should participate. Everyone
> needs to participate, do (one's) best."

Key situation 2: When children show non-cooperative attitudes

In Group 2, Angela points out what is her general feeling about the non-cooperative attitudes:

> "Basically, everyone [in my group] are all very cooperative.
> But, sometimes everyone… some [classmates] all play aside
> [play aside without participating in activities] with others.
> Or, arguing, grabbing things." (Angela-96) [Not particular
> which activity]

She gives one moment when her group members are presenting a tableau:

> "Mark is often, (when) we are doing… doing the activities,
> (he) is often…. If doing things that he doesn't like, or, asking
> him to play the role he doesn't like, then he, then he starts to
> behave in an unreasonable and irresponsible way. Then,
> everyone is like this…then, then, Carl says…then Carl

doesn't pay attention to him. He [Carl] then draws randomly
over there.... Jane and I are.... So, (I) feel everyone at that
moment is very uncooperative." (Angela-98) [Presenting
[tableaux]

From the example shown by Angela in her group, she points out that Mark behaves
"uncooperatively" when he has 'disagreements' about the role or the work to be shared
which he doesn't like.

When being asked about their reflective thinking of working together, Mark says that
"solidarity" is necessary when there is possible difference of opinions (see the quote in
6.5.1), and Angela develops her understanding that the involvement of 'cooperative
attitude' to be willing to work together is necessary (see also the quote in 6.5.1).

Key situation 3: When having disagreements...

Jane in group 2 indicates her experience that her opinions are not accepted by her group:

"(I) was not able to (cooperate with my group members)."
"Because everyone's opinions are different. Someone can be
stubborn. And, so, someone is weaker. So, the reason (from
the weaker one) can be taken away by the stubborn one.
Then, others say that you don't have opinions." (Jane-99)
[Not particular which activity]

As said by Jane, the reason that her "opinions" are 'not accepted' by her group is due to
children's different characters (i.e. stubborn, weak). Margaret in group 3 also has a
similar feeling when she mentions one activity:

"Yes, (I) share opinions with them [my group members].
But, some (opinions) are accepted, some (opinions) are...
out." (Margaret-60) [Creating nations]

"...Linda, I feel, she is a bit that kind, how can (I) put it?
She is a bit, doing things as she pleases.... (She) is a bit
doing things as she pleases. That is, we seem, she wouldn't
accept others' opinions as much." (Margaret-59) [Creating
nations]

Margaret also suggests that when children have difficulties in "sharing opinions", the
reason is due to the 'individual difference', and this difference reveals in their
'disagreements'. In addition, Mark in group 2 mentions that if his "opinions" "don't fit"
the learning task, his classmates in the same group also don't adopt his opinions:

"Like writing (the principles), they [my group members] then
say that (they) are short of opinions! (I) then think about
(it)! And, sometimes, (I) think about (something) (and)
speak out! If (my opinion) doesn't fit, they put it away.
Then, if, (they) feel it's beautiful [the opinion is proper],
they then adopt (it)!" (Mark)

When children's opinions are not accepted by their group members, a child can behave as
a disturbing one, as the following words described by Mark about himself:

"And, that is, I sometimes become (the disturbing one). So,
sometimes they [my group members] say, 'You go aside
(and) watch first'. Then, when they need me, (they) ask me."
(Mark)

In other words, from Mark's group, during the class, one of the children's solutions about
disagreements is to ask the one who has disagreements watches "aside" first when this
child is behaving uncooperatively. Working together with Mark, Carl has his reflective
thinking related to this situation:

Interviewer: "(In) one group, how (to) cooperate, (then)
everyone can work out (an activity)?"

Carl: "Everyone needs to respect each other. (Everyone) can't
only...(everyone) can't only use (one's) own opinions.
Also,...that...consider others' opinions."

"Respecting" and "considering others' opinions" is realised by Carl. Similar to Carl,
Jennifer, who works together with Margaret in group 3, also indicates:

"Don't think from (my) own standpoint." (Jennifer)

Except the realisation indicated by Jennifer and Carl, Mark develops his own reflective
thinking in relation to the situation encountered by him during the class:

Interviewer: "You think, you just said that everyone's
opinions need to be the same. If someone's
opinions are different, what would you do?"

Mark: "Hmm...."

Interviewer: "But, (you) still need to cooperate?"

Mark: "Then, discuss together! Make an arrangement [of
what has been discussed], then, make a decision!"

"Discussing together", 'organising' different opinions and "making a decision" are Mark's reflective thinking in relation to the situation of having different opinions among group members. Working in group 1, Bruce also has a similar understanding:

> "Discuss first, then vote to decide. Raising hands to decide,
> (to) see which one [opinion] is the best." (Bruce)

Bruce offers the way of "voting" by "raising hands" and he thinks that it helps make a decision to reach agreements. And, if "disagreements" still exist, he points out the importance of discussion:

> "Then, if it's still disagreeable, then, continue to discuss."
> (Bruce)

Thinking from another perspective, Mark emphasises that 'taking turns' for using different person's opinions is of importance when "disagreements" still exist:

> "If he/she still disagrees firmly, we probably say that using
> our opinions (first). Then, after (we) have done halfway,
> changing and using his/her opinions to do [to continue]. And,
> that is, everyone's opinions are able to be involved! And,
> everyone is able to develop (his/her) own imagination (and)
> creativity!" (Mark)

From what has been said by different children in relation to having disagreements, they understand the importance of respecting and considering others' opinions, discussing and organising opinions, voting for the proper opinions and making decisions together. And, if agreements are still not yet reached, continuing to discuss and taking turns for adopting different individual's opinions are recommended by the children.

Key situation 4: When boys and girls don't work together...

In Group 1, Anne mentions what is it like when "boys" and 'girls" don't work together:

> "...I do share with the girls in our group. And, the boys don't
> listen." (Anne-58) [Creating nations]

Working with Anne in the same group, Sarah has a similar feeling when she talks about acting out principle:

> "Discussion is, (I discuss) with some people [classmates]
> because some people [classmates] (in) our group all play

aside [play aside without participating in the activity] there.
So, we discuss with some girls." (Sarah-38) [Acting out
principles]

The children point out that boys and girls 'don't share' thoughts by "discussing" together.
In this group, when the children encounter this situation, their solution during the class is:

"I say to girls, speak out my thoughts (to girls)." (Anne)

"So, we discuss with some girls." (Sarah-38)

The situation that boys and girls don't' work together is also indicated by Andy in group
3:

"They [the girls] distribute (the roles) a bit, but they don't
know what we [the boys] are going to do." (Andy-74)
[Acting out principles]

Andy gives the example when boys and girls need to work together to decide what roles
they are going to act out for their principles. However, the solution in this group during
the class is also similar to what has happened in group 1:

"So, we then decide by (our)selves [boys decide by
themselves]." (Andy-74)

The children indicate their experience when working together between boys and girls.
Even though boys and girls sometimes don't work together during the class, when being
asked about the reasons, the reflective thinking from Bruce is:

"(It's) probably that (I) feel embarrassed when meeting
together with (girls). (I) feel shy." (Bruce)

"Feeling shy" and "embarrassed" is Bruce's feeling when he works together with girls.
Bruce's situation may reveal part of the reason that boys tend to work with boys and girls
tend to work with girls in their age (10 to 11). Except the reason indicated by Bruce,
Linda indicates one more reason and it is related to the numbers of girls and boys in the
same group:

"(In) our group, they are [there are]…four girls together, and
(there are) another boys! Then [so], (the boys) are more
scared. Then, they [the boys] then walk here and there over
there, walk here and there, walk here and there…." (Linda)

In the 15EL, the children are all volunteers to participate in this project. While there are 10 girls participating in the 15EL, there are 7 boys. Based on this fact, the teacher of the 15EL is not able to group boys and girls with the same numbers when the learning tasks are for them to work together in three groups. However, perhaps the key reason in terms of working together between boys and girls lies in what Andy and Tina say:

> "In the very beginning...in the very beginning (of the 15EL),
> (I am) not used to it a bit [not get used to work with the
> girls in his group].... Because (I) don't spend time with
> girls often, unless (they) are long long term friends....
> Later, (I am) a bit used to (it)." (Andy)

A similar answer is also provided by Tina:

> "Hmm, probably, we don't get used to cooperating/working together
> between boys and girls." (Tina)

Andy and Tina all point out that they "don't" have much experience in terms of interacting and working together with the opposite gender. And, this situation may reveal how the children learn in the UEC. It's understandable to see why it takes the children's much more time to get used to the opposite gender when they need to work together if they don't have enough experience of interacting and working together with the opposite gender at school.

Even though boys and girls indicate their difficulties in working together in some situations in the 15EL, they have a positive thinking about working together between boys and girls. One boy says:

> Interviewer: "Cooperating/working together with girls, do you
> feel strange?"
>
> Leo: "No! No!"

One girl expresses her thinking:

> Interviewer: "You think, boys and girls have a chance to
> cooperate/work together, is it better? (By using)
> this learning way [cooperation way in the
> 15EL]?"
>
> Tina: "Yes."
>
> Interviewer: "Why do you think 'yes'?"
>
> Tina: "Because boys and girls are always separated into one

side [different side], (it) seems, that is, it seems (boys
and girls) are fighting, that kind of feeling."

Mixing with boys and girls to work together in the 15EL is one of the focuses when the
teacher needs to group children. While the children express their difficulties in relation to
working together with the opposite gender, most importantly, they have developed
positive reflective thinking from working together with the opposite gender.

One case: the experience from group 3 when they work together

From the above descriptions, the children talk of the 'difficult situations', the 'solutions'
during the class and their 'reflective thinking' in working together. In this section, the
analysis will focus on the experience from 'one group' when they talk about the
difficulties in working together to "act out their principles".

During the 15 English lessons, one of the activities is acting out the principles when
children work in three groups. While children from Group 1 and Group 2 are able to act
out their principles clearly and let other children guess and understand what their
principles are, children in Group 3 have difficulties in presenting their principles clearly.
In the following table, in order to understand why the children in Group 3 are not able to
present their principles clearly, the words said by the children related to the activity of
creating nations are also presented. The reason is that creating nations is connected with
acting out principles in a way that the children act out the principles from the nation they
create. When referring back to Appendix 14, it's clear to see that the children in Group 3
have their positive experience in the activity of creating nations. For example, in this
activity:

- Andy feels that he is able to contribute himself by helping and doing something for
  his group (Andy-4; Andy-16)
- Leo and Andy are able to discuss with classmates in their group (Leo-34; Andy-35)
- Jennifer is able to share her opinions (Jennifer-52)
- Leo and Andy feel that they are able to cooperate/work together with their classmates
  (Leo-85; Andy-86)

However, when the children in Group 3 try to act out their principles from the nation
created by them, the situation is like what Wendy describes:

"I /(we) act out without organisation...."

"Then, (the other two groups) are watching us acting, but it
seems that they can't figure out (what we are acting)."
(Wendy)

In the following table, the words said by the children in Group 3 are from their reflections when they watch the videos during the interviews. During the interviews, each child is shown different videos when they reflect. In this case, five children in Group 3 are shown videos related to the activities of "creating nations" and "acting out principles", while one more child in this group is shown other videos.

In the following table, the facts described by the children from the left are about their 'difficulties'. And, the 'reasons' to explain the facts are described on the right.

Creating nations	
The facts	***The reasons***
Children have disagreements "I feel (in) our group it seems that the opinions of some [classmates] don't match." (Margaret-61)	*Because of children's different characters* "Because some [classmates] are more... more dominant, and there are..., then, some [classmates] are crazier [not so serious]." (Margaret-61)
Children have a difficulty to make a decision together "I feel, it's a bit hard (for) our group (members) to make decisions (together)!" (Margaret-75)	*Because of disagreements and different thinking* "(It's) probably because opinions are not matched! (And), thoughts are different." (Margaret)

Acting out principles	
The facts	*The reasons*
Children don't share thoughts about the roles to be acted "No (sharing thoughts and opinions with classmates in the same group) [about what to be acted out]." (Wendy-63)	
Boys and girls don't decide things together "We [the boys] then decide by (our)selves. Then, (we) [the boys] act out by (our)selves. But, we know the topic." (Andy-74) *Boys and girls don't distribute roles together* "They [the girls] distribute (the roles) a bit, but they don't know what we [the boys] are going to do." (Andy-74)	*Because the numbers of boys and girls are not even— boys feel uneasy to approach girls* "(In) our group, they are [there are] ...four girls together, and (there are) another two boys! Then, (the boys) are more scared. Then, they [the boys] then walk here and there over there, walk here and there, walk here and there...." (Linda) *Because boys don't get used to work with girls* "In the very beginning...in the very beginning (of the 15EL), (I am) not used to it a bit [not get used to work with the girls in his group].... Because (I) don't spend time with girls often, unless (they) are long long term friends.... Later, (I am) a bit used to (it)." (Andy)
Children don't know what to act as a group "We [in our group] all don't know what to act (together)." (Margaret-77) "So, (we) then even don't know what to act. So, (we) act out without organisation." (Wendy)	*Because children don't work as a group* "When acting out, (I) only think about what (I, my)self want to act." (Margaret-77) *Because every child paints the roles without negotiating them together* "Because...because...I truly, on the stage [in front of the classroom], everyone [in my group] all paints differently." "Yes, what (I, my) self/

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	(we, our)selves want to paint, (I, we) just paint them." (Wendy)
Children discuss what to act without reaching a conclusion "Discuss, (we) have a discussion [at the moment of acting out]....... It's hard to turn out something [something about what to act]." (Wendy-40) "(I think I) do discuss (with the classmates in my group) together [at the moment of acting out]. But, (we) totally don't reach a conclusion [conclusion about what to act]." (Linda-39) "Don't make a decision at all [about what to act]." (Margaret-77) "No (we don't make a decision together) [about what to act]." (Wendy-76)	*Because children concentrate on painting* "Our group (members) all concentrate on painting." (Margaret-77) *Because the time for making a decision is short* "I feel in that period [before acting out] the time can be extended a bit longer." (Margaret) *Because every child has already painted his/her roles* "But, everyone [in my group] all almost draws differently." (Wendy-40) *Because children don't know how to act* "Because (we) don't know how to act." (Linda-39)

The purpose of presenting this group experience is to reveal that while the other two groups are able to grasp the principles and meanings of "cooperation" throughout the two activities, the children in this group fail to grasp the principles and concepts which the others understand and use them well. For example, while the children from other groups can grasp the concept of "sharing work as a group", as one of the definitions of "cooperation" developed from the children, the children from this group don't catch this meaning. The difficulties throughout the two activities mentioned by the children, as shown in the above table, in fact, have connections with each other. That is, because there are difficult situations in the activity of creating nations, it influences the later activity. To analyse the children's difficulties, it also shows a logical cause and effect:

Having disagreements (i.e. the opinions) ——▶ don't share (i.e. thinking, the role to be played)——▶ don't make a decision together (i.e. about what to act) + boys and girls have difficulties in working together (i.e. don't decide and distribute roles together) ——▶ not being able to reach a final conclusion (i.e. about what to act as a group)

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Even though the children in Group 3 don't act out their principles clearly, Wendy says that she still experiences a feeling of cooperation for this activity (Wendy- 92). When being asked about how to improve the situations, the children in this group have reflective thinking as follows:

> Interviewer: "Then, add what other factor, you feel, you [your
> group members] then are able to make a
> decision together [in the activity of acting out
> principles]?"

> Margaret: "Need...(need to) give way to each other."

Margaret develops thinking about how to improve making a decision together by "giving way to each other". She explains more about the meaning of giving way:

> "That is...(when) someone says something, you don't need to
> rush to criticise someone, this way." (Margaret)

The other children in the same group also developed their reflective thinking:

> Interviewer: "You think, if, how to do? (How to do) (for)
> everyone [in your group] to reach a conclusion
> more easily [in the activity of acting out
> principles]?"

> "Everyone [in my group]...that is, discussions. Also, (we)
> can use the way of voting. Then, it won't be, (I, my)self say
> (my) own opinions, but (I) don't consider others' opinions."
> (Linda)

> "Need...(to) respect each other." (Leo)

Taken together, even though the children from group 3 don't act out their principles clearly for other groups to understand, they have developed their reflective thinking about this experience. The value of this example lies in that it shows the value of "cooperation" which the other two groups understand and take for granted, but this group didn't grasp the principles of cooperation in terms of the two activities as shown above. However, in this group, it is clear that the children begin to see the problems and this is a first step to becoming aware of the principles they must put into operation. Perhaps this has pedagogical implications in that it suggests that it may be necessary for some students to make the principles more explicit and talk them through the process of cooperation if they are going to be having a positive experience of learning "together".

6.6 Conclusion

The purpose of this chapter has been to investigate in detail how the children experience the 15EL and how they conceptualise their experience. From their thinking and feeling, they do indeed experience "cooperation", even though there are times when they experience difficulties in working together. They also have an ability to reflect about their experience.

The children's concepts and the schemata have been represented in their own words and then presented through models of the schemata they appear to hold.

The chapter has thus shown that to what extent the teacher has achieved her aims and objectives for creating 'a cooperative learning classroom' for children. It shows that the principles of "cooperation" can be introduced into English lessons in Taiwan and that 'drama' is a particularly good way of doing this. The principles which were derived from theory based on John Dewey's philosophy of education have been realised in practice, and in the final chapter the implications of all this for education in Taiwan will be presented.

CHAPTER 7

CONCLUSION

7.1 Review of This Thesis

My purpose in this thesis was to analyse the weaknesses in Taiwan's English language policy in the elementary schools and to present an alternative in the philosophy of John Dewey, and above all to show that it can be realised in the classroom and that children can understand what it is, how it differs from their usual mode of learning and what its benefits are. From the findings, the implications and suggestions at classroom level and policy level are presented.

7.2 Implications

The following points are the implications, which brings together the concepts I have explored from the theory and the practice of this research, and the children's understanding of cooperation:

Comparing the results of my research with other research

When comparing children's cooperative experience in the 15EL (15 English lessons of cooperative learning) with other research about cooperation, it has obvious similarities as follows:

1. With respect to the children's definitions of cooperation (see 6.5.1), their understanding of working together obviously shows similarities with other empirical research as discussed in Chapter 4.

2. With respect to the results of children's cooperative experience with other research, there is a similarity between them in that:

   - A cooperative situation motivates individuals to learn (Johnson and Johnson 1992: 191). From the children's experience, they indicate that they feel motivated by learning in the 15EL.

   - This also suggests that cooperative principles can be implemented in different learning contexts, no matter what age and which country, and the positive results demonstrate its doability.

Cooperative learning instead of competitive learning

From the children's experience in the 15EL, the result clearly shows that they like and like better learning in a cooperative learning environment (see Chapter 6). Learning is a life-long process. When children point out that experiencing positive feelings (i.e. happy, great fun, interesting) and feeling togetherness are from cooperative learning, they clearly express their opinions about what kind of learning environment the teachers and policy makers ought to create for them.

Drama as a good leaning method of implementing cooperation

1. Drama is used as a major method for creating cooperative learning in the 15EL, and this unique method differs from other research of cooperation. The result indicates that the children like learning through drama. In the 15EL, drama is combined with various ways (see 6.3.1, i.e. drawing, matching and pasting...etc.), and the children conceptualise it as cooperative 'Yo-Shi'. Children thus see learning through drama as 'playing to learn', which is the way they like and it is described by them as 'relating to daily life', 'playing and learning side by side' and 'learning through playing, very happy'. There are two points about playing to learn:

- The way of playing ought to link with serious educational concerns. How the children play from their English class at school is conceptualised by them as 'playing to compete' and 'playing to win', which is obviously the way they do not like. When learning is focused on competing and winning, it is not based on humanistic educational concerns.

- The way of playing with educational concerns and aims has potential to develop children's autonomy in learning. Autonomy is widely misconceptualised as "self-instruction" (Little 1991: 3). In fact, "autonomy is a *capacity*-for detachment, critical reflection, decision-making, and independent action" (ibid. 4). In the UEC (the children's usual English class at school), one of the experiences from a child is closely related to the misconception of autonomy. It is when a child asked teachers in the UEC questions, teachers told him to find by himself without giving him further guidance. In the 15EL, as the children's teacher, one of my experiences was that a group of children were enthusiastic to get involved in a discussion about the role they were going to play, and when I approached them the children asked me happily to 'go aside' for a while. It reveals their autonomy in a way that they are able to detach from a teacher, and they are able to make their own decisions for that activity. And, this positive experience is when the children learn through drama, which they see as playing.

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Teaching approach and teacher's role in the UEC (the children's usual English class at school)

During the analysis of children's interview data, I developed more understanding about how they learn in the UEC and how they feel and think about the teaching approach and teachers' role in their English class at school. There are some suggestions to be made based on the children opinions:

1. The children like interacting with teachers by discussing, asking questions and sharing experience. However, the teachers' role in the UEC is an authoritarian figure. It is suggested that teachers in the UEC would need to go through some change.

2. The second suggestion for the teachers in the UEC is their teaching approach. Grammatical translation and 'deadly memorising' are the key teaching approach in the UEC. The feeling and opinions from the children suggest that it can de-motivate them in learning. Besides, teachers in the UEC still teach based on the 'one way' interaction—a teacher to the whole class children. And, in this kind of one way interaction, teachers' role and students' role are very 'fixed'—one is the knowledge 'imposer', the other is the passive receiver. The children express their feeling to interact with their classmates more in class. To be more specific, they hope to have more interaction with their classmates and the ways of interaction they like are through cooperating with each other, not through competing with each other.

3. From the children words, I realised a positive reason to use Mandarin in an English class. Most of the children's English classes in Taiwan have this principle-- 'No Mandarin/No Chinese'. It means that children are not allowed to use Mandarin in class, but only English is allowed in class because they are learning 'English'. However, the children express their positive feeling to use both languages, English and Mandarin in class, and one child sees that it is a 'right'. My reflective thinking to suggest to teachers in the UEC is based on the opinion from the children: children are able to offer opinions, suggest to each other, discuss and make decisions together, which is one of the ways for children to achieve togetherness, for the agreements increase their friendship, as analysed in Chapter 6. Using both English and Mandarin in English classes for children to express themselves is necessary.

4. One of the findings from the data analysis is that children mention that involvement of their own opinions and thinking is linked with their concept 'learning'. This finding lets me reflect on the rigidity of textbooks they use, and it can link with Dewey's ideas:

> Learning here means acquisition of what already is
> incorporated in books and in the heads of the elders (Dewey
> 1938: 19)

It is suggested that teachers in the UEC re-examine the textbooks they are using and how they can motivate children by involving their personal experience, thinking and feelings in learning.

5. Last, the suggestion is about encouraging boys and girls to work together. In the UEC, the only chance that children can interact with each other is through playing competitive games/competitive 'Yo-Shi'. However, that is not the learning way they like, and children indicate that they experience of 'being alone' by learning through that way, which is the major impact of learning in a competitive way. It is suggested that teachers in the UEC ought to encourage children in the whole class to work together, and encourage boys and girls to work together. Gender education has become one of the important issues for elementary school children to learn. Encouraging boys and girls to work together in a genuine cooperative learning environment is what I would like to suggest.

Teaching cooperative skills

This aspect is related to my role, as a teacher/researcher to introduce cooperative learning lessons to the children. From the children's experience in the 15EL, the children indeed gain a positive learning experience from cooperative learning through drama and they like the way. However, the children also talk of their difficulties in working together. Even though children have developed their positive thinking in terms of how to cooperate with each other when encountering some difficult situations, it is my responsibility to reflect further what I can do when I have an opportunity to design cooperative learning lessons for children. From the findings, it indicates that having disagreements is the major cause to affect them negatively to work together as a group (see the group example as discussed in 6.5.2). That is, having disagreements results in non-sharing opinions, not being able to discuss and make decisions together and it affects their group work eventually. Based on children's experience, teaching cooperative skills by focusing on how to deal with disagreements, skills of negotiation (Johnson and Johnson 1995: 47-71) of conflict resolution (Johnson 1974; Stevahn and Johnson et al. 2002) and peer mediation (Silcock and Stacey 1997) are the important cooperative skills to help learners deal with their disagreements.

7.3 Suggestions

Following the implications as presented above, there are suggestions for me to make to the Ministry of Education of Taiwan at a policy level and teachers of English, including the ones in the UEC, who still use competitive learning in children's English language classrooms.

At a classroom level

Apart from the suggestions to the teachers in the UEC as indicated above, my key suggestion to the teachers of English, who love working with children and who would like to bring change in their classrooms, is that—'do apply genuine cooperative principles and concepts in the classrooms'. Genuine cooperation means that there is no contests, no competitiveness, no competitive stress and there is positive goal interdependence (i.e. everyone is in the same ship), positive interactions, equal participation and sharing feeling, thinking and experience. Genuine cooperation also means that grading system and rewards are not necessary because it only promotes extrinsic motivation and it is not a long-term educational concern. By applying drama method, children are motivated to learn naturally. A teacher is able to realise whether he/she creates a genuine cooperative learning classroom for children by knowing their response, feelings and experience. When children express positive feelings and experience positive effects, a teacher is able to understand to what degree he/she has achieved the aims. Besides, sizes of the class are not the problem for introducing cooperative learning lessons as long as the principles of cooperation are implemented and realised in classrooms.

At a policy level

My sincere suggestions to the Ministry of Education (MOE) are 1) from competition to cooperation 2) humanistic and educational internationalisation instead of competitive globalisation. As discussed in Chapter 3, competitive globalisation creates human isolation and it can not lead to a progressive direction on a human scale, but only focuses on competitive economic advantages. Humanistic and educational internationalisation based on John Dewey's educational principles can help the MOE make policies in English for the school children to step into the world in a progressive sense. That is, children will use English language as a positive means to perceive and interact with the world, and to solve problems and change the human environment/world when they can one day. This vision can only be operationalised through genuine cooperative principles as pleaded by Dewey (see the discussion in Chapter 3). Preparing the school children in the English language classrooms

for them to learn through cooperation is the starting point to head in the direction of internationalisation—togetherness.

From my finding of the action research project, children's positive experience in cooperative learning through drama indicates that heading in the direction of internationalisation can be envisaged to be true when the concepts of cooperation are operationalised and realised in reality. As presented in Chapter 2 and Chapter 3, the MOE has a clear focus and direction for children's English language policy in the 21st century, and in the educational reforms the educational aims and concerns are also formulated. Taiwan's MOE has a spirit of "post-modernism" (Doll, 1993: 4) in terms of applying the notion of "transformation" (Soltis, cited in Doll: x) into policy making. However, transformation and change ought to lead to a progressive direction in making language policy and teaching. Byram pinpoints this:

> The 'modernization' of language teaching is thus a constant process of advances in theory but reassessment of past and present practices. Progress involves looking backwards as well as forwards. (Byram 2003: 71)

It is the time for the MOE to reassess past and present practices again and to look backwards and forwards in a progressive vision, which is beyond competitive globalisation and competitive learning. Even though the 17 children's experience of their cooperative learning is a case study, it is not a weakness to have a case study. In particular, my case study from the elementary school children is the investigation itself to illustrate my more general argument about the situation in Taiwan. It is also suggested that 'the cooperative learning approach through drama' can be extended to different levels of the education system, for the principles and notions of cooperation themselves have already demonstrated their doable potential in real practice. The MOE has a responsibility to re-examine the central educational mode, namely, a strong economy with a feature of competitiveness, and to respond to an alternative way to bring about change.

7.3.1 Limitations of This Study and How I Overcome

As indicated earlier, 'a case study' about the 17 children's experience of their cooperative learning is related to my fieldwork study, and the findings are used to make suggestions to the policy and teaching levels. Case study, as indicated by Nunan, is to help practitioners enhance their understanding and solve problems (Nunan 1992: 89), which is closely linked with my action research project in my research. However, case studies in educational

contexts can be criticised as a "lack of rigor" and "little basis for scientific generalization" (Yin 1994: 10, cited in Bassey 1999: 34). In my study, it can be argued that the two factors that a case study and the children who were volunteers have to be taken into consideration when thinking about how generalisable the results are.

A case study from the volunteer children in my fieldwork can be regarded as a questionable issue, due to an argument that since the participating children were volunteers who may have had positive attitude towards English language learning, so what they said about the 15 cooperative learning lessons could be also positive. However, as indicated in Chapter 5, the consideration of asking volunteer children to participate in the action research project in the fieldwork is mainly related to an ethical concern (see 5.5 and 5.8.1.3). Even though it can be argued that volunteer children may have had a positive attitude towards English learning and they may provide positive answers, however, when being asked about their two different experiences of learning in the 15EL (15 English lessons through cooperative learning) and in the UEC (children's usual English class at school), children clearly indicate the differences between the two kinds of learning and they indicate what kind of learning they prefer (see Chapter 6 in 6.3.3, 6.3.4, 6.3.4.1, 6.3.4.2 and 6.3.5). It also means that children are able to recognise from their two kinds of learning experiences that what kind of learning causes their positive feelings and experiences, but what is not.

Volunteers in any projects can be regarded as a questionable issue in terms of the comments they make and the answers they give from the questions. However, apart from what has been said above, there is a way to overcome this limitation. That is, any comments and answers from the volunteers can be analysed in a systematic way in order to demonstrate "trustworthiness" (Lincoln and Guba 1985: 218) to overcome the limitation. In my case study, grounded theory is applied to analyse children's interview data, and various ways of analysis are used (see the discussion in Chapter 5—5.8.3.2). By applying grounded theory, which is a systematic approach of doing qualitative analysis, children's interview data is analysed in a systematic way, and concepts and relationships of the raw data are discovered to form a theoretical explanatory scheme which is demonstrated in different schemata, the conclusions and 6.5.1 (see Chapter 6). As also indicated in Chapter 5 (5.8.3.2), 'traceability' is demonstrated from my chapter of data analysis and interpretation, and the concept of 'traceability' is that what I write and interpret from the children's interview data and how the children's theory of cooperative learning is developed (i.e. different schemata and their

definitions of cooperation) can 'be traced back' to the data. To be more specific, 'traceability' in relation to data analysis and interpretation, in this case, means that forming a theory is through identifying, developing and relating the concepts from different individual children's raw data and to conceptualise and develop their understanding of cooperative learning, as demonstrated in Chapter 6. 'Traceability' in my case can be related to a concept of "credibility" (ibid. 301), which means "credible findings and interpretations" (ibid.). Credible interpretations and findings are demonstrated in Chapter 6, because every schema in a different section, children's definitions and understanding of cooperation and their difficulties of working together can be clearly traced back to 'the data' itself, which is analysed and interpreted in a systematic and explanatory way. By demonstrating 'credibility', it links with 'trustworthiness', as 'credibility' is defined by Lincoln and Guba in their naturalistic inquiry as one of the important criteria of operationalising 'trustworthiness'.

'Trustworthiness' is argued by Lincoln and Guba as an important alternative criteria to replace the criteria developed from quantitative analysis. In their book, *Naturalistic Inquiry*, Lincoln and Guba develop an approach related to qualitative research. 'Trustworthiness' derived from their approach is defined and operationalised as an alternative criteria to replace the conventional criteria from quantitative research (i.e. validity and reliability) (see Lincoln and Guba 1985: Chapter 11). As said earlier, 'credibility' is linked with 'trustworthiness' as one of the important alternative criteria. Referring to the writing of my Chapter 6, not only 'traceability' of the data analysis and interpretation is linked with 'credibility', but also "thick description" (ibid. 125) is demonstrated to link with 'credibility'. 'Thick description' means "the description must specify everything that a reader may need to know in order to understand the findings" (ibid.). Referring to my data analysis and interpretation chapter, a detailed description and interpretation is closely linked with the characteristic of 'thick description', for it demonstrates the concepts that readers need to know in order to understand how the conclusion of each section came out.

Even though a case study from volunteers can raise arguable issue and has limitations, it can be overcome as discussed above. As also indicated earlier, a limitation of a case study can be related to how the results can be generalisable. However, generalisation in qualitative research is argued by Lincoln and Guba that 'the only generalization is: there is no generalization' (ibid. Chapter 5). They argue that the serious questions can be raised about the feasibility of the concept 'generalisability' in applying to qualitative research and they

point out some problems with the classic concept of generalisability (ibid. 112-119). Instead, they provide an alternative concept 'the working hypothesis', which is developed by Cronbach (1975). "The working hypothesis" (Cronbach 1975, cited in Lincoln and Guba 1985: 122) is clearly defined by Cronbach:

> Instead of making generalization the ruling consideration in our research, I suggest that we reverse our priorities. An observer collecting data in the particular situation is in a position to appraise a practice or proposition in that setting, observing effects in context...... As he goes from situation to situation, his first task is to describe and interpret the effect anew in each locale, perhaps taking into account factors unique to that locale or series of events.... As results accumulate, a person who seeks understanding will do his best to trace how the uncontrolled factors could have caused local departures from the modal effect. That is, generalization comes late, and the exception is taken as seriously as the rule. (Cronbach, 1975: 124-125, cited in Lincoln and Guba 1985: 123)

Cronbach's idea of 'the working hypothesis' suggest that "there are always factors that are unique to the locale or series of events that make it useless to try to generalize therefrom" (Lincoln and Guba 1985: 123). In other words, local conditions make it impossible to generalise (ibid. 124). And, Cronbach goes on to indicate:

> ... When we give proper weight to local conditions, any generalization is a working hypothesis, not a conclusion. (Cronbach 1975: 124-125, cited in Lincoln and Guba 1985: 123)

Furthermore, Lincoln and Guba offer the concepts of 'transferability' and 'fittingness' to link with 'the working hypothesis', and these concepts are used to examine that a working hypothesis in context A might be able to apply to context B (Lincoln and Guba 1985: 124). Lincoln and Guba define these concepts:

> ...the degree of *transferability* is a direct function of the similarity between the two contexts, what we shall call *"fittingness"*. Fittingness is defined as the degree of congruence between sending and receiving contexts. If Context A and Context B are "sufficiently" congruent, then working hypotheses from the sending originating context may be applicable in the receiving context. (ibid.)

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'The working hypothesis' is used to replace a classic idea of generalization, and 'transferability' and 'fittingness' are applied to examine whether a working hypothesis can be applicable from an originating context to a receiving context. Lincoln and Guba stress that if an inquirer provides sufficient information about the context in which an inquiry is carried out so that anyone else interested in transferability has a base of information appropriate to the judgment (ibid. 124-125). And, the appropriate base of information which an inquirer can provide is related to 'thick description', as pointed out earlier. The thick description depends on the focus of the inquiry, and it must specify every information to help readers understand the findings (ibid. 125). When referring to my research, in addition to my Chapter 6 of data analysis and interpretation, in which 'the thick description' is provided, in Chapter 5, how I plan and design cooperative learning lessons through drama method (see 5.8.1.1, 5.8.1.2, 5.8.1.3 and 5.8.1.4) is also linked with a thick description. By doing so, any researchers who are interested in applying 'cooperative learning through drama' in order to bring about change in competitive classrooms can easily find sufficient information from the descriptions provided by my research, and can judge whether 'the working hypothesis' related to my case study can be applied to their contexts or not.

Even though a case study from volunteer children can be argued as the limitations, but a researcher can overcome it, as discussed in this section. A case study is not a weakness, but a practical way for every individual teacher of English for children in Taiwan to investigate his/her own classroom problems and improve the classroom practice. As said in 7.3, my investigation itself is to illustrate my more general argument about the situation in Taiwan. The case study provided by my research is emphasised on applying cooperative learning through drama to solve the problem: competitive learning in children's English language classrooms. This case study is provided for the MOE to re-examine the central educational mode, because the negative learning experience from one case expressed by 17 children is an indicator to illustrate more cases and situations in children's competitive classrooms in Taiwan. This case study is also provided for teachers of English who want to bring about change in their classrooms, for the doable and practical approach based on 'cooperative learning through drama' demonstrates from this study for the teachers to judge by themselves whether they still want to remain in a traditional teaching approach which is described and realised by the children as negative experience, or they are willing to bring about change.

7.4 Concluding Remarks

In a beautiful mountain covered by snow, different individuals wear their sledges and slide from the top of the mountain to the bottom. On the journey of heading to the goal, every individual needs to hit every stick, and speed is the key to win this contest. It was the scene of the winter Olympic game on T.V. While watching how each individual demonstrates his/her skill to try to win the contest, there was another picture in my mind. I pictured that every contester returns to their childhood and everyone of them is sliding happily from the top of the white mountain to the bottom, surrounded by beautiful nature. I wondered whether they still remember the feeling when they first time tried on the sledges, sliding down from somewhere high, as they were little. A question occurred in my mind: a child in his/her first time of sliding, is it for enjoyment of sliding itself, or, for winning?

When the Olympic scene is linked with the three scenes of Taiwan children set in Chapter 1, a similar question is raised: Is learning for winning? Or, for learning itself? In the scenes of Taiwan, I was part of them, as a child, and later, as a teacher.

My final reflection for this research thus is: global competition has lost its power for creating a progressive human change, because competition creates human isolation. On the surface, competition seems to bring people 'together', as people interact with each other, like the Olympic games. However, deep down, more human isolation is created because winning is the main focus, which becomes a main drive for everyone to beat others and to protect what he/she gets. A competitive mind is a closed mind and a competitive action can not lead to a progressive change on a human scale.

Only through implementing humanistic and educational internationalisation with cooperative principles, breaking down human barriers and togetherness on a human scale can be envisaged to be true. Only through practising cooperative learning through drama inside the children's English language classrooms, the world of tomorrow can be envisaged to be true.

Appendix 1: Taiwan's Educational Problems and Reformed Issues

Educational problems	Reformed issues
Key concept: "rigidity"-- The concept is related to any policies with unreasonable and improper limitations in the aspects of educational resources, structure, administration...etc.	Key concept: "deregulation" -- The concept "deregulation" is to untie unreasonable and improper limitations in education (Li, Kuo-Wei 1995: 11). It covers the aspects of: Educational resources (Commission on Education Reforms 1995a: 9) - i.e. financial distribution (ibid.: 9-10) Educational structures (Commission on Education Reforms 1995a: 10) - i.e. percentage of senior high schools and vocational senior high schools (ibid.; Wang 1995: 11) Educational administration (Commission on Education Reforms 1995a: 10) - i.e. the administrative rights between national and local levels (ibid.) Educational contents (ibid.) - i.e. school autonomy (ibid.; Wu, Ming-Ching 1998: 13) - i.e. school-based curricula (Lin, Ming-Mei 1995: 14; Yang, Szu-Wei 1998: 19-20; Chen, Tien-Chiu 1999: 26; MOE no date b: 7-8) - i.e. activities designed by teachers (Yang, Chao-Hsiang 1999b: 6) Social value to education - i.e. diminishing the predominant values in relation to college/university entrance exams, degree-oriented and emphasising on the entry of

	higher education-oriented values (Wen 1998: 24).
Key concept: "uniformity"-- - i.e. national curriculum standards for every educational level (Commission on Education Reforms 1994c: 28) - i.e. uniformed textbooks of each level (MOE no date b: 8) - i.e. one-way admission for students to enter senior secondary schools and universities (Huang, Ron-Tsun 1994: 8; Commission on Education Reforms 1995a: 10)	Key concept "variety"-- - i.e. curriculum guidelines (Tsai 1999: 11; Wu, Chia-Yin and Kuo, Shou-Fen 1999: 48; Chen, Po-Chang 2001: 6) - i.e. the compilation of textbooks by bookstores, followed by screening and approved by the authority (Kuo, Wei-Fan 1994: 6; Chen, Po-Chang 2001: 5; MOE 2003e: 28) - i.e. various teaching materials (Chang, Ren-Chang 1994: 11) - i.e. multi-admissions for students to enter senior secondary schools and universities (Kuo, Wei-Fan 1994: 6; Lin, Ming-Mei 1995: 13; MOE no date d)
Key concept: "top-down policies"-- - i.e. Educational policies of every level are formulated from the MOE officials without being involved in the people's opinions	Key concept: "bottom-up policies"-- - i.e. Educational policies of every level are formulated before listening to people's voices and opinions (Li, Yuan-Zhe 1994: 3-4) - i.e. Educational right is on the people (ibid. 3; He 1994: 8; Commission on Education Reforms 1994b: 22) - i.e. The involvement of civil organisations (Yang, Kuo-Shu 1994: 10; MOE 2000d: 1)

<u>Appendix 2</u>: The Other Basic Abilities in the 1-9 Curriculum

- To develop creativity and the ability to appreciate beauty and present one's own talents;
- To promote abilities related to career planning and lifelong learning;
- To cultivate knowledge and skills related to expression, communication, and sharing;
- To learn to respect others, care for the community, and facilitate team work;
- To promote cultural learning and international understanding;
- To strengthen knowledge and skills related to planning, organizing and their implementation;
- To acquire the ability to utilize technology and information;
- To encourage the attitude of active learning and studying;
- To develop abilities related to independent thinking and problem solving.

(MOE 2004e: 3)

Appendix 3: The Lesson Report

LESSON 1

Introduction:

■ Introducing myself to the children and knowing each child's name.

■ Time: 9 minutes

Activity 1: Fetching the Koala

■ Objective: Children are able to improve concentration by listening

■ Time: 10 minutes

■ Procedure:

1. The children go to the open space at the front and form a circle. One child is sitting in a chair in the middle of the circle. This child is blindfolded. A toy koala is putting under the chair.

2. One child from the circle tries to fetch the koala under the chair without being noticed by the child sitting in the middle.

3. The child in the middle needs to concentrate and listen to any sounds from the circle. When he/she recognises where the sound comes from (where the child from the circle comes from), he/she points to the direction.

4. The children take turns to sit in the middle.

■ Teaching Aids: Chair, toy koala

■ Interaction: One child to others

Activity 2: Numbers in Your Head

■ Objectives: Children are able to improve concentration

Children are able to exercise their neck muscles and feel the physical shape of the numbers with the 'sound' (numbers) they hear

■ Time: 7 minutes

■ Procedure:

1. The children still form the same circle as activity 1.

2. One child from the circle calls out any numbers from 1 to 100. With eyes closed, every child traces the number by moving their heads only without moving their bodies.

3. The children take turns to call out any numbers.

4. The children work in pairs. One child asks the other child's telephone number. The child who answers the telephone number by moving his/her head only.

5. Working in pairs, the children take turns to ask and answer their telephone numbers.

■ Teaching Aids: None

■ Interaction: One child to others, pair work

(This activity is based on Maley and Duff 1982: 43)

Activity 3: What Are You Doing?

■ Objectives: Children are able to speak English by involving their 'body language'

Children are able to learn English in an interesting way by cooperating with one another

■ Time: 10 minutes

■ Procedure:

1. Three children work in a group in an open space at the front. In each group, two children act out something without speaking, and the third one guesses what they are doing. In here, the two children need to cooperate with each other and do something together. One child stands behind the other one. The one in the front can only use his/her facial expressions and puts his/her hands behind the back. The one who stands behind 'substitutes' the other's hands. For example, if they try to act out 'someone is brushing the teeth', the child in the front opens his/her mouth, and the child standing behind is moving his/her hands and 'brushing' the child's teeth in the front.

2. The children in the same group take turns to act out and to guess what their classmates are doing.

3. In here, the teacher goes to each group to help the children say what they are doing if the children don't know what to say in English. In this activity, the children choose their own group members.

■ Teaching Aids: None

■ Interaction: Three children as a group

Homework Explanation:

■ Objectives: The teacher is able to understand children more

It is for the preparation for the topic of the whole following lessons

■ Time: 5 minutes

■ The homework is to ask each child to answer three questions and write down their

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answers on paper. The three questions are:

1. I like...... (Everything they like. In here, write one animal they like).

2. I don't like......(Everything they don't like. In here, write one animal they don't like).

3. If there is only one last tree in the world........

LESSON 2

Activity 1: Making the Web

■ Objectives: Children are able to gain more awareness of their bodies

Preparation for the next cooperative learning task

■ Time: 11 minutes

■ Procedure:

1. Every child walks in an open space at the front of the classroom when the music is played.

2. When the music is stopped, every child touches with two other children with his/her hands, foot or head.

3. Repeating the procedure 1 and 2 for two or three times to let each child interact with others.

4. Then, each child still walks in the classroom when the music is played. This time, each child needs to sit on the ground and touches the other two children when the music is stopped.

5. The music is played again. Each child sits on the ground and touches only one child when the music is stopped.

6. Repeating the procedure 5. This time, when sitting on the ground, children of each pair ask any questions to each other.

7. The pattern of this activity seen from above is like a web.

■ Teaching Aids: CD player, one piece of music

■ Interaction: Three children as a group, pair work

(This activity is based on Maley and Duff 1982: 45)

Activity 2: Acting Out with the Comic Strips (SNOOPY)

■ Objectives: Children are able to become involved creatively

Children are able to learn English by involving their body language

■ Time: 19 minutes

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■ Procedure:

1. The children work in pairs. They choose their own group members.

2. Each group is given one piece of paper with the comic strips on it. The dialogue parts of comic strips are omitted. The comic strips children get are 'SNOOPY'.

3. Each group invents their own short story based on the characters in the comic strips. In other words, the children of each group create their own dialogues based on the characters of their comic strips and will act them out later.

4. The children go to the open space at the front and sit in a circle. Two groups are asked to act out their short stories while the others are watching.

5. Then, the children of each group do this task at the same time. The teacher goes to each group to provide help.

■ Teaching Aids: Comic strips (SNOOPY)

■ Interaction: Pair work

Homework from Lesson 1:

The teacher collects the homework that each child does after the Lesson 1, which is that each child writes about what he/she likes, dislikes and their thinking about "If there is only one last tree in the world,....". What they think about the situation—if there is only one last tree in the world—is as follows:

If there is only one last tree in the world,..............

- Perhaps there will be no people then.
- The world will be ugly.
- The air will be terrible.
- There will be not much air for us to live.
- There will be no materials to make paper, and we are not able to draw and write.
- It will be hot.
- The Earth will be destroyed, and there will be no people.
- I will think of 'why'.
- I will plant seeds.
- I will protect this one last tree from extinction.
- I will look after of this tree.
- I will water the one last tree everyday, and let people relax under the tree.

- I will make this one last tree grow, and it will come out more seeds. Those seeds can grow more trees.
- One will need to depend on himself/herself.
- People are rich. So, they can pay to see this one last tree.
- No. There are still many trees in the world.

LESSON 3

Activity 1: Swings

■ Objective: Children are able to cooperate with one another in caring for their classmates

■ Time: 16 minutes

■ Procedure:

1. The children go to the open space at the front and are divided into two groups. Eight children work in one group. In here, the teacher groups for the children and mixes boys and girls in one group.

2. In one group, seven children form a swing and the eighth lies in it. The children who are 'the swing' need to hold the head/neck, two arms, the waist and the knees of the child who lies in the middle.

3. Then, the children gently swing the child in the middle backwards and forwards.

4. Each child has a turn to be swung.

5. Before the two groups start this activity, the teacher explains how to do this activity by drawing on the board. Also, a handkerchief and a toy are used to explain the swing and a person who lies in the middle (i.e. A toy cat is putting in the middle of the handkerchief. The teacher demonstrates how to swing this toy cat).

6. The teacher asks the children to form a swing and swing the teacher first. It is necessary to demonstrate this activity before the children start it, and to explain how to do it safely without letting the child in the middle fall.

■ Teaching Aids: Board, chalks, handkerchief, toy cat

■ Interaction: One child to others

(This activity is adapted from Maley and Duff 1982: 46-47)

Activity 2: Listening and Drawing (A background information about the topic: the One Last Tree in the World)

■ Objectives: Children are able to reveal their understanding about the background

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information of the topic by drawing on paper

Children are able to involve their listening comprehension

Preparation for getting into the topic: "If There Is Only One Last Tree in the World, ..."

□ Time: 15 minutes

□ Procedure:

1. Each child is given one piece of drawing paper. Everyone of them prepares pastels or colour pencils.

2. The teacher tells one passage and the children are asked to draw what they hear. The passage is about the background information of the topic of the 15 lessons: 'If There Is Only One Last Tree in the World,...'. This passage is as follows:

" A long long time ago, there were so many trees in the world. Each tree has a different shape. Each tree has a different colour. Birds rested in the trees...When the wind blew, the leaves of every tree were waving...When the wind blew, the leaves of every tree were making sounds...When the wind blew, a sweet smell was hanging the air...Fruit would drop from the trees...Animals could rest under the trees...But, one day, something happened. There is only one last tree in the world..."

3. The teacher draws on the board and uses the 'body language' when telling this passage to help the children understand what they hear. In this activity, after the teacher says one sentence of this passage, each child draws what he/she hears and creates the picture on his/her paper. While the children are drawing on their paper, the teacher also asks different children to take turns to draw on the board about the passage.

4. For this lesson, the whole class draws until "Birds rested in the trees".

▣ Teaching Aids: Board, chalks, drawing paper, pastels, colour pencils

■ Interaction: Teacher to the whole class children

Homework:

Each child finishes his/her own drawing about the passage until "Birds rested in the trees".

LESSON 4

Activity 1: Listening and Drawing (continuing the last activity of lesson 3)

▣ Objectives: Preparation for getting into the topic: "If there is only one last tree in the World..."

Children are able to reveal their understanding about the passage/the background information of the topic by drawing on paper

Children are able to use their 'senses' to help their understanding

◼ Time: 33 minutes

◼ Procedure:

1. The teacher reviews and tells the previous passage.

2. The teacher starts the passage from "When the wind blew, the leaves of every tree were waving ", and asks each child to continue to draw this on his/her own paper. The teacher says one sentence and each child draws what he/she hears on paper.

3. The teacher continues the following passage.

4. When the children are drawing what they hear, the teacher also asks different children to take turns to draw on the board. The teacher also goes to each child's seat to help if he/she doesn't understand what is said.

5. In here, each child is given one bar of soap and asked to smell it before the teacher says the sentence "When the wind blew, a sweet smell was hanging in the air". Those soaps are made from different kinds of trees or plants (i.e. olive, strawberry, lemon, soya, peach, etc.). It is hoped that the smells of those soaps help the children to draw what they hear.

6. This passage also aims to help the children to relate their 'senses' through what they hear and draw them down. The examples are as follows:

" A long long time ago, there were so many trees in the world.

Each tree has a different shape. Each tree has a different colour.

Birds rested in the trees (related to sight).

When the wind blew, the leaves of every tree were weaving (related to sight).

When the wind blew, the leaves of every tree were making sounds (related to hearing).

When the wind blew, a sweet smell was hanging in the air (related to smell).

Fruit would drop from the trees (related to sight and taste if fruit are eaten)."

7. In this lesson, each child is expected to finish his/her own drawing about the background information of the topic. If they are not able to finish in class, they will need to finish at home.

◼ Teaching Aids: Board, chalks, drawing paper, pastels and colour pencils

◼ Interaction: Teacher to the whole class children

Homework:

Each child is asked to think about three reasons to cause the one last tree in the world, and draw the three reasons on three small pieces of paper.

LESSON 5

Activity1: Reviewing the Passage

■ Objectives: Children are able to review the passage about the background information

of the topic

Children are able to reveal their understanding about the meanings of the

passage by acting it out

■ Time: 23 minutes

■ Procedure:

1. The teacher reviews the passage by using 'body language'. In other words, when the teacher tells the passage, every sentence is said by accompanying with actions to help the children to understand the meanings.

2. After the teacher reviews the passage with actions once, the children are encouraged to say the passage when the teacher only acts out the meanings of the passage.

3. For the third time, the children are asked to go to the open space at the front and act out the passage when the teacher says it. In here, the children form a circle, and two children work in the same group to act out what they hear. The children choose their own partners.

■ Teaching Aids: None

■ Interaction: Teacher to the whole class children, pair work

Activity 2: Hand Touching

■ Objective: Children are expected to develop a sense of togetherness

■ Time: 9 minutes

■ Procedure:

1. The children remain in the same pairs as activity 1.

2. The children stand facing each other in pairs. Each child raises his/her hands to shoulder height and has their palms touching.

3. They move their hands slowly in different ways. A piece of slow music is played.

4. When the music is stopped, one pair becomes two pairs. When the music is played again, four children in one group continue the exercise.

5. The exercise is finished until the children from the whole class make one circle for this exercise.

6. In this activity, the teacher encourages boys and girls to work together by joining in their circles.

■ Teaching Aids: C.D. player, C.D.

■ Interaction: Pair work, four children as a group, eight children as a group, the whole class

(The activity is based on Maley and Duff 1982: 42-43)

LESSON 6

Activity 1: Talking about Earth Day

■ Objectives: Children are able to gain knowledge about Earth Day

Children are able to develop an awareness of saving the Earth

■ Time: 16 minutes

■ Procedure:

1. The teacher shows a globe to the children and tells them about Earth Day.

2. The teacher tells the children that in 1970 Gaylord Nelson and Denis Hayes originated Earth Day. Every year, the Earth Day is on the 22nd of April. The aim of Earth Day is to create and promote a 'healthy', 'peaceful', 'just' and 'sustainable' environment and world. Examples are given when the concepts of 'healthy, peaceful, just and sustainable' environment and world are introduced.

3. The website of Earth Day Network is provided for the children. And, the children are told that there are more than 5000 organisations related to Earth Day Network.

4. Then, the issue about trees is raised. The children are told that in some countries people have planted or will plant trees in their own country for the coming Earth Day. A man named Paul Coleman is walking from Manchester to China for peace. He will plant trees in Palestine and to send a message of good will that encourages the Palestinian and Israeli leaders to return to the peace table.

5. The teacher asks the children what we can do for the Earth. And, each child is encouraged to provide his/her own answers.

■ Teaching Aids: Globe, board, chalks

■ Interaction: Teacher to the whole class children

(Reference: The website of Earthday Network <http://www. earthday.net>)

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Activity 2: Miming and Guessing the Reasons to Cause the One Last Tree in the World

- ■ Objectives: Children are able to express meanings by using their body language

  Children are able to learn English by involving curiosity by miming and guessing

- ■ Time: 13 minutes

- ■ Procedure:

1. The teacher reviews the passage of the background information of the topic: "If There Is Only One Last Tree in the World,…". The children are invited to say the passage when the teacher acts out the passage. Trees are drawn on the board before the passage is reviewed.

2. The children make a circle in an open space at the front and work in pairs to act out and guess the reasons to cause the one last tree in the world. In each pair, one child mimes the reason and the other guesses what it is. The children in the same pair take turns to mime and guess. Each child needs to mime three reasons to cause the one last tree in the world. In here, the children choose their own partners.

3. The children work in pairs at the same time, and the teacher goes to each group to help the children to say what they mime (the reasons) in English.

4. After the children finish their miming and guessing, the teacher tells the whole class what they've mimed (the reasons they think) in English.

- ■ Teaching Aids: Board, chalks

- ■ Interaction: Teacher to the whole class children, pair work

Activity 3: Guess Who I Am?

- ■ Objective: Children are able to work in a sense of togetherness

- ■ Time: 6 minutes

- ■ Procedure:

1. The children work in three groups in the open space at the front. They choose their own group members.

2. One child is sitting in the middle when the others form a circle around him/her.

3. The children from the circle are walking around the child in the middle. Then, they stop and a child who is standing behind the child in the middle needs to say something. The child in the middle guesses who is standing behind him/her.

4. The teacher explains this activity by drawing on the board and has an demonstration before the children start this activity.

▣ Teaching Aids: Board, chalks

▣ Interaction: One child to others

....

After the above activity, the teacher collects the pictures that the children draw about the three reasons to cause the one last tree in the world.

LESSON 7

Activity 1: Reviewing Earth Day

▣ Objective: Children are able to understand the important concepts about Earth Day

▣ Time: 8 minutes

▣ Procedure:

1. The teacher reviews the important concepts about Earth Day, which are the concepts of creating and promoting a 'healthy', 'peaceful', 'just' and 'sustainable' environment and world.

2. The date of Earth Day is on 22nd of April each year and the two originators of Earth Day, Gaylord Nelson and Denis Hayes, are mentioned. The Earth is drawn on the board.

3. Two small plants are used to explain and review the concept of a 'healthy' environment. The children are invited to observe those two small plants, one grows well and the other doesn't grow well. The teacher tells them that the plant which grows well is 'healthy'. The teacher also gives another example that if people don't litter, it will create a 'healthy' environment.

4. The concept of promoting a 'peaceful' world is reviewed by using the example of Paul Coleman, who starts walking from Manchester to China on the Earth Day and will plant trees in Palestine to wish for peace between Palestine and Israel. The children are encouraged to say what the meanings are behind Paul Coleman's actions when the teacher mentions about him.

5. The two small plants are used to explain the concept of 'just'. The children are told that if one plant is watered for one cup of water every day, while the other is only watered for a half cup of water, it is not just. A 'just' action is to water the two plants with the same amount of water.

6. Two examples of 'sustainable' actions are explained. Continuing to plant trees after cutting down trees and using recycling paper are the actions to promote a 'sustainable' environment.

- Teaching Aids: Board, chalks, small plants
- Interaction: Teacher to the whole class children

Activity 2: Miming and Guessing: Learning New Vocabulary

- Objectives: Children are able to become involved in learning new vocabulary in a way which arouses their curiosity

  Preparation for the next activity: matching pictures and words
- Time: 18 minutes
- Procedure:

1. The teacher asks one volunteer child to come to the front open space. One of the pictures drawn by the children about the reason to cause the one last tree in the world is shown to this child who needs to mime. The other children guess what it is when this child is miming.

2. After the children guess one of the reasons to cause the one last tree in the world based on the miming, the teacher teaches the whole class the new word. That is, the teacher says the word, and the children repeat after the teacher.

3. Each child is encouraged to take turns in miming until the new words about the reasons to cause the one last tree in the world are learned.

4. In this activity, the reasons/pictures drawn by the children on their small pieces of paper to cause the one last tree in the world are given to the teacher in Lesson 6, and they all come from the children's thoughts and ideas. The teacher doesn't provide any 'correct' answers.

5. The reasons that the children provide in relation to the causes of 'the one last tree in the world' are "Typhoon", "Flood", "Cutting down the trees", "People don't protect trees (i.e. drawing on a tree's trunk, kicking a tree)", "Evil power—a witch's spells", "Drought", "Electric waves from computers".

- Teaching Aids: Pictures drawn by the children
- Interaction: One child to others

Activity 3: Matching Pictures and Words

- Objectives: Children are able to cooperate with one another to match pictures and words

  Children are able to learn new vocabulary by participating in a learning task actively
- Time: 13 minutes

■ Procedure:

1. Three posters are spread on the ground in the open space at the front. The children are divided into three groups. The teacher mixes boys and girls in those three groups.

2. Each group is given twenty-seven small pieces of pictures (photocopies), which are the reasons to cause the one last tree in the world drawn by the children. Also, twenty-seven slips of paper with the words are given to the children of each group.

3. The children of each group need to match the picture with the word. For example, the picture of 'typhoon' and the slip of paper with the word of 'typhoon' need to be pasted together.

4. As one reason to cause the one last tree in the world have different kinds of drawings from the children, the children need to group the pictures with the same reason when they paste them with the slip of vocabulary. For example, in this activity, there are eight pictures of typhoon drawn by the eight children. The children of each group then need to find out all of the pictures of typhoon and paste them with the slip of paper with the word of 'typhoon'.

5. The teacher goes to each group to provide help if the children need.

6. Children of those three groups will remain working with the same group members until the end of the final lesson when the learning tasks involve three main group working. That is, five children work together in group 1, and six children work together in group 2 and 3 respectively.

■ Teaching Aids: Posters, small pieces of pictures (photocopies), slips of paper with vocabulary, bottles of glue

■ Interaction: Five or six children work in a group

LESSON 8

■ Before the Activity 1, the teacher tells the children the connection between 'sounds' and 'words'. As the children have learned phonics, they are given some examples such as 'sky', 'chair' to understand the connection between the sounds they hear and the letters related to them. For example, the teacher says 's'-'k'-'ai' and the children are encouraged to provide the word 'sky'. This explanation helps the children to learn new vocabulary by involving 'spoken language' (the sounds they hear) and 'written language' (the written form to identity the sounds). Also, it helps the children to find the right words to match the pictures in the activity they are going to do later.

■ Time: 5 minutes

Activity 1: Reviewing the Vocabulary

■ Objective: Children are able to act out the meanings of the words they hear

■ Time: 8 minutes

■ Procedure:

1. The children go to the open space at the front.

2. The words that the children learned in Lesson 7 are reviewed when the teacher says each word and the children are invited to act out each word they hear by their own ways. It is finished until the words are all reviewed.

3. In this activity, the teacher needs to explain and give examples for any words when the children don't show their understanding of the meanings of the words. For example, in this activity, when "People don't protect trees' is spoken out, the meaning of 'protect' is explained and given an example when the teacher is aware that some children don't understand the meaning of this word.

■ Teaching Aids: None

■ Interaction: Children's interaction is varied—some work in pairs, some work in a
group of three, four or five

Activity 2: Learning the New Vocabulary

■ Objectives: Children are able to become involved in learning vocabulary in a way which
arouses their curiosity
Children are able to cooperate with each other to express the meaning of the
words

■ Time: 16 minutes

■ Procedure:

1. The children sit on the ground of the front open space, making a circle. The teacher sits with them.

2. Some new words about the reasons to cause the one last tree in the world are taught by the ways of miming, guessing and speaking. Here, the children work in pairs to act out the meaning of each word. When one pair of children are miming, the others guess the meaning.

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3. As the children are learning new words, they say the meanings in Mandarin when they guess. The teacher then teaches them each word in English. The children are invited to repeat after the teacher for each word.

4. The teacher gives examples when introducing the new words. Also, the children are reminded of the 'sounds' they hear and their connection to the written language. For example, they are invited to notice that the word 'tidal' begins with the 't' sound. Therefore, when they try to find the pictures of 'tidal wave' to match the word of 'tidal wave', any slips of words starting with letter 't' would be noticed.

5. The children take turns to mime the new words until the new words are all taught. In this lesson, the new words are 'tidal wave', 'war', 'soilslide', 'God's plan', 'People open up land without planning' and 'fire'. Again, those reasons to cause the one last tree in the world are from the children's thoughts and ideas.

- Teaching Aids: Posters, small pieces of pictures (photocopies), slips of vocabulary,
  bottles of glue
- Interaction: Pair work, each pair to others

Activity 3: Matching Pictures and Words (continuing the unfinished work in Lesson 7)

- Objectives: Children are able to cooperate with one another to match pictures and words
  Children are able to learn new vocabulary by participating in a learning task actively
- Time: 11 minutes
- Procedure:

1. Three groups of children go to the open space at the front and continue the work to match the pictures with the words.

2. The teacher goes to each group to see whether the children need help.

- Teaching Aids: Posters, small pieces of pictures (photocopies), slips of vocabulary,
  bottles of glue
- Interaction: Five or six children work in one group

Homework:

Each child thinks about five factors with his/her group members about 'Why are trees important?'.

LESSON 9

- ■ Before Activity 1, the teacher asks the children to share their ideas about how they match the pictures and the words. The children tell their own ways to match the pictures and the words. The teacher then also provides them the ways to do it.
- ■ Time: 5 minutes

Activity 1: Matching Pictures and Words (continuing activity 3 in Lesson 8)

- ■ Objectives: Children are able to cooperate with one another to match pictures and words

  Children are able to learn new vocabulary by participating in a learning task actively

  Children are able to help other group members

- ■ Time: 16 minutes
- ■ Procedure:
1. The children work in the same three groups like the previous lesson to match the pictures and the words. As the children from group 1 have finished their task, they are encouraged to help the other two groups after they finish checking their work.
2. The teacher goes to the groups to provide help.
- ■ Teaching Aids: Posters, small pieces of pictures (photocopies), slips of words, bottles of glue
- ■ Interaction: Five or six children work in one group

Activity 2: Freezing the Image: Why Are Trees Important?

- ■ Objectives: Children are able to share their ideas about the importance of trees

  Children are able to work together to present 'frozen images'

- ■ Time: 17 minutes
- ■ Procedure:
1. The teacher asks the children "Why are trees important?", and the children are encouraged to provide their own answers to the question.
2. Each child is encouraged to provide his/her own answers. The answers from the children are:
   - Trees provide oxygen.
   - Trees can prevent soilslide.
   - Trees can protect our world.
   - Trees can make our world beautiful.

- Trees can provide shade.
- Trees can make paper, corks and furniture.

3. The teacher explains this activity by drawing on the board and having a demonstration. This activity is about presenting 'frozen images' of the importance of trees. That is, the children of each group think about one factor of the importance of trees. The children need to work together to present the importance of trees by freezing the image. For example, if the children try to present 'Trees provide shade', each of them in the same group would need to work together to present this picture/image—trees provide shade. In this picture/image, one child can become a tree and present it as a shade-like. Other children become people or animals to rest under the shade of the tree.

4. In here, the children work in the same group as activity 1. The children will remain in the same group until the last lesson of those 15 lessons when they need to work in a group.

5. There are three groups to present their own images about the importance of trees. A piece of music is played when the children of each group discuss and work out what they are trying to present.

6. When the music is stopped, each group needs to freeze the picture/image. That is, each group of them can't move, but present their own 'still image'.

7. The teacher goes to each group when the children freeze their images. When going to each group, the teacher touches each child on the shoulder and asks "Who are you?". Each child says what role he/she is playing when the shoulder is touched.

8. In the same group, after each child says what role he/she is playing, the teacher then asks this group "Why are trees important?". The children of the same group are encouraged to provide their answer related to the image they present.

9. When the children are asked "Who are you?" and "Why are trees important?", the teacher repeats what the children say in English, no matter the children provide their answers in English or in Mandarin.

10. After the children from one group are asked "Why are trees important?" in terms of the 'frozen image' they present, they are invited to see another group's frozen image when the teacher goes to that group.

11. In this activity, the teacher goes to the three groups and what the teacher does is described in the procedure from 7 to 10.

■ Teaching Aids: Board, chalks, C.D. player, C.D.

■ Interaction: Teacher to the whole class children, five or six children work in a group

<u>**Homework:**</u>

As the children of each group only present one 'frozen image' about the importance of trees in Activity 2, each child is asked to work with his/her group members to think about two more factors related to the importance of trees.

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After this lesson, each child is given one 'Picture Book' (see Appendix 6). The content of this book contains the pictures (photocopies) drawn by each child representing reasons to cause the one last tree in the world. The pictures are with the words. The children then can memorise the vocabulary they've learned in class.

<u>LESSON 10</u>

▣ Before Activity 1, the teacher tells the children that it is important for them to ask 'why' and discover the answers when they encounter a situation. For example, the topic of one last tree in the world is introduced to the class as a 'make-believe' situation that each child needs to think about 'why'. As each child provides his/her own answers by drawing and acting them out in the previous lessons, they are encouraged to keep asking 'why' behind the reasons they provide. For example, one child provides the answer of 'a falling star' as a cause to one last tree in the world. One child provides 'soilslide' to cause one last tree in the world. Some children think that 'earthquakes' can cause one last tree in the world. The children are encouraged to keep asking and discovering 'why' those reasons they provide can cause one last tree in the world. Also, the children are invited to think about 'how' to find the answers related to those reasons they provide. One child says that he can find out from the internet. One child says that going to the library is the way to find out the answers. Here, the teacher aims to encourage the children to ask 'why' when they encounter a situation and to think about 'how' to find the ways to answer their own doubts.

■ Time: 3 minutes

<u>Activity 1</u>: **Freezing Images and Guessing**

▣ Objectives: Children are able to share their ideas about the importance of trees

Children are able to work together to present images

Children are able to experience learning English by using body language

to convey meanings

Children from different groups are able to interact with one another

■ Time: 19 minutes

■ Procedure:

1. The children of the whole class are invited to think about the importance of trees. The teacher asks them the following questions and the children are encouraged to provide their own answers.

   When you go into a forest,

   - what can you see?

   - what can you hear?

   - what can you smell?

   - what can you feel?

   - If you are hungry, what can trees provide you?

2. In here, the children are encouraged to think about the importance of trees in terms of 'senses'—sight, hearing, smell, feeling and taste. When the children provide their own answers, the teacher repeats after what they say in English, no matter the answers from the children are said in English or in Mandarin.

3. The children of the three groups go to the open space at the front. Each group works together to think about one factor of the importance of trees and try to present it as a 'frozen image'/tableau.

4. Three groups freeze their images when they are ready.

5. One group is asked to freeze the image and the other two groups need to guess. The children from the other two groups guess the third group what the image they try to present when the teacher touches each child on the shoulder and asks "Who are you?". The teacher touches the shoulder of each child from the presenting group and asks "Who are you?" and each child answers who he/she is/what role he/she is playing. Then, the other two groups are invited to guess what the children of this presenting group try to tell from the image they present when the teacher asks "What do they try to tell us?" "Why are trees important?".

6. The children of each group take turns to guess images presented by other groups.

7. From the above procedure 5 and 6, one or two children are asked to touch their classmates' shoulders and ask "Who are you?".

8. In this activity, the images that the children try to present are:

   Group 1: Trees can provide people fruit.

   Group 2: Because of trees, birds are coming and the world is better.

Group 3: Trees can make paper.

9. Before the children from each group freeze their images to present the importance of trees, the teacher explains how to do it by drawing on the board.

▣ Teaching Aids: Board, chalks

▣ Interaction: Teacher to the whole class children, five or six children work in a group

Activity 2: Inspiration from Music

▣ Objective: Children are able to share their feelings together by the inspiration of the music

■ Time: 14 minutes

▣ Procedure:

1. A piece of music is played when the children all sit in their chairs.

2. After listening to this piece of music, the children are invited to express what they feel about the music. One child describes that it is about a ship sailing to the ocean and it goes to an island where there are many trees and birds… One child says that it is about a bird and we should set it free…

3. The children work in the same three groups. They are asked to sit in the open space at the front, forming three circles.

4. The music is played for the second time. When the music is played, the children in the same group tell and share what they feel about this piece of music with one another.

5. The teacher goes to each group to see whether the children are able to share their feelings together.

6. This activity will be continued in the next lesson.

■ Teaching Aids: C.D. player, C.D.

▣ Interaction: Teacher to the whole class children, five or six children work in a group

LESSON 11

Activity 1: Throwing Imaginary Balls

▣ Objectives: Children are able to get involved in their imagination in learning

Varied interactions are able to be increased among children

Children are able to improve concentration

▣ Time: 10 minutes

▣ Procedure:

1. The teacher draws the children's attention and says "I have something in my hands". An 'imaginary ball' is held by the teacher.

2. The teacher holds this imaginary ball and plays with it. Then, the teacher asks the children "Is it heavy?" "What colour is it?". The children are invited to provide their own answers.

3. The teacher throws this imaginary big ball to different children. Those children catch the ball and throw it back to the teacher.

4. This time, the imaginary ball becomes a small light one. It is also thrown to different children. And, they catch it and throw it back to the teacher.

5. The children form a big circle in the open space at the front.

6. One child is asked to throw the imaginary big ball to anyone. A child who catches this ball throws it to another child. The children in the circle throw and catch this imaginary big ball.

7. Then, the other imaginary small ball is thrown in this circle. Two imaginary balls are thrown and caught at the same time.

8. The children are asked to look at one another's eyes when the balls are thrown and caught.

9. The teacher also stands in the circle with the children.

■ Teaching Aids: None

■ Interaction: Teacher to the whole class children, children work in a big circle

(This activity is based on Way 1967: 67)

Activity 2: Miming to Music (continuing activity 2 in Lesson 10)

■ Objectives: Children are able to get involved in their imagination by the inspiration
    from the music
    Children are able to share their ideas together and present them as their
    stories
    Children are able to express their feelings and thoughts by miming

■ Time: 24 minutes

■ Procedure:

1. The teacher mentions to the children what they felt and thought about the music played in the previous lesson. The thoughts they feel about the piece of music are 'ocean' 'ship' 'trees' 'birds' 'island' 'set free'. The teacher draws those concepts on the board and makes a picture.

2. The children work in the three groups and sit in the front open space, forming circles.

3. The piece of music is played. The children are asked to create their mental pictures based on the music they are listening to.

4. When the music is played for the second time, in the same group, the children are encouraged to create their own story together based on the music. Later, the children of the same group need to mime their own story accompanying with the music. The teacher goes to different groups and encourages the children to put their ideas together.

5. The music is played for the third time. The teacher also goes to each group to see what is going on in each group.

6. The children of each group are asked to mime their own story. When the music is playing, the children of each group only need to act out their story without speaking. It is not necessary to mime the whole piece of music. As this learning task is a bit challenging for the children, the children only need to act out their story based on the inspiration from the music for twenty or thirty seconds.

7. When one group is performing, the other two groups are watching and need to guess what the story is.

8. The children of the group one tries to present a love story. The children of the group two present a farewell story. The story presented by the children of the group three is about birds flying here and there.

■ Teaching Aids: Board, chalks, C.D. player, C.D.

■ Interaction: Five or six children work in a group

Homework:

After Activity 2, the teacher shows the children two posters and invites them to think about this issue. The children are told that every year four billion trees are cut down in this world. If we don't do something about this, we try to imagine fifty years later what the world will be. Two posters are shown to the children: one is about the world with many trees; the other about the world with buildings and cars but no trees at all. The children are ask to think about this: 'Fifty years later, what kind of world do you want?'—1) a world with many trees? 2) a world without trees? 3) or, a world created by the children with their own ideas related to those two pictures? In here, a blank poster is shown to the children to indicate a world they are going to create. They are asked to think about this issue with their group members.

(Information about four billion trees are cut down in the world every year is from the website http://www.earthday.net)

LESSON 12

Before Activity 1, the teacher asks the children about what were the stories they tried to mime to the music in Lesson 11. Also, the children from each group are invited to say what are the difficulties for that learning task.

Activity 1: Creating and Drawing the World Fifty Years Later

- Objectives: Children are expected to become aware of the relation between trees and the Earth

    Children are expected to discuss and share their ideas about the world they want to create

- Time: 34 minutes

- Procedure:

1. A globe is shown to the children. The teacher reminds the children again that every year there are four billion trees being cut down in the world. The children are asked that if people don't keep planting trees, fifty years later, are we able to see 'a green Earth' from outer space? The children are inspired to think about this issue.

2. Then, the teacher tells and shares the children about what they wrote for the homework they did in Lesson 1. It is about their thoughts to answer that "If there is only one last tree in the world,...". For those thoughts, some children write them in English and some write them in Mandarin. When the thoughts are shared with the children, they are all translated into English (for the thoughts, please see the description of Homework from Lesson 1 in Lesson 2).

3. The two posters shown in Lesson 11 are presented to the children again. One poster is about a picture without any trees but buildings and cars. The other one is about a picture with many trees. The children are invited to think again: Fifty years later, what kind of world do you like?

4. Then, a blank poster is shown to the children and they are asked to create their own world fifty years later.

5. The children need to work in their groups. In each group, they need to discuss together for the world they want to create. And, the world they create should be related to trees.

6. The children of the three groups go to the open space at the front. Each group is given one blank poster, pastels and colour pencils. They need to draw their own worlds.

7. The music is played to create a pleasant learning atmosphere when the children are working.

8. The teacher goes to each group to encourage the children to combine everyone's ideas about the world they like fifty years later and draw it on their poster.

9. In this lesson, the children of each group haven't finished their drawings. The work will be continued in next lesson.

■ Teaching Aids: Globe, posters with pictures, blank posters, pastels, colour pencils, C.D. player, C.D.

■ Interaction: Teacher to the whole class children, five or six children work in a group

LESSON 13

Activity 1: **Creating Nation/World, Characteristics and Principles Related to Interdependence among Trees, Human Beings and Animals**

■ Objectives: Children are able to be aware of the interdependence among trees, human beings and animals

Each child is expected to contribute himself/herself to his/her group

■ Time: 40 minutes

■ Procedure:

1. Two posters with pictures are shown to the children. One picture is 'a black Earth'; the other is 'a green Earth'.

2. The children are inspired to think about this issue. Every year, four billion trees are cut down in this world. If people don't plant more trees, or people always cut down trees without planting them, imagining fifty years later, will we see a black Earth or a green Earth from outer space? The children are asked that which Earth do they like fifty years later when the two posters are shown to them.

3. Children's drawings from the three groups are shown. Each drawing is about the unfinished work of the nation/world they try to create fifty years later.

4. The teacher tells the children to think about this: When they create and draw their own nation/world fifty years later, will the Earth be seen as a green one or a black one from outer space? The drawing from each group presents each nation/world. The children are told that what they create and draw will become what our Earth looks like fifty years later.

5. The teacher invites the children to think about the interdependence among trees, human beings and animals when they create and draw their nations/worlds. A picture about trees, people and animals is drawn on the board to show their links and relationships.

6. The children are told that after they finish drawing, they need to think about three characteristics and five principles of their own nation/world. In here, the teacher shows the drawings/work from the three groups and gives examples to help the children to understand.

7. The three characteristics and the five principles of each nation/world need to be related to the interdependence among trees, human beings and animals. The three characteristics reveal what the children draw and create for their own nation/world. The five principles can keep their own nation/world going well.

8. The children of each group work together to draw their own nation/world and write down their own three characteristics and five principles related to the nation/world they create. The interdependence among trees, human beings and animals need to be taken into consideration.

9. When the children are working, the music is played to create a pleasant learning environment. The teacher goes to each group to remind the children about the interdependence among trees, human beings and animals of this learning task. Also, when the children are not able to write their characteristics and principles in English, the teacher tells them in English and the children write them down on their posters.

10. In this lesson, three groups haven't finished their principles. The children will continue their work in the following lessons.

■ Teaching Aids: Posters with pictures of the Earth, blank poster, board, chalks, posters with children's drawings, pastels, colour pencils, C.D. player, C.D.

■ Interaction: Teacher to the whole class children, five or six children work in a group

Homework:

The children of each group are asked to think about the name of their nation/world and the five principles. They will act out their principles in the following lessons.

LESSON 14 & 15 (I)

Lesson 14 and 15 take place together on the same day due to the consideration of the continuity of activities. The lessons are written as Lesson 14 and 15 (I) and Lesson 14 and 15 (II).

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Activity 1: Finishing Three Characteristics and Five Principles of the Nation/World

- ■ Objectives: Children are able to develop an awareness of the interdependence among trees, human beings and animals

  Children are able to discuss and share their thoughts and ideas in a learning task

  Each child is able to contribute himself/herself to his/her own group

- ■ Time: 19 minutes

- ■ Procedure:

1. The teacher reminds the children what they did in Lesson 13. That is, they drew their own nations/worlds and wrote down the characteristics about their nations/worlds, which relate to the interdependence among trees, human beings and animals.

2. The children are told that each group will finish the five principles today. Again, the interdependence among trees, human beings and animals need to be taken into consideration when the principles are written down.

3. Trees, people and animals are drawn on the board to show their links and relationships. The teacher mimes two examples and invites the children to develop their principles related to the nations/worlds they create in the consideration of the interdependence among trees, human beings and animals. The first miming is about "Everyone waters trees every day" (this example is from one group), which reveals the relation between trees and people. The second miming is about "Trees provide food for animals", which reveals the relation between trees and animals. The children are told that therefore people need to protect trees.

4. The music is played to create a pleasant learning atmosphere when the children work for their groups in the open space. Each child needs to think about and write down one principle for his/her nation/world. Also, the children of each group need to think about the name of their nation/world.

5. In each group, the children work together to finish the picture of their nation/world, the three characteristics and the five principles. The teacher goes to each group to see whether the children write down their name of nation/world, characteristics and principles. Also, when the children don't know how to write down their concepts in English, the teacher tells them in English so that the children can learn and write them down in English.

6. The characteristics, principles and names of each nation/world all created by the children of each group. The teacher only provides help when the children don't know how to write them in English.

■ Teaching Aids: Board, chalks, posters of children's work, pastels, colour pencils, C.D. player, C.D.

■ Interaction: Teacher to the whole class children, five or six children work in a group

Activity 2: Painting, Discussing and Deciding Roles

■ Objectives: Children are able to discuss and decide together the principles they want to act out

Children are expected to negotiate together the roles they want to play

Children are able to decide together how to present the roles they will act out together

■ Time: 40 minutes

■ Procedure:

1. The children of each group still work in the open space to continue their task.

2. When any group finishes drawing the nation/world and writing down the name of the nation/world, and three characteristics and five principles, painting materials and brushes are given to the group. Considering that the painting materials may cause allergy to faces, the children are told to paint their arms, hands and legs related to the roles they are going to act out later.

3. The children of each group need to discuss and decide any three principles of their nation/world they are going to act out later. After they decide, the roles related to the principles are negotiated. Then, they paint themselves based on the roles they are going to play. For example, if one child is going to play a role of fruit, he/she paints himself/herself as fruit.

4. The music is still played when the children are painting themselves. The teacher goes to each group to see whether the children know how to do it. Also, the teacher asks the children what roles they are going to play based on the pictures they paint themselves, or they just enjoy painting but forget what they are going to do later.

■ Teaching Aids: Paints, brushes, posters of children's work, C.D. player, C.D.

■ Interaction: Five or six children work in a group, teacher to the whole class children

LESSON 14 & 15 (II)

- Before Activity 1, the teacher shows the three posters to the whole class. Those are about the nations/worlds drawn by the three groups. The name of the nation/world created by the group one is 'Earth Village'. The nation/world created by the group two is 'Heaven'. 'The Eating World' is the nation/world created by the group three.
- Time: 3 minutes

Activity 1: Acting Out and Guessing Principles of Nations/Worlds

- Objectives: Children are able to work together to act out roles and convey meanings

  Children are able to be involved in learning curiously and actively

  Children of the 'same nation' are expected to watch and understand the principles of the 'other nations'

  Children of the 'same nation' are able to interact with children from 'other nations'

- Time: 17 minutes
- Procedure:

1. The children of each group are given some blank paper.

2. The children of the three groups take turns to act out their principles of their nations/worlds. Those principles are based on what they write on their posters. Those principles reveal the interdependence among trees, human beings and animals and can keep their nations/worlds going well. When one group acts out their principles, the other two groups need to guess what their principles are and write them down in the blank paper.

3. Before the children act out their principles, the teacher explains how to do it. The children are invited to look at the globe. They are told that one group represents one nation/world from the Earth that we don't know much about it. When the children of 'one nation' act out their principles, the children of the other 'two nations' need to concentrate and watch what they are presenting. Then, they need to guess what their principles are. When the children from the presenting group act out their principles in the front open space, they only can say one or two English words. The other children who are sitting in their chairs need to guess and discuss with their group members about what is presenting and write the answers down.

4. When the children of the 'three nations' take turns to present their principles in the front open space, the teacher also guesses what their principles are with the children. As the

children would 'cry out' both English and Mandarin when they are guessing the principles of other groups, the teacher's role here is to repeat what they've said by using English.

5.   In here, the children can write down their answers in either English or Mandarin as some words they still haven't learned in English. But, for the presenting group, when they say one or two words as 'a clue' for others to guess, they need to use English. Those principles will be organised in English in 'the Photo Book' (see Appendix 7) that each child will get after those 15 lessons.

6.   In this activity, the children are very excited in the whole process. They are too excited to pay much attention to other group's presentation, but focus on their own group and the paintings they draw for their roles. The teacher then tells the children to respect and pay attention to other group's presentation. In the process of presenting and guessing, it aims at creating more interactions among three groups/three nations to understand the principles from one another.

7.   The principles of the three nations/worlds presented in this lesson are:

-   from <u>Earth Village</u>

1)   People need to get permission to cut down the trees.

2)   People water trees.

3)   Without permission, people can't draw on the trees.

4)   Cleaning the rivers.

-   from <u>Heaven</u>

1)   Trees provide birds with fruit.

2)   People water the trees.

-   from <u>The Eating World</u>

1)   Protect trees

2)   Don't waster paper

■   Teaching Aids: Blank paper, globe

■   Interaction: Teacher to the whole class children, five or six children work in a group, one group to others

....

The characteristics and principles of each nation/world that the children of each group create from Lesson 13 to Lesson 14 & 15 (II) are as follows:

Earth Village

Three Characteristics:

- Different colours in different trees.

- Everyday, people plant 100 trees.

- People, trees and animals make a wonderful environment together.

Five Principles:

- If you want to cut down the trees, you would need to get permission.

- Don't kill animals without permission, and water the trees.

- Everyone plants one tree in two days.

- Help clean the rivers and the mountains, and don't draw on the trees.

- Play with the animals and protect the trees.

Heaven

Three Characteristics:

- Trees make the world beautiful.

- People like planting trees.

- No pollution, no noise.

Five Principles:

- Trees give animals food.

- No pollution in our life.

- People water the trees.

- Animals help trees grow.

(This nation only provides four principles)

The Eating World

Three Characteristics:

- Trees provide food.

- Trees have many shapes.

- Houses are on the trees.

Five Principles:

- Plant trees.

- Live happily.

- Don't waste paper

- Protect trees

- Animals eat fruit from the trees.

Appendix 4: Cooperative Learning Was Happening

The following 10 tables are a summary of the lessons from the point view of establishing the events in which children were involved in cooperative learning:

(1)

[Discussing together] [Sharing opinions and thoughts]
Lesson 2: Activity 2; Lesson 9: Activity 2
Speaking, Role playing, Presenting tableaux, Cooperation
Situations: 1) In Lesson 2, children of each group created conversations and roles they were going to play. Children were involved in discussions, and when they didn't know some words in English, they asked the teacher actively. 2) In Lesson 9, the video showed that children of each group were sharing their thoughts, discussing and rehearsing the tableaux they were going to present.
Reflective point: In those two activities, children were able to discuss together and share thoughts. From the videos, it showed children's potential in that they were able to share thoughts and discuss together if they like, no matter whether they worked in small groups (i.e. Lesson 2, Activity 2—working in pairs), or they worked in bigger groups (i.e. Lesson 9, Activity 2— working in 5 or 6).

Children were sharing their thoughts and discussing…

(2)

[Participation]
<u>Lesson 1: Activity 1, Activity 3; Lesson 2: Activity 1; Lesson 3: Activity 2; Lesson 4:</u> <u>Activity 1; Lesson 7: Activity 2; Lesson 8: Activity 1; Lesson 9: Activity 2; Lesson 14 &</u> <u>15 (II): Activity 1</u> Speaking and Listening, Drama activities, Miming and guessing, Acting out and guessing, Presenting tableaux, Drawing, Painting, Cooperation
Situation: Every child showed interests and enthusiasm when he/she participated in those activities.
Reflective point: Even though it was the first time that every child learned in this way— by involving himself/herself in various drama activities, it showed the potential of drama method as a teaching method for children to learn English. Children showed their interests in involving miming, presenting tableaux, acting out and guessing. Children also showed their interest in asking the teacher any words they didn't know when they participated in the activities.

Children showed their interests when participating in drama activities. One example is shown that Ken's group was acting out their scene...

(3)

[Grouping]
<u>Lesson 8: Activity 1</u> Listening, Acting out
<u>Situation</u>: Children could group themselves automatically and naturally to act out the meanings of the words without the teacher's help. In the previous lessons (i.e. <u>Lesson 2</u>: Activity 2; <u>Lesson 5</u>: Activity 1; <u>Lesson 6</u>: Activity 2), children had some difficulties to group themselves when the activities were to invite them to find their own group members. The teacher needed to help children to group. In <u>Lesson 8</u>, the situation was changed.
<u>Reflective point</u>: From <u>Lesson 1 to Lesson 7</u>, when the activities involved children to find their own group members, I needed to help some children to group themselves when they showed some difficulties to find group members. I was reflecting on my role as a 'helper' and a 'promoter' in respect to grouping children. In other words, the reflection was that should I stand aside to watch the children, or should I get involved to help the children group when they had difficulties? From the supervisors' guidance through emails, I remained the roles of a helper and a promoter. In <u>Lesson 8</u>, the video showed that children made progress and did change.

Children could group themselves automatically and naturally to act out the meanings…

(4)

[Interaction—through forming circles]
<u>Lesson 2: Activity 1</u>; <u>Lesson 11: Activity 1</u>
Drama activities, Cooperation
<u>**Situations**</u>: 1) Children liked forming circles. In <u>Lesson 2</u>, when the music was played, children naturally formed circles while they were walking in the classroom. 2) In <u>Lesson 11</u>, the activity invited children to form three circles. However, children were more willing to form one circle in this activity.
<u>**Reflective points**</u>: 1) Children liked forming circles. It could indicate that it was children's favorite way to interact with each other. When making a circle, it produces a potential that each children can interact with any other children as everyone can see each other. 2) In <u>Lesson 2</u>, the way that children formed circles was (1) boys formed one circle, while girls formed the other circle (2) then, two circles became one (3) later, boys and girls separated to form two circles again. It may indicate that children in this age (aged 10-11) boys tend to interact with boys, while girls tend to interact with girls. However, from the video, it showed an indicator that boys and girls also liked to interact with each other and work together. It also provided me an indicator to mix boys and girls to interact with each other and encourage them to work together in the later activities.

Children liked forming circles when learning…

(5)

[Involvement of creativity]
Lesson 3: Activity 2; Lesson 4: Activity 1; Lesson 7: Activity 2; Lesson 8: Activity 2; Lesson 12: Activity 1; Lesson 13: Activity 1; Lesson 14 & 15 (I): Activity 1, Activity 2   Listening, Speaking, Writing, Miming and guessing, Drawing, Painting, Cooperation
Situations: 1) In <u>Lesson 3 and 4</u>, every child drew his/her own picture when he/she listened to the teacher tells the background information about the topic. Even though it was the first time that children learned English in this way—combination of listening comprehension and drawing, each child created his/her own picture and demonstrated his/her understanding about the meanings of the passage he/she listened. 2) In <u>Lesson 7 and 8</u>, by involving miming and guessing, children learned new vocabulary. It showed from the videos that children mimed in their own ways, no matter whether they mimed in pairs to let others guess, or one child mimed to let others guess. Children's creativity was shown in that they mimed in different ways to present the meanings of the words they were learning. 3) From <u>Lesson 12, 13, 14 to 15</u>, children involved themselves in creating their nations/worlds. By drawing, writing and painting roles, children working in the three groups created the nations/worlds of their own. Children's creativity was shown in that they created different pictures, names, characteristics and principles of their nations/worlds, and different roles such as fruit, trees, animals, flags...etc. that they painted in their hands and legs.
Reflective points: 1) In <u>Lesson 3</u>, a few children were a bit hesitant to draw when they listened to the passage. At that moment, I explained to the children that every activity they did in those 15 lessons was not for exams or tests, and I wouldn't give them any marks/grades. Later, those children started drawing and enjoyed doing it. My reflection was that children had been learning under heavy stress of exams for their English course, as well as other subjects at school. And, their hesitant reaction to draw what they heard could indicate that they were worried about that the teacher may be going to mark them later. By learning in a way of drawing the passage they hear, it showed that every child was learning a new passage well because they demonstrated their listening comprehension from the pictures they drew. It indicated that there was another way to invite children to learn well without stress of exams. 2) From the videos, it showed that children enjoyed miming and guessing. As children are curious about many things, miming and guessing can arouse their curiosity. One obvious example was that in <u>Lesson 7</u>, Ken, who was in a guessing group (he had his turn to mime already), kept

going to the miming groups to try to 'peek' what they were going to do. 3) Children liked painting very much. From Lesson 12 to 15, the activities invited children to create their nations/worlds and their roles that they would act out later. It was shown from the videos that children painted for each other (i.e. Group 1 and Group 2), and they were rehearsing the roles they were going to act out later. Creativity was involved when children created different roles, and they enjoyed doing that.

Children created and painted their own roles by involving creativity...

(6)

[Involvement of imagination]
<u>Homework from Lesson 1</u>—children think and write reasons to cause the one last tree in the world. (And, the follow-up lessons to learn the vocabulary about the reasons thought by them are 1) through miming and guessing--<u>Lesson 7: Activity 2; Lesson 8: Activity 2; 2) through matching and pasting-- Lesson 7: Activity 3; Lesson 8: Activity 3; Lesson 9: Activity 1; Lesson 3: Activity 2; Lesson 4: Activity 1; Lesson 11: Activity 1, Activity 2; Lesson 12: Activity 1; Lesson 13: Activity1; Lesson 14 & 15 (I): Activity 1, Activity 2; Lesson 14 & 15 (II): Activity 1</u> Listening, Writing, Drawing, Painting, Drama Activities, Matching and pasting, Miming and guessing, Acting out and guessing, Cooperation
Situations: For the above lessons, the evidence indicated that children were involved in their imagination in the learning tasks. The indicators were from 1) the children's work—pictures drawn by them about the reasons to cause the one last tree in the world (see the Appendix 6-the Picture Book); pictures drawn by them about the background information of the last tree in the world; pictures, characteristics, principles and names related to their nations/worlds and roles painted by them (see the Appendix 7-The Photo Book). 2) the videos—children formed a circle to throw imaginary balls. 3) children's presentations—three groups were trying to mime their stories through music.
Reflective point: The involvement of imagination was closely related to creativity. I was convinced and touched by children's ability to imagine and create.

'**The Picture Book' (see Appendix 6) and 'the Photo Book' (see Appendix 7) are the children's work, which involve their imagination...**

(7)

[Doing something for groups]
<u>Lesson 12: Activity 1; Lesson 13: Activity 1</u> Drawing, Writing, Cooperation
Situation: In three groups, every child contributed himself/herself to his/her group to create the nation/world. In each group, some children were drawing while others were writing the characteristics and principles of their own nation/world.
Reflective points: 1) For the previous lessons, the teacher had been encouraging boys and girls to work together. It was shown from the videos that the situation was changed in that each child did something for his/her groups by involving personal creativity to create the nation/world of his/her own. 2) The children in Group 1 could work together well, while Group 2 and Group 3 needed some help from the teacher. The children in Group 1 had developed a good 'group sense'. It could be due to the fact that each child was willing to do something for the group. Also, it could be due to Anne, a child who usually played a 'group organiser' in this group.

Each child did something for his/her group, i.e. some children were drawing while others were writing the characteristics and principles of their own nation/world...

(8)

[Interaction—through sharing between groups]

Lesson 8: Activity 2; Lesson 14 & 15 (II): Activity 1 Speaking, Acting out and guessing, Miming and guessing, Cooperation

Situations: 1) In <u>Lesson 8</u>, children worked in pairs to mime the new vocabulary and let others guess. Through miming and guessing, children interacted with each other by sharing the meanings of the vocabulary they were learning. 2) In <u>Lesson 14 & 15 (II)</u>, children of the three groups/nations interacted with each other well in the previous part when Group 1/ 'Earth Village' was acting out their principles and the other two groups/Heaven and 'the Eating World' were guessing what they were. The children in 'Earth Village' even asked to act out one more extra principle. The interaction through sharing between the three groups/nations showed in that while the children in Earth Village were acting out the principles of their own, the children of the other two nations/worlds were enthusiastic to guess and write down the meanings of what have been acted out.

Reflective points: 1) My reflection on the activity in <u>Lesson 8 </u>was that I had been noticing that children liked guessing. And, by miming and guessing meanings of words, it arouses their curiosity to learn. 2) About the activity in <u>Lesson 14 & 15 (II)</u>, my reflections were:

- Children did make progress in terms of group interactions through sharing. Referring back to <u>Lesson 9</u>, Activity 1, children had a chance to interact between different groups through helping each other, but not every child was willing to do that. The situation was that I asked the children from Group 1 to help other groups match and paste pictures and words because they had done their work. While Sarah, Anne and Tina came to help other groups, Ed and Bruce were playing aside. However, in the previous part of the Activity 1 in <u>Lesson 14 &15 (II)</u>, children did make progress in that children in Group 1 were working together well to act out meanings of their principles to help other two groups understand. Anne, a child from the presenting group, also spelled out the word "permission" painted in her hands to help other children to learn and write down this word. By acting out, guessing and trying to understand, children of the three groups interacted with each other well through sharing.

- After the presentation from Group 1/Earth Village, the classroom situation became a bit chaotic. Some children were very excited and couldn't pay much attention to the other two groups' presentations. My fieldwork diary that day was written that it maybe due to the hot weather that day, and children had been very excited about painting they did on

their hands and legs. From the email to one of the supervisors about my doubt—why some children couldn't pay much attention to others' presentations, one of the answers from the supervisor was that "the lack of interest in other groups' performance is quite a common phenomenon". This fact could let me reflect about how to improve the situation if later I still had a chance to design cooperation learning lessons.

- My role during the presentations was mainly to maintain the classroom order in order to let acting out and guessing keep going when children were too excited. I also tried 'detach' a bit from children during the presentations while some children asked me questions. My purpose was to see whether children would ask and discuss with their classmates or not. From the video, it showed that two children (who were writing down the principles) looked for the answers from the posters about the words they didn't know.

The children from group 1 were acting out their principles while children from other groups were guessing...

(9)

[Various ways of learning vocabulary]
<u>Lesson 8: Activity 1</u> Listening, Acting out, Cooperation
Situation: This activity was for children to review the vocabulary they had learned. From the video, it showed that every child working in groups demonstrated his/her understanding of meanings of vocabulary by acting them out when the teacher said the words.
Reflective point: Demonstrating their understanding by acting out the words they heard could indicate that what had been done in the previous lessons did help children learn vocabulary. From <u>Lesson 1 to 7</u>, children had learned vocabulary by involving themselves in drawing, miming, guessing, finding and matching, and it showed from the videos that children were enthusiastic in learning by those various ways. One of the obvious examples shown in <u>Lesson 7</u>, Activity 3 for matching pictures with words was that Bruce still wanted to match and paste when the time was up.

Children were involved in themselves matching pictures and words, which is one of the ways of learning vocabulary...

(10)

[Teacher's role—helping children to share experiences]
<u>Lesson 3: Activity 1; Lesson 6: Activity 1-- procedure 5; Lesson 7: Activity 1--procedure 4; Lesson 9: Pre-activity and Activity 2--procedure 1 and 2; Lesson 10: Pre-activity and Activity 1-- procedure 1 and 2; Lesson 11: Activity 2-- procedure 1; Lesson 12: Pre-activity and Activity 1--procedure 2; Lesson 14 & 15 (I): Activity 1--procedure 1; Lesson 14 & 15 (II): Pre-activity; the Picture Book; the Photo Book; Other activities in different lessons—the teachers went to children's groups for helping them share experience</u>   Drama activities, Environmental concepts, Presenting tableaux, Miming, Drawing, Writing, Cooperation
Situation: The teacher played a role to encourage children to share their experiences. The sharing was through 1) asking children questions and encouraging them to provide their opinions, ideas and thinking in the process of exploring the topic 2) children talking about difficulties related to working together 3) showing the children's work to each other (i.e. three nations' pictures) 4) the teacher went to different groups of children when they were discussing. Besides, the teacher edited children's experiences into two books 'the Picture Book' and 'the Photo Book', and in that way, every child was able to share with each other's experience.
Reflective point: As children had been working in a competitive learning environment for every subject at school, I was making efforts to create a cooperative learning classroom for them to learn English. Helping children to share their experiences was one of the key tasks for me during the 15 lessons. My reflection was that if teachers created a cooperative learning environment for children, children did have great potential to work in that way.

The teacher went to a group to help children share their experiences…

Appendix 5: Cooperative Learning Was Not Happening

The following 6 tables are a summary of the lessons from the point of view of establishing the events in which children were not involved in cooperative learning:

(1)

(Cooperation—a sense of togetherness)
Lesson 3: Activity 1 Drama activities, Cooperation
Situation: The activity was for children in two groups to hold and swing their classmates through cooperation. However, it didn't work out. The teacher needed to stop the activity when she saw that children didn't hold and lift their classmates in a safe way.
Reflective points: 1) Children talked about why this activity didn't work out: (1) Boys didn't want to touch girls, and girls didn't want to touch boys. They felt uneasy and a bit embarrassed to touch and to hold their classmates' bodies when they met with the opposite gender. (2) Girls wore skirts. It was told by them that they felt embarrassed to be lifted by their classmates when they were wearing skirts. 2) My reflections were that: (1) Even though the children could lift and swing me well when I was demonstrating how to do this activity, they still needed the teacher's guidance. The activity may work out if I gave instructions step by step when children were trying to hold, lift and swing their classmates. (2) Also, if more encouragement was given to children, it may help to work out this activity to develop their sense of togetherness. (3) The most important thing was to explain to children that this was a cooperative activity to see whether they were able to care for their classmates by lifting him/her in a safe way, rather than an activity to ask them to touch their classmates' bodies. (4) It was also helpful to ask girls to wear trousers if there was still a chance to do this activity. (5) However, it would be a good idea for the teacher to choose other activity which was not involved in the whole body in the ways of—holding, lifting and swinging—for the children's safety.
Reflective actions: 1) In the later lesson (i.e. Lesson 5, Activity 2), the activity was justified as a task to develop a sense of togetherness by touching and moving hands when the music was played. 2) Even though English was the main language of instruction in the 15 lessons, because of this experience, I started to use both English and Mandarin in class. There were positive reasons to use Mandarin in class. In this case, the reason was

for children's safety. Using Mandarin was the most direct and clear way to stop any unsafe behaviours in class. For example, in <u>Lesson 6</u>, it happened that one child pushed another child in class, and I needed to talk with the two children in Mandarin immediately and told the whole class about this for their safety (for other positive reasons to use Mandarin, please see the final Chapter).

<u>Change</u>: 1) The change in terms of children's interaction was that boys and girls had an easier attitude to work together. In <u>Lesson 5</u>, Activity 2, Mark and Jane were working together in a pair. And, when children formed a circle to continue this activity, boys and girls were working together by holding hands (i.e. Mark and Anne). Even though two boys and two girls were 'holding hands' through their pencil cases, they were developing more sense of togetherness in my views. 2) After <u>Lesson 6</u>, the child who pushed another child didn't do that again.

The change: Mark and Jane were working together as a pair...

(2)

(Cooperation—reaching agreements)
<u>Lesson 2: Activity 2</u> Speaking, Role playing, Cooperation
Situation: This activity was that children working in pairs and every group was given a piece of comic strips to create conversations and roles to be acted out. Two children were arguing and were not able to reach an agreement about who was going to play which role. The teacher asked them to play 'paper, scissors, stone' to decide.
Reflective point: I was under the stress to finish this activity in time and was busy with going to different groups to see whether children were able to do this task or not. However, when I asked the children to solve their disagreements by using 'paper, scissors, stone', I didn't provide them with a good way to reach agreements when they had disagreements.
Reflective action: In the later lessons, I didn't use the same way to ask children to solve their disagreements. What I did was to try to be a 'mediator' when children had disagreements (i.e. In <u>Lesson 12</u>: Activity 1, Linda didn't want Andy to draw for their nation; In <u>Lesson 14 & 15 (I)</u>: Activity 1, Margaret's idea was not accepted by another child).

The teacher became a 'mediator' when Linda and Andy had a disagreement...

(3)

(Cooperation—working together between boys and girls)
Lesson 1: Activity 2; Lesson 2: Activity 2; Lesson 5: Activity 1; Lesson 6: Activity 2, Activity 3; Lesson 8: Activity 1 Drama activities, Speaking, Listening, Role playing, Acting out, Miming and guessing, Cooperation
Situation: Starting from <u>Lesson 1</u>, I noticed that when the activities invited children to choose their group members, boys always worked with boys, and girls always worked with girls.
Reflective point: Cooperative learning involves children in working together. When boys only worked with boys and girls only worked with girls, various interactions between different children decreased. As a teacher in those 15 lessons, it became my task to encourage boys and girls to work together.
Reflective action: Whenever I could, I encouraged boys and girls to work together in the same groups. In the early lessons, some children would complain about this. Starting from <u>Lesson 7</u>: Activity 3, children didn't complain any more. Also, from <u>Lesson 7</u> until the <u>final Lesson</u>, whenever the tasks were for children to work in three groups, they remained in the same groups that I grouped for them, mixing boys and girls in every group.
Change: I observed children's progressive change in that boys and girls did work together and interact with each other in the same groups. Some key activities showed this progress: 1) In the activities of matching and pasting vocabulary and pictures, boys and girls in Group 1 cooperated well from the beginning until they finished the task. 2) In the activity of presenting tableaux, boys and girls in Group 3 discussed and worked together well to present a tableau 3) In the activity of miming to music, boys and girls in Group 1 and Group 2 discussed together. 4) In the activities of creating nations, boys and girls in Group 1 and Group 2 helped each other to paint roles in hands and legs. Also, boys and girls in Group 1 and Group 2 worked together to act out principles well. Even though for some activities boys and girls still worked separately, children's progress as shown in the above activities indicated that they did change in a certain degree.

The change: boys and girls were working together to present a tableau…

(4)

(Cooperation—reaching conclusions)
<u>Lesson 11: Activity 2</u>   Miming, Imagination, Cooperation
Situation: This activity was for children to work in three groups to mime their stories through a piece of music. When children presented their stories, it became 1) the first group could mime a short scene about a farewell occasion 2) the second group was not able to present a story clearly 3) the third group mimed about trees were waving, then it ended up that one child was describing their story in Mandarin.
Reflective point: It was a challenging task for children—listening to a piece of music, and creating and miming their stories (not miming through the whole piece of music, but using the whole piece of music to stimulate their imagination to mime their own short story). While children in the three groups were able to discuss together with or without the teacher's help, they had difficulties to mime their rich thoughts clearly, and it was my task to reflect on my teaching. When I asked children about the difficulties of this task, children expressed that: 1) One child from the first group said that girls became main roles of the story. 2) Children of the second group said that one or two group members were not willing to mime. 3) Children of the third group said that it was difficult to negotiate roles between boys and girls. My reflection was that I believed that this task could work out, if 1) Children had much more time to discuss and reach their conclusions. 2) I came to every group to listen to them, and tried to guide them to organise their different thinking into their stories (during the activity, I spent more time in one group). 3) I could demonstrate a short miming to present a short story based on the music.
Reflective action: Since this task didn't work out well, it also gave me an idea to justify the drama activities for the later lessons. I was originally thinking to design a final activity to invite children to mime something to music related to the nations they were going to create. This experience gave me an inspiration to justify the final activity, which became children in three groups took turn to act out and guess what their principles were. In that way, children could involve verbal and non-verbal aspects to present their thinking and creativity.

The teacher justified the activity by involving children's verbal and non-verbal aspects when learning. And, this group of children were acting out their principle of the nation while others were guessing what it is…

(5)

(Cooperation, Drama—negotiating roles)
<u>Lesson 9: Activity 2</u> Presenting tableaux, Creativity, Cooperation
Situation: Children worked in three groups to present their tableaux. Children in Group 3 worked together to present tableaux well. Children in Group 2 were doing ok, but children in Group 1 had difficulties to present their tableau clearly.
Reflective point: It was told by children in Group 1 that they had a difficulty to negotiate for the roles. While girls wanted boys to play roles of 'animals', boys wanted to play roles of 'researchers'. My reflection was that it was the first activity for children to work in bigger groups (i.e. 5 or 6 in a group) to create their roles, and disagreements like that would be normal.
Reflective actions: After understanding children would have difficulties to negotiate and reach agreements, what I did in class was to mediate between children when they had difficulties to reach agreements. Also, when the interaction was between the teacher and the whole class children, I also encouraged every child to speak out what he/she thought. In that way, I hoped that various opinions could be heard and it may help them to negotiate when they needed because every child wouldn't think his/her opinions were the 'only' one.
Change: In <u>Lesson 14 & 15 (I)</u>, Activity 2, children did change. When they painted the roles that they were going to act out, their roles were various (i.e. a river, a broom, a bird, a ghost, apples, trees, water,…etc.). It showed that they didn't only want to play one fixed role (i.e. humans), but were willing to act out the roles based on what they wanted to present in their groups. Bruce, the child who only wanted to play 'a researcher' in <u>Lesson 9</u>, painted himself as 'an axe' in <u>Lesson 14 & 15</u>, and played a role to cut down a tree. The example from Bruce could indicate that children developed more positive ways to negotiate when working together.

The change: children developed a more positive way to negotiate when working together, and the example is shown that Bruce was acting out his role with Ed...

(6)

(Cooperation—individual participation)
<u>Lesson 1: Activity 3; Lesson 6</u> Cooperation, Drama activities
Situation: Starting from <u>Lesson 1</u>, Clare was the child who had a difficulty to find group members to work with. In <u>Lesson 6</u>, she sat in the classroom when two activities were going on.
Reflective action: After <u>Lesson 6</u>, I talked with her and encouraged her to participate in group activities.
Change: From <u>Lesson 8</u> until the final lesson, she made a distinguished progress. She participated in every activity and enjoyed doing it. An obvious example was that she painted herself as a bird and acted out this role happily with her group members in <u>Lesson 14 & 15</u>.
Reflective point: I was very happy to see Clare's progress in her participation. In <u>Lesson 6</u>, she did show her intention to join one group when the activity invited children to group themselves. However, it seemed that she had a difficulty to be included. My reflection was that in a school environment, it is common to see that children with 'good' academic achievements usually don't mix with children with 'bad' academic achievements, especially when they work in a highly competitive environment. From one of the supervisor's emails, he suggested that "if they have worked well choosing their own groups, there is no harm in keeping to that, but it is often a good idea to mix them up". From Clare's example, I saw the necessity to group for children and mix them with different abilities to work together. Starting from <u>Lesson 7</u>, I grouped children into three groups and every one remained in the same group whenever the activities involved three groups working. Clare's progress also indicated that when any child was excluded by any groups in learning, teachers could play a key role to improve the situation.

The change: Clare showed her progress by participating in every activity. Here she acted out a bird happily with her classmates...

Appendix 6: The Picture Book

earthquake

921

921

People cut down trees

war

soilslide

fire

People don't
protect trees
(e.g. drawing on a
tree's trunk)
(e.g. kicking a tree)

evil power
(e.g. a witch's
spells)

drought

falling star

No place
没有地方

People don't plant trees

People open up land
without planning

tidal wave

God's plan

electric wave
from computers

<u>Appendix 7</u>: The Photo Book

A long long time ago, there were so many trees in the world. Bird's rested in the trees..... When the wind blew, the leaves of every tree were waving..... when the wind blew, the leaves of every tree were making sounds..... when the wind a..., a sweet smell was hanging in the air.

fruit would drop from the trees... An man could rest under the trees... But one day something happened.....

Why Are Trees Important?

From Group 1: Amy (Kao-Hsuan), Benny, Eric, Sandy & Tracy
— Trees provide oxygen.
— Trees provide people fruit.

From Group 2: Amy (Chuo-Yih), Cindy, Clark, Janny, Kevin & Mike
— Trees provide paper.
— Because of trees, birds are coming. And, this world is better.

From Group 3: Antony, Jessica, Lydia, Lyndon, Maya & Yaha
— People can worship trees.
— Trees can provide paper.

Keep thinking about it.....
Why are trees important?

Fifty years later, what kind of world
do you prefer?

A black Earth
without any trees?   Or   A green Earth
                                        with many trees?

Think about the interdependence
    among trees, human beings and animals ......

Create the world you like.
Fifty years later, what is it like in our world?

Draw the world, create your own nation.
Think about the three characteristics of your nation.
Also, think about the five principles of your nation.
Those five principles can keep your nation going well.

Nation Earth Village (Amy Kuo-Hsuan, Benny, Eric, Sandy & Tracy)

The 3 characteristics

- Different trees a different trees
- Everyday people want to trees
- People trees and animals make a world on common interest

The principles:

- If you want to cut down the trees, you would need to get permission

- Don't kill animals without permission, and water the trees

- want water the tree in two days.

- with the tigers and the mountains, but not chew on the trees.

- with the animals and protect the trees.

Nation: Heaven
(Amy Chin Pia, Indy, Jack, Sunny, Peter & Leo)

The 3 characteristics

- Trees make the world beautiful
- People like planting trees
- No pollution no noise

The principles

- Trees give animals food
- No pollution in our life.
- People water the trees
- Animals help trees grow

342

Paint our hands, arms & ... for our 'nation'.
And, act out the principles of our nation.

Nation: The Eating World
(Antony, Jessica, Lydia, Lyndon, Maya & Yahia)

The 3 characteristics:
· Trees provide food.
· Trees have many shapes.
· Houses are on the Trees.

6 principles:
· Plant Trees
· Live Happily
· Don't waste paper
· Protect trees.
· Animals eat fruit from
   the trees.

Keep asking ourselves and discovering the answers......

- If there is only one last tree in the world, what makes it happen? Why?

- Why are trees important?

- Fifty years later, what kind of world do we like? Think about the interdependence among trees, human beings and animals

Visit the website Earthday Network <www.earthday.net>

In 1970, Gaylord Nelson and Denis Hayes originated Earth Day. Every year, Earth Day is on the 22nd of April.

The aims of Earth Day are to promote and create a healthy, peaceful, just and sustainable environment and world.

What can we do to create a better environment and world we like?

Appendix 8: The Overall Structure of 15 English Lessons

The overall structure of the 15 Lessons is based on a topic approach: "If There Is Only One Last Tree in the World,...". 'What', 'Why' and the children's 'Vision' related to this environmental topic serve as the main focus, through which different cooperative learning activities through drama method are developed. Besides, other cooperative learning activities through drama method are designed and put into different lessons, and those activities are not related to the environmental topic.

In Lesson 1 and 2,
-- The learning tasks focus on warming-up activities for cooperation through drama. Five cooperative activities, which don't relate directly to the topic/environmental issue, are implemented.

In Lesson 3, 4, 5 and 6,
-- The main focus of the learning tasks is about the topic/environmental issue: "If There Is Only Last Tree in the World,...". One passage/a background information related to the topic/environmental issue is introduced. And, reasons to cause 'the one last tree in the world' thought by the children are introduced. Besides, the information about 'trees' from Earth Day Network is introduced to the children.
-- Three cooperative activities through drama, which don't relate to the topic/environmental issue, are implemented.

In Lesson 7, 8 and 9,
-- Mainly, the learning tasks emphasise learning the new vocabulary. Those new words are about the reasons to cause the one last tree in the world thought by the children.

In Lesson 9 and 10,
-- "Why are trees important?" is the main focus. The children think about factors related to the importance of trees and learn those factors from one another.

In Lesson 10 and 11,
-- The learning tasks stress cooperative activities through drama by using music to stimulate the children's feelings and imagination.

-- One cooperative activity through drama, 'Throwing Imaginary Balls', is implemented in Lesson 11.

In Lesson 12, 13, 14 and 15,

-- The main learning tasks focus on the nations/worlds and their characteristics and principles created by the children. The children involve themselves in creating their nations/worlds 50 years later, characteristics of their nations/worlds and principles of their nations/worlds, which relate to the interdependence among trees, human beings and animals.

Appendix 9: The Structure of 15 Lessons in Terms of the Topic

The topic of the 15 lessons is about a 'make-believe' environmental issue: "If There Is Only One Last Tree in the World,...". This topic invites the children to explore 'What', 'Why' and provide their 'Visions' to the future in terms of trees, through which they need to explore the interdependence among trees, human begins and animals. Even though 'the last one tree in the world' may never be happened in the future, this topic provides the children with a make-believe context, which arouses their rich imagination and creativity, as well as their sense of responsibility to sustain and protect the important resource of the Earth: Trees.

In the 15 lessons, the structure in terms of the topic/environmental issue is as follows:

1. <u>What is this issue about?</u>

In Lesson 3, the topic about an environmental issue is raised: "If There Is Only One Last Tree in the World,...". However, the children are asked to think about and write their thoughts down about this topic as their homework in Lesson 1.

2. <u>What caused it?</u>

Each child thinks about three reasons that cause the one last tree in the world in Lesson 4 as their homework. From Lesson 5 to Lesson 9, the children learn the new vocabulary about the reasons to cause the one last tree in the world through drawing, miming, guessing, speaking and matching pictures and words.

3. <u>Why is it important to us?</u>

The children are encouraged to think about the importance of trees to human beings and animals. The children of each group present their 'frozen images' about factors of the importance of trees in Lesson 9 and 10.

4. <u>What will be happened 50 years later?</u>

From Lesson 12 to Lesson 15, the children of each group draw their nation/world and write down characteristics and principles of their nation/world, which reveals the interdependence among trees, human beings and animals 50 years later. By acting out, the children of 'different nations' learn from one another about 'each nation's' principles related to the interdependence among trees, human beings and animals.

(The above three structures in relation to 'what is the issue about', 'what caused it' and 'why is it important' are based on a reference of Palmer, J. A. (1998: 157). The last structure 'what will be happened 50 years later?' is through discussing with one of the supervisors.)

Appendix 10: The Overall Structure in Terms of Drama

In the 15 lessons, drama is used as a major method for the children to learn English and to achieve a sense of togetherness in learning. Two different approaches through drama are implemented in those 15 lessons. One is focused on implementing cooperative activities through drama method without relating to the topic/environmental issue of the 15 lessons. The other is based on the topic/environmental issue to implement cooperative activities through drama method. The first approach mainly aims to create a sense of togetherness among the children in the learning process without emphasising the linguistic domain. Involving the children's feelings is also emphasised in this approach through the learning tasks (i.e. Activity 2 of Lesson 10 and 11). The second approach aims to create a cooperative learning context and atmosphere, through which the children are expected to learn the linguistic part (i.e. new vocabulary) and environmental concepts based on the topic/environmental issue.

The first approach through drama to create a sense of togetherness among the children without relating to the topic/environmental issue is in the following lessons.

In Lesson 1,
Activity 1: Fetching the Koala
Activity 2: Numbers in Your Head
Activity 3: What Are You Doing?

In Lesson 2,
Activity 1: Making the Web
Activity 2: Acting Out with the Comic Strips (SNOOPY)

In Lesson 3,
Activity 1: Swings

In Lesson 5,
Activity 2: Hand Touching

In Lesson 6,

Activity 3: Guess Who I Am? (This activity involves interaction among the children, but doesn't involve drama techniques)

In Lesson 10,

Activity 2: Inspiration from Music

In Lesson 11,

Activity 1: Throwing Imaginary Balls

Activity 2: Miming to Music

.

The second approach through drama is related to the topic/environmental issue, through which a cooperative learning context and atmosphere is created for the children when they learn. Mime, tableaux (frozen images) and role play are the major drama techniques used in the second approach. Involving the children's imagination and creativity is also regarded as vital factors in the learning tasks through drama. Also, learning through 'senses' is regarded as an important factor related to drama. Involving the children in drawing and painting (related to sight), providing music as a stimulation (related to hearing), smelling soaps made by different trees and plants (related to smell) and providing the children with different learning tasks for involving their whole bodies (related to touch) are implemented in the 15 lessons. Besides, different grouping among the children such as pairs, three children as a group and four or five children as a group increase the children's interactions to one another when they are involved in the learning tasks through drama. In the following lessons, the second approach through drama is introduced.

In Lesson 3, 4, 5 and 6,

The children draw, mime, guess and speak the passage/background information of the topic:" If there Is Only One last Tree in the World,...", as well as the reasons to cause the one last tree in the world. Besides, when each child draws the passage/background information of the topic, he/she also involves 'senses' to help his/her understanding. Each child's imagination and creativity is involved when he/she listens and draws the passage/background information of the topic since each child creates his/her own picture. Imagination and creativity are also involved when the children mime the passage/background information of the topic and think about and mime reasons to cause the one last tree in the world, because there are no 'exact'

actions for miming the passage/background information of the topic, as well as no 'correct' answers to the causes of 'the one last tree in the world'. The interaction among the children in those lessons emphasises on pair work.

In Lesson 7, 8 and 9,

By applying drama as a major method, the children learn the new vocabulary through drawing, miming, guessing and speaking. Imagination and creativity are also involved when the children draw, mime and guess the vocabulary about reasons to cause the one last tree in the world. The interactions among the children include one child to others, pairs and three, four or five children as a group.

In Lesson 9 and 10,

Tableaux (frozen images) are mainly used for the children to learn the importance of trees. Each group presents 'frozen images' to express factors of the importance of trees when other groups need to guess the meanings behind those frozen images. Imagination and creativity are involved in the process of presenting frozen images and guessing those images. Also, some questions related to 'senses' are used by the teacher to invite the children to think about factors of the importance of trees. The interactions in the learning tasks are five or six children working as a group and the interaction between one group to the other two groups.

In Lesson 12, 13, 14 and 15,

The children work in different three groups to create their own nations/worlds, characteristics of their nations/worlds and principles of their nations/worlds by drawing, miming, role playing and guessing. In the process of creating and drawing their own nations/worlds, by writing down their characteristics and principles of the nations/worlds and miming, role playing and guessing principles of each nation/world, the children learn by involving imagination and creativity. The interactions among the children include five or six children as a group and the children of one group to the children of the other two groups.

Appendix 11: Example of Sentence by Sentence Analysis

Opinions

Tina:

"Hmm…let everyone [in my group, in the 15 English Lessons] can, can accept your [my] opinions."

Andy:

"And, the opinions which (I) discuss (with others) need to be matched together with others' opinions, and see (whether) (those opinions) can be put together or not."

Ed:

"Hmm…need to offer (my) opinions."

Carl:

"Everyone [in my group, in the 15 English Lessons] needs to respect to one another. Can't only…can't only use (my) own opinions. Also,…that…have reference to others' opinions."

Jane:

"Because the opinions of everyone [in my group] are different. Someone would be stubborn. And, so, someone is weaker. So, the reasons (thought by the weaker one) would be taken away from the stubborn one, (the weaker one) can't maintain one's own opinions. And, other would say that you have no opinions."

Appendix 12: Defining Cooperative Learning by Contrast

The following quotes are how the children contrast their learning experience in the 15EL (15 English Lessons through cooperative learning) with the UEC (children's usual English class at school). The concepts with the bold words on the left hand side are what they experience in the 15EL, and the concepts shown on the right hand side are related to the learning in the UEC.

Interesting...**Rigid**

Memorising

Boring, having less interest in learning

Anne: "Because I feel that (learning) in this way [of the 15EL] is very interesting. (It's) not like that (when) we usually attend English class, (the teachers)[in the UEC] are all very rigid to ask you to memorise vocabulary, to ask you to memorise sentences. That way is very boring, and (I) have less interest in learning."

Walking around..**Sitting**

A dead atmosphere

Bored

Ken: "(When) attending class [in the 15EL], (I) can walk around (in the classroom). In other (English) classes [The UEC at school and the cram school he attends for learning English], (I) only can sit, (in) a dead atmosphere, (I) feel very bored."

Great fun, very interesting...**Rigid**

Doing activities...**Textbooks**

Jennifer: "Hmm, (the learning way of the 15 English Lessons) is great fun. And, (it's) also very interesting. Then, (it is) not like...like...attending other English (class) [the UEC], rigidly, looking at the textbooks. Then, (I) can do some activities."

Drawing..**Reading texts**

Understanding more..**Memorising vocabulary**

Involving more, a topic

Andy: "The teacher [of the 15EL] would <u>let us draw</u>, or let us <u>understand more</u>, <u>involving more</u>. That is, (there is) <u>a topic</u>, more, tends more to it. Then...then...(in) our ordinary (English) class, (the) <u>teaching</u> (way) is to <u>read the texts</u> and to <u>memorise some vocabulary</u>, then, then to skip to another text."

Topic and aims...**Textbooks, reading through the texts**

Angela: "(Using) our <u>textbooks to teach</u> is <u>based on the texts</u>, keep <u>reading</u>. Then, now (in) our 15 (English) Lessons, we are based on <u>a topic</u> and <u>aims</u> to go."

Variations...**Textbooks**

Cutting, drawing, making posters, painting, being a role

Expressing what I/we think

Angela: "(In) our classroom [in the UEC] always... always use that, (the teachers in the UEC) use the <u>textbooks</u> to teach. Then, then, I feel that (in) here [the 15EL] the activities tend more to '<u>variations</u>'. And, let us <u>express what (I)am/(we) are thinking</u> by (my)self/(our)selves in mind(s). And, (let us) use <u>many ways to present</u>, having <u>cut (papers) by (my)self/(our)selves</u> [match and paste pictures and vocabulary], <u>draw, and make posters</u>. And, also let us...and also <u>paint</u>,...and sometimes (it) is myself to be a role [act out]..., (by) this way."

Music..**Textbook teaching**

Let us understand..**Very rigid**

Tina: "Because many teachers' <u>teaching way</u> is <u>very rigid</u>. (They) all take a <u>textbook</u> (and) start to <u>teach.</u> Then, the teacher [of the 15EL] would have <u>music</u>, to let us <u>understand</u>."

Teaching without textbooks.......................................Teaching based on textbooks

Feeling fresh..A more dead feeling

Angela: "Because it [the way of the 15EL] is not based on the textbooks to teach. (I) feel that teaching in that way based on the textbooks can (give me) a more dead feeling. So, this (way) [the way in the 15EL] lets me feel fresh."

Like

International communications among three nations

Everyone acts out differently

Space to imagine

Spontaneously acting out, creativity

Mark: "(I) like (it)! When acting (like) this, (I) feel it's like international communications among three (nations). Then, that is, (I) have a feeling of (having) cultural interactions! And, that is, everyone acts out differently. Then, we have that, (we) can (have) a space to imagine. (We) don't think to look at textbooks, (and to) check a dictionary! Or, to ask them [the presenting group] directly! That is, (we) have an imaginative space. And, they [presenting groups] also haven't rehearsed (the plays) directly for a long period. They all think about (how to act) spontaneously, then, act out. So, (they are) all very creative!"

Happy

Discussing together...Holding a book and reading

Discussing the words

Asking the teacher

Mark: "Because learning in this way [of the 15EL] is very happy. "Then, that is, because everyone discusses together! Then, that is, (we) can study and discuss the words (we) don't understand with each other. (We/I) can ask the teacher the words (we/I) don't understand as much. Then, it's not like that way (I) was used to, holding a book (and) reading there."

Playing...Keep reading the texts

Clare: "Hmm, that is, (when) we attend class (of the 15 Lessons), there is a bit like playing all the time. And, and, mix something inside (of playing), and also teach. Then, if it is, the

usual (English class), that is, that is…enter into the classroom (of the Usual English Class) and directly turn to which page of the textbook…blah…blah..blah…keep reading and reading."

Everyone takes turn to play………………….**Paying more attentions to better students**

Asking better students to play

Caring less about her

Jennifer: "In the classroom [of the UEC], everyone pays more attentions to the better students, and asks them (to play) [the "Yo-Shi" in the UEC]. And, and,…(it) seems not, that is,…(they) care less about you are [I am] there [in the UEC]. And, (they) wouldn't ask you [me]-- Do you understand? Can you play? Then, (in) those [the 15EL], everyone is, (everyone) certainly has a turn. And, (everyone) would certainly say (something). (In) this way, then, the classmates wouldn't reject you as much. Less people [classmates], then, everyone [in the 15EL] wouldn't…that is, everyone takes turn to play, (in) this way."

Variations, different ways…………………………..**Playing 'Yo-Shi' based on textbooks**

Expressing my/our own thoughts

'Yo-Shi' and learning

Angela: "Because I just said that (in) here [the 15EL] tends more to 'variations'. (When) we are in an usual (English) class [the UEC], (it) tends more to play 'Yo-Shi' based on the textbooks. (When) we (in) here [the 15EL], it is to express thoughts of (my)self/(our)selves, (by) using different kinds of ways. Then, in this way, (there are) 'Yo-Shi', also there is learning."

Playing+Learning……………………………………………………..**Deadly memorising**

Anne: "That is to say, don't rely on deadly memorisation. That is, (the learning way) can (involve) playing and learning side by side."

Painting...Without painting

Great fun

Tina: "I feel that (it's) <u>great fun</u>. (It's) the <u>first time</u> that we contact with that kind of <u>painting</u>. Usually [in the UEC] (we) all <u>don't have</u> this kind of <u>activity</u>."

Like painting..Keeping writing and writing

Wanting to act out

Cutting and pasting

Great fun

Anne: "It's like that we paint and act out, don't we? And, we actually <u>like painting</u> very much, and (followed by that) (we) really <u>want to act out</u>. Also, there is (an activity of) <u>cutting and pasting</u>. We can do (it) by ourselves, feeling <u>great fun</u>. Because we usually [in the UEC] all only <u>keep writing and writing</u>."

No painting, no making poster

No that kind of 'Yo-Shi'

Playing the group activities

Sitting

Linda: "Usually, the <u>teachers</u> [in the UEC] <u>wouldn't let us paint</u>. Also, that is,...usually, (when) the teachers [in the UEC] teach, (they) <u>wouldn't let us make posters</u>. (The teachers in the UEC) also wouldn't let us paint, use the painting materials to paint hands. (The teachers in the UEC) also wouldn't... (they) even <u>wouldn't let us play that kind of 'Yo-Shi'</u> [<u>cooperative activities</u>]. Then, usually, (we) all <u>sit there</u> [in the classroom of the UEC], then, that is,...study. Otherwise, that is, that is, <u>play the group activities only</u>."

Relating to daily life..Deadly memorising

Drawing and painting..Reading sentences, memorising

Playing and learning side by side

Fun

Anne: "(When) we usually (attend English class) [the UEC], it's all that the teachers (in the UEC) <u>read one sentence</u>. Then...(the teachers in the UEC) read two or three times. Then,

(the teachers in the UEC) ask us to memorise....... But, I feel in here [in the 15EL] (it) is more 'relating to daily life'. Then, also (I/we) can draw and paint! It's really fun."

Interviewer: "Also, how (can you do)?"

Anne: "Draw and paint."

Interviewer: "Ok, good! 'Relating to daily life', what do you feel [mean] about 'relating to daily life'?"

Anne: "Hmm, that is to say, don't depend on deadly memorising. That is, (I/we) can play and learn side by side."

**Working in groups to finish my/our...........................Working in groups to compete
Own masterpiece**

Carl: "Hmm..., everyone [in the 15EL] works in the groups. Hmm..., that, everyone has (his/her) own strengths. Some classmates in that, (some classmates) are better in English. When drawing, some classmates are better in that. So, everyone [in the 15EL] (works) together in the groups. And, can..., (we can) finish (my)own/(our)own, belonging to (my) own/(our) own masterpiece. In, if in an ordinary English class [the UEC], even though (we) also (work) in the groups, but (it) is (for) competition."

No competitiveness...Competitiveness
No contests..Contests
No stress..Stress
                                                                          Dislike

Linda: "In here [the 15EL], that is, no competitiveness. Then, in there [the UEC], that is because (involving) the contests, so, competitiveness. The classmates' wills to win is all very strong [in the UEC], and, in order to win, (we) use any means...."

Interviewer: "Do you like that way? That competition?"

Lydia: "(I) <u>don't like</u> (it)."

Interviewer: "Would that stress be very heavy?"

Lydia: "<u>Yes</u>. Because if, that is, for example you are sent by the group to the front (of the classroom), and <u>you lose</u>, you would <u>be blamed</u> by everyone [in the group in the UEC]."

Interviewer: "Yes, yes. Then, you feel that (in) our, this kind, (in) this kind of activities working in the groups, do you have this kind of stress?"

Lydia: "<u>No</u>. Because there is <u>no contest</u> at all."

Experiencing and experimenting by myself/ourselves..............Quizzes of competitions
Angela: "Yes. Because (when) we come here, it is <u>(my)self/(our)selves to experience and experiment them</u> [the "Yo-Shi" in the 15EL]. Then, in the class [the UEC], that is, that is, (we) almost sit in chairs, and (play) '<u>quizzes of competitions</u>', in that way, only."

Can offer opinions directly......................................Can't involve opinions directly
Great fun
Creativity after discussion
Mark: "In the usual English class, that is, (my) <u>opinions can not be involved</u>. (I) need to raise hands. In here, (I) can <u>offer opinions directly</u>, (in) this (way). Then, it's <u>great fun</u> to have that kind of <u>creativity after discussion</u>!"

Sharing what I think with classmates.........................Don't dare to express thoughts
Jennifer: "For example, if in (that), that is, in that classroom [of the UEC], like that large (group)...with more classmates attending class, and...I don't feel, <u>I don't dare to express</u>, or to speak out my own <u>thoughts</u>. But if in the small group (in) this way [of the 15EL], I become <u>easier to</u> (share)...<u>what I think</u>, <u>what I want to say</u>, and <u>share with everyone</u> [in my group]. And, see (whether) <u>everyone [in my group]</u> has opinions or not."

Teacher starts from 'the foundation'............Teachers ask us to memorise

Non-fearful, non-oppressed feelings............. Less meaning, fearful, oppressive feelings

Better way

Margaret: "Because our teachers [in the UEC], that is, (when) attending English class [the UEC], (the teachers in the UEC) all ask us to <u>write</u> this in there [in the UEC]. That is, <u>read that sentence</u>! Then, ask us <u>to memorise</u>. I feel that this way seems to have <u>less meaning</u>! Then, I feel that like this kind of course [the 15EL], it [the 15EL] starts from <u>the foundation</u>! I feel in this way...hmm, would...be <u>better</u>."

Interviewer: "What (do you) mean by 'the foundation'?"

Margaret: "'The foundation', well, that is...that is, (the teacher of the 15EL) <u>wouldn't mention</u> that (she) wants to <u>teach vocabulary</u>. That is, <u>what (she) wants to teach you</u>. That is, in this way, would...that is...the students <u>wouldn't have that kind of fearful, oppressed feelings</u>."

Teacher and students have interactions............................Rigid, a dead atmosphere

Feeling glad, fun

Bruce: "Because (by) this (way) <u>the teacher and the students have interactions</u>. And, (having) interactions, (I) then <u>feel glad</u> and have <u>more fun</u>. (It's) not like <u>the usual course</u> I was used to. That is, (it's) [the way of the UEC] <u>more rigid</u> with <u>a dead atmosphere</u>."

Seeing the classmates' actions ....Teachers tell you and you listen

Finding out classmates' thoughts

Great fun

Jennifer: "This way is <u>great fun.</u> And, (it's) not that only <u>teachers tell (you and) you listen</u>. You can <u>see the classmates' actions</u>, and to find out what they are, that is, what <u>their thoughts</u> are."

Less discussion

Writing down what the teachers say

Tina: "In the classroom [of the UEC], that is, we are all less often to have <u>this kind of</u> <u>discussion</u> [discussions happened in the 15EL]. What <u>the teachers say</u>, we just <u>write it down</u> [in the UEC]."

Discussing...Discussing less

Mandarin is not particularly allowed

Opinions can't match

Bruce: "The difference is, <u>involving discussions</u> [in the 15EL]! Because when attending (English) class [in the UEC], the teachers (in the UEC) all <u>don't particularly allow</u> us to speak <u>Mandarin</u>. Then, that is, (we) also <u>discuss less</u> [in the UEC]. So, <u>everyone's opinions</u> [in the UEC] are <u>not particularly matched</u> with each other."

Can express by one's own way...One absolute answer

Bruce: "That is, because of this [the interactive ways in the activity of acting out], if (I) only say a few words, then, (I, my)self want to <u>use (my) own way to express</u>. It's not only, that is, nowadays, it also (tends to) <u>variations</u>! Then, it's <u>not</u> necessary to use only <u>one absolute</u> <u>answer</u> to speak out. Use (my) own way to speak out."

Acting out together

Better

Wouldn't be alone

Carl: "(I) can (share my thoughts and opinions). That is, everyone [in my group] provides, that is, more interesting (thoughts and opinions). And, everyone [in my group] also can, that is, (can) <u>act out together</u>, and, it is <u>better</u>. Hmm..., (I) wouldn't be, that is, <u>alone</u>."

Everyone interacts with one another together...........................**Alone**

Feeling fresh and curious

Willing to do/learn...**Not willing to learn**

Like

Angela: "Hmm, (I) <u>like</u> (it). Because at that moment we feel very <u>fresh and curious</u>, and everyone [in my group] is all very <u>willing to</u>...to...how to put it?... To...that is, to <u>do it</u>. Then, usually (when) we attend (English) class at school, everyone [In the UEC] sometimes <u>doesn't have a will</u> (to learn) because...because (it is) always only <u>one person</u> (to be involved) for one time. (When) we are in here, that is, <u>everyone</u> [in the 15EL] <u>interacts (with one another) together</u>."

With the classmates together...**Alone**

Much less nervous

Tina: "(I am) with <u>the classmates together</u>. (It's) not that you (are) <u>alone</u> (and) go to the stage (and) act out. (I) feel <u>much less nervous</u>."

Everyone all works together...**One on one to play**

Making efforts together with the same heart

Angela: "<u>Everyone</u> [in the 15EL] <u>all works together</u>. Develop everyone...develop (that) everyone [in the 15EL] '<u>makes efforts together with the same heart</u>', together <u>to finish</u>. (It's) unlike the way (we) usually (play) (in the Usual English Class), which is <u>one on one to play</u>."

Reading, knowing the meanings the vocabulary..........................**Saying and reading**

Using pictures to indicate..**Memorising**

Easier to memorise vocabulary

Carl: "Hmm...in the usual English class [the UEC], hmm, for example, <u>learning vocabulary</u> is...hmm, that is, only, <u>saying the meanings</u> (of vocabulary). <u>Read</u>, read several times only! This way. Then...that is, need <u>to memorise</u>. If now [in the 15EL], that is, (after) <u>reading</u> (the vocabulary) more times, (I) also <u>know the meaning</u> (of the vocabulary)! Then, using <u>the pictures</u> to indicate (the vocabulary), hmm, in this way, in this way, (it can be) <u>easier</u> (for me) <u>to memorise</u>. (It can be) less easy (for me) to forget."

Similar activities can be held again...Boring way

Leo: "(My personal) feelings and thoughts (are that)...afterwards <u>the activities</u> which are similar to (the ones in the 15EL) can be <u>held again</u>. Hmm...it would be good that the way is not like attending English class [the UEC], which is <u>boring</u>."

Appendix 13: Defining "Like" and "Like Better"—One Example

What the children "like" and "like better" is contrasting with the concepts "rigid", "a dead feeling", "a dead learning atmosphere" and "dead without living"

1." *(I "like" learning English in this way because)* (the 15 Lessons are) not like our usual English class which (teachers) are very <u>rigid</u> to ask you *to memorise vocabulary and memorise sentences*. It is very boring in that way. And, learning becomes less interesting." (Anne)

2." *(I "like" learning English in the way of 15 Lessons because)* (it is) not like...like other English (Lessons) which are <u>rigid</u>, (involving) *reading textbooks*." (Jennifer)

3." *(I "like" learning English in the way of 15 Lessons because)* (I) feel that teaching (English) *by using textbooks* can (let me) have <u>a more dead feeling</u>." (Angela)

4. "*(I "like" learning English in the way of 15 Lessons because)* I feel that (it is) very <u>interesting</u>. That is, the learning way is <u>not too rigid with a dead (learning) atmosphere</u>. (Ken)

5. "*(I "like" learning English in the way of the 15 Lessons because)* in some cram schools, teachers *only teach...finish teaching textbooks*..., and that's it. In that way, it is more <u>rigid</u>." (Clare)

6. "*(I feel that it is "better" to learn English in the way of 15 Lessons)* because many teachers' teaching way is very <u>rigid</u>. (They) all *take textbooks and start teaching*." (Tina)

7. "*(I feel that it is "better" to learn English in the way of 15 Lessons)* because...I...hmm...my personality is that...suppose you... *My personality* is that (about) a teaching way, I <u>don't like</u> (the way is) too <u>rigid</u>. (I) seem to become <u>dead without living</u>...." (Ken)

8. " *(The "better" way of learning English is that)* (it) <u>doesn't</u> need to be <u>so rigid</u>." (Leo)

Appendix 14: How and When Children Cooperate with Each Other—Based on 6 Questions

Question 1 Were you able to/ Did you help your group?	Which activities	The words said by the children
Yes Bruce, Mark, Jennifer	Matching vocabulary and pictures	1."Yes! (I) was able to do [to help my group]." (Bruce) 2."Yes! I do help them [my group members] arrange things! [matching pictures and words]." (Mark) 3."(I) help the group. Help them." (Jennifer)
Yes Andy	Creating nations	4."I then help them [my group members] to draw!" (Andy)
Yes Bruce	Painting	5."Hmm, probably the first point [the first question—helping your group]. Because we all discuss with each other, (and) help each other. That is, when (we) are painting faces [hands and legs], (the parts that) (we) can't paint by (our)selves, then our classmates paint (for) each other. Then, (we) help each other (to paint)!" (Bruce)
Yes	Acting out	6."When acting out, I can play a role. That is,

| Sarah, Tina, Ken | principles | (I) am in the group, to, let the play act out better." (Sarah)

7."I, I play the tree. And, some classmates [in my group] need the help, I then help him/her [them]." (Sarah)

8."(I) help my group to do what they want…, (to do) something what we decide." (Tina)

9."Yes (I was able to help my group)." (Ken) |
| Yes
Wendy | Not particular which activity | 10."Helping the group to do something. That, for example, (I) think about some *idea*." (Wendy) |

Question 2 Were you able to/ Did you do something for your group?	Which activities	The words said by the children
Yes Ed, Bruce, Jane	Matching vocabulary and pictures	11."The second point [the second question— doing something for your group]....... Also, paste (pictures and words) on that poster." (Ed) 12."Yes! (I) was able to do [to do something for my group]." (Bruce) 13."Still, the second point [the second question—doing something for your group]." (Jane)
Yes Sarah	Presenting tableaux	14."That is, (I) do many things for the group." (Sarah)
Yes Ed, Andy	Creating nations	15."The second point [the second question— doing something for your group]....... (I) think about (how to) draw the poster." (Ed) 16."Doing something for your group. That is, I help them to draw! Then, help them think about some opinions."(Andy)

Yes Ed, Anne, Sarah, Mark	Acting out principles	17."The second point [the second question—doing something for your group]. That is, (I) act out with friends [classmates in my group]." (Ed) 18."The second point [the second question]. (I) do something for my group." (Anne) 19."(I) do something for the group." (Sarah) 20."Doing something for my group! Because I have, originally, when they [my group members] are watering (the tree), they don't say that *kiwi* (fruit) can grow! I then add a bit opinion of my own! Then, (I) rush (there) to say, 'The kiwi is growing!'." (Mark)
Yes Clare, Leo	Not particular which activity	21."The second point [the second question—doing something for your group]." "That is,...(I) write something. Then, (I) draw something." (Clare) 22."(I) should have! [doing something for my group]." (Leo)

Question 3 Were you able to/ Did you discuss with your classmates in the same group?	Which activities	The words said by the children
<u>Yes</u> Clare, Mark	Matching vocabulary and pictures	23."That is, we do discuss! (Discussing) something about matching (pictures and words)." (Clare) 24."We…(we) discuss together…. Discuss,… hmm…what things you are going to do, (things) you are going to do." (Clare) 25."We three then discuss!" (Mark)
<u>Yes</u> Sarah, Leo, Jennifer, Andy, Wendy	Presenting tableaux	26."And, (I) discuss with the classmates (in my group)." (Sarah) 27."(I was able to) discuss together (with the classmates in my group)!" (Leo) 28."Also, (I was able to) discuss!" (Jennifer) 29."This is, …that is, the first time we discuss what is to be acted out. Trees, how to take care of …trees!" (Andy) 30."Yeah (I discuss with the classmates in

		my group). That is, I forget what (to call) that activity. That is, when Leo is worshiping the tree. That is, that activity." (Wendy)
<u>Yes</u> Angela, Ken, Leo, Andy	Creating nations	31. "When we are creating the nation of (our)own/(my)own, then, our group, that is, everyone [in my group] is all discussing what (we) are going to draw. Then, some are saying to draw, want to draw an age of high technology. And, some are thinking to (draw) a kind (of nation) with trees and flowers." (Angela) 32. "It's like...hmm, drawing (our)own/(my)own nation, this (one). Don't you [the teacher of the 15EL] say that, explain five reasons [write five characteristics]? Then, our group does discuss. I feel it's good in this way." (Ken) 33. "Yes, (we are discussing). Because at that moment we think about (something) spontaneously, we are thinking how to do?" (Ken) 34. "Also, (I was able to) discuss (with the classmates in my group)." (Leo) 35. "Discussing with your classmates in the same group, I offer opinions of my own. Then, (combining) with their thoughts, to see whether (my opinions) can be matched

		together (with theirs), (and) become the best...." (Andy)
Yes Sarah, Bruce	Acting out principles	36. (I) discuss with the classmates (in my group), how to do, how to act." (Sarah) 37. "Yes, (I) have already discussed (the roles) (with the classmates in my group)." (Bruce)
Yes, but... Sarah, Linda, Wendy	Acting out principles	38. "Discussion is, (I discuss) with some people [classmates] because some people [classmates] (in) our group all play aside there. So, we discuss with some girls." (Sarah) 39. "Hmm...(I think I) do discuss (with the classmates in my group) together. But, (we) totally don't reach a conclusion." "(We) discuss without a result...because (we) don't know how to act...." (Linda) 40. "Discuss, (we) have a discussion. But, everyone [in my group] all almost draws differently. So, it's hard to turn out something." (Wendy)
Yes, but... Bruce	Not particular which activity	41. "Sometime, (I) was able to (discuss with the classmates), sometimes, (I) was not." (Bruce)

Question 4 Were you able to/ Did you share your thoughts and opinions with your classmates in the same group?	Which activities	The words said by the children
Yes Mark	Matching vocabulary and pictures	42."Sometimes, I am thinking how to arrange (pictures and words) in there! Then, that is, some people [classmates in my group] come over! Like 'Pig' [Angela], keeps giving me opinions!" "Angela, I am arranging, (and) she then gives me opinions!" (Mark) 43."I am arranging (pictures and words) at that moment. Then, 'Pig' [Angela], she says, Angela (says). (When) I am going to paste (pictures and words), she says, 'Some [pictures and words] are not correct! They will stick together (later)!'. Then, teacher [of the 15EL], you come over to help us (and) offer opinions! So, (we) work with you together!" (Mark) 44."Carl, he then says, 'You don't arrange (pictures and words) (in) this way!'. He says that (I) can arrange (it) with a bit personality! Then, (he) gives me a bit opinion." (Mark)

Yes Sarah, Wendy, Andy	Presenting tableaux	45."(I) speak out opinions and thoughts of (my)self." (Sarah) 46."(Sharing) thoughts and opinions, that is, (I) speak out thoughts of (my)self. Then, everyone [in my group] discusses together!" (Wendy) 47."(My) feeling is…the fourth [the fourth question]. That is, in the same group (I) share opinions of (my)self (with my group members)." (Andy)
Yes Ken, Mark, Tina Jennifer	Creating nations	48."(I) discuss and share opinions [with the classmates in the same group]." (Ken) 49."In the same group, sharing my thoughts and opinions." "Drawing (the nation)! Like in one occasion [activity], I draw a freeway. Then, they [my group members] say, 'Why do you draw a freeway?'. I say, 'The freeway is to extend to eat McDonald!" (Mark) 50."Yes! [I was able to share thoughts and opinions]. Like writing (the principles), they [my group members] then say that (they) are short of opinions! (I) then think about (it)! And, sometimes, (I) think about (something) (and) speak out! If (my opinion) doesn't fit, they put it away. Then, if, (they) feel it's beautiful

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		[the opinion is proper], they then adopt (it)! And, when (my opinion) is adopted, (I) am very glad! And, when (my opinion) is put away, (I) feel a bit disappointed!" (Mark) 51."Hmm, we share…in our nation, we want to make a nation with mountains, water and with cities, too." (Tina) 52."(It's) like…, that is, creating the nation of (my)self/(our)selves! And, you [I] can, then, offer (thoughts)…what (kind of) nation you [I] want! What (nation) do (I, my)self want! Then, they [my group members] do consider (my opinions)! This way, (in) this way, (I) can add what I think." (Jennifer)
<u>Yes</u> Carl	Acting out principles	53."(I) was able to (share my thoughts and opinions)! That is, everyone [in my group] offers, that is, more interesting, more (interesting thoughts and opinions). And, everyone also can, that is, (can) act out together. Then, it is better. Hmm… (I) wouldn't be, that is, being alone." (Carl)

| Yes
Bruce, Clare, Jennifer | Not particular which activity | 54."Yes, hmm, yes [I was able to share thoughts and opinions with classmates in the same group]." (Bruce)

55."(I was able to share) some (thoughts and opinions with classmates in the same group)." (Clare)

56."(Sharing my) thoughts! For example, if in, (in) the classroom (of the UEC), like that large (class)...with more people [classmates] attending class, and...,I don't dare to express, or to speak out (my) own thoughts. But, if in the small group (of the 15EL), in this way, I become easier to (share)...what I think, what I want to say. And, share (it) with everyone [in my group]. Then, see whether everyone has opinions or not." (Jennifer)

57."(Sharing my) thoughts (with classmates in the same group)!" (Jennifer) |
| Yes, but...
Anne, Margaret | Creating nations | 58."I want to talk about this, the fourth one [the fourth question—sharing thoughts and opinions]. I feel, when we are discussing *principle*, the *five principles*, and *three characteristics*, then, I do share with the girls in our group. And, the boys don't listen." (Anne)

59."Yes, (my group members) do (accept my |

		opinion). Like Wendy, she does. She approves most! And, that…Jennifer, then, she is, she doesn't have opinions [doesn't disapprove]. That, those boys also have no opinions [don't disapprove]. That is, who…, that, Linda, I feel, she is a bit that kind, how can (I) put it? She is a bit, doing things as she pleases…. (She) is a bit doing things as she pleases. That is, we seem, she wouldn't accept others' opinions as much." (Margaret) 60."Also, the fourth point! [the fourth question]. Yes, (I) share opinions with them [my group members]. But, some (opinions) are accepted, some (opinions) are…*out*." (Margaret) 61."That is, that, making the poster. (When) (I, my)self/(we, our)selves create the nation of (my/our) own, (I) do (share opinions and thoughts with classmates in the same group). But, I feel (in) our group it seems that the opinions of some [classmates] don't match. Because some [classmates] are more…more dominant, and, there are…, then, some [classmates] are crazier [not so serious], that way." (Margaret)
<u>Yes, but</u>… Angela	Not particular which activity	62."It should be…the fourth [the fourth question—sharing thoughts and opinions with classmates in the same group."

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		"Hmm, our, (in) our group, it is often that everyone doesn't want to play which role. Then, it is often needed to force someone to play (the role), (then) he/she would play. Or, that is, everyone wants to play the same role." (Angela)
<u>No</u> Wendy	Acting out principles	63."No [sharing thoughts and opinions with classmates in the same group]." (Wendy)

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Question 5 Were you able to/ Did you make decisions together with your classmates in the same group?	Which activities	The words said by the children
Yes Leo	Miming and guessing	64." (I) was able to (make decisions with classmates together)." "(It's) acting out! That is, mainly in the previous (lesson)...yes...in that (activity) acting out [miming] earthquakes, those, (which is) the "Yo-Shi" [the cooperative activity], that, only one tree is left, (which I was able to make decisions with classmates together)." (Leo)
Yes Clare	Matching vocabulary and pictures	65."Also, making decisions. That is to say, which (pictures) and which (words) are (put) together. And, how to arrange (them)." (Clare)
Yes Jennifer, Leo, Andy	Presenting tableaux	66."And, together, decide one thing together... making a decision together (with my group)." (Jennifer) 67."Yes! (I was able to make decisions with classmates in my group)." (Leo)

		68."Also, the fifth [the fifth question—making decisions together with classmates in the same group]." (Andy)
<u>Yes</u> Tina, Bruce	Creating nations	69."We also decide the name of the nation together." (Tina) 70."We do make decisions together. Then, (we) discuss (and) come out the decision (that is) the best (and) everyone [in my group] all agrees." (Bruce)
<u>Yes</u> Bruce	Painting	71."We do make decisions together." (Bruce)
<u>Yes, but</u>… Andy	Presenting tableaux	72."Yes! We do make a decision together. But, one classmate, sometimes, he all plays aside. (He) also doesn't make (a decision with classmates)." (Andy)
<u>Yes, but</u>… Bruce, Andy	Acting out principles	73."Yeah, (I was able to make a decision together with classmates in the same group). Sometimes, (we) discuss longer because arguments are strong." (Bruce) 74."They [the girls] distribute (the roles) a bit, but they don't know what we [the boys] are going to do. So, we then decide by (our)selves. Then, (we) act out by

		(our)selves. But, we know the topic." (Andy)
<u>No</u> Margaret	Creating nations	75."I feel, it's a bit hard (for) our group (members) to make decisions (together)!" (Margaret)
<u>No</u> Wendy, Margaret	Acting out principles	76."No (we don't make a decision together)." (Wendy) 77."Our group (members) all concentrate on painting. Don't make decisions at all…. That is, when acting out, (I) only think about what (I, my)self want to act. Then, we all don't know what to act (together)!" (Margaret)

Question 6 Were you able to/ Did you cooperate/work together with your classmates in your activities	Which activities	The words said by the children
<u>Yes</u> Ed	Matching vocabulary and pictures	78."Still, the sixth [the sixth question—cooperating with classmates]." (Ed)
<u>Yes</u> Carl	The Picture Book	79."The sixth point [the sixth question—cooperating with classmates]. Because… everyone [in the 15EL] cooperates/works together. Together, get that masterpiece finished! Hmm, that is, in the beginning (of the lessons), that book [the Picture Book]! This, this…all classmates also do (it) together. Everyone all offers opinions of (him/her)self. Then…the teacher (of the 15EL) also classifies it [them] [the opinions] to let us know." (Carl)
<u>Yes</u> Jennifer, Andy	Presenting tableaux	80."(I) cooperate/work together (with the classmates)." (Jennifer) 81."The sixth one [the sixth question—cooperating with classmates]." (Andy)

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Yes Anne, Tina Ken, Leo, Andy	Creating nations	82."I think (I) have [cooperating with classmates]! Because Sarah, she is doing our, another aspect [part] (of work)! And, (she) [Sarah] is drawing! And, Tina and I are doing [writing] the *principle*! Then, she [Sarah] occasionally comes to help. So, I feel we have cooperation with classmates." (Anne) 83."We cooperate/work together to make a nation (we/ I) want by (our/my)selves/ self. And, draw their, their [the] characteristics (of the nation)." (Tina) 84."Hmm…yes [I was able to cooperate with classmates]." (Ken) 85."(I was able to) cooperate/work together (with classmates)." (Leo) 86."That is, (we) cooperate/work together. Then, get a very good story. (Draw) a, draw a very beautiful nation." (Andy)
Yes Sarah, Bruce, Clare, Mark, Wendy	Acting out principles	87."We are, that is, when (we are) acting out, (we) are, we are together, that is, cooperation. To help, cooperate/work together to act out this play." (Sarah) 88."Then, the classmates cooperate/work together, to act out this play." (Sarah)

		89."Yes! [cooperating with classmates]. That is, (we) discuss together. (We) discuss together. (We) come out from the discussion that who paints what (roles), this way." (Bruce) 90."Hmm, that is, cooperate/work together our activity." (Clare) 91."Yes! Yes, (I) cooperate (with the classmates) much. That is, hmm, (my) imagination is a bit richer." (Mark) 92."(I) have (the feeling of cooperating with my group members)." (Wendy)
<u>Yes, but…</u> Angela, Ken	Acting out principles	93."I feel (in) this process, (I) feel our group…this moment (I) feel (we are) cooperative. But, sometimes, like that, like, at that moment, we want to distribute one person [classmate] to water (the tree). But, everyone [in my group] all wants to be that person [role]. And, unfortunately it happens that one person has already painted (the role). Then, everyone all wants to rush to paint (the same role). In that way, the roles are distributed unevenly. Then, then, at that moment, originally it is said that Jane, she wants to play 'water'! It comes out that she, she doesn't want to paint (the water) deadly. And, she'd rather play the person."

		(Angela) 94."Yes, (cooperating with classmates). But, Jane…that, because she originally also plays (the role of) a person! Then…she, she says that she doesn't want to act later. Later, because we spontaneously think about watering (the tree)…." "Angela, then asks her [Jane] to play 'water'. And, Carl (plays) a person to water (the tree), (and the tree) is growing taller and taller. She [Jane] then is not willing (to play water). Finally, Angela, (she, her)self takes the blue (painting material) straightforwardly to paint on (her own) hand [to act out water]. This way…. In (the activity), only Jane doesn't act, the others all act out." (Ken)
Yes, but… Anne, Angela, Leo	Not particular which activity	95."I feel those points [the 6 questions] I all was (able to do). But, the boys in our group are very uncooperative. Only, we girls discuss over there. I feel boys, some are running here and there." (Anne) 96."It should be…the sixth point [the sixth question—cooperating with classmates]." "Basically, everyone [in my group] is all very cooperative. But, sometimes everyone…some [classmates] all play aside with others. Or, arguing, grabbing things." (Angela)

		97."Sometimes, (I) am able to…able to discuss with them [my group members] together! Or, writing things (with them)! Sometimes, (I) don't. (I, my)self sit aside, this way." (Leo)
<u>No</u> Angela	Presenting tableaux	98."Mark is often, (when) we are doing… doing the activities, (he) is often…. If doing things that he doesn't like, or, asking him to play the role he doesn't like, then he, then he starts to behave in an unreasonable and irresponsible way. Then, everyone is like this…then, then, Carl says…then Carl doesn't pay attention to him. He [Carl] then draws randomly over there…. Jane and I are…. So, (I) feel everyone at that moment is very uncooperative." (Angela)
<u>No</u> Jane	Not particular which activity	99."(I) was not able to (cooperate with my group members)." "Because everyone's opinions are different. Someone can be stubborn. And, so, someone is weaker. So, the reason (from the weaker one) can be taken away by the stubborn one. Then, others say that you [I] don't have opinions." (Jane)

Appendix 15: How I Categorise Children's Concepts of Cooperation

In this appendix, how I categorise the children's concepts of cooperation includes two parts.

[Part I]

Different children talk about their experience in relation to "cooperation" in the 15 English Lessons. When the children were asked about the following questions related to their definitions of cooperation, they provided their thinking and opinions as follows:

Question: "What do you feel about cooperation? What is your definition? What are your thoughts?"

Cooperation is related to working together

Andy: "Cooperation maybe is, (when we) need to distribute roles, everyone [in my group] distributes (them) together. Then, see what it is to be painted [the roles to be painted]."

Cooperation is related to matching opinions together

Andy: "And, the opinions (I) discuss (with others) need to be matched together with others' opinions, and see (whether) (those opinions) can be put together or not."

Cooperation is related to making efforts together with the same heart

Wendy: " That is, 'making efforts together with the same heart'."

Cooperation is related to solidarity

Wendy: "And, need solidarity."

Mark: "Solidarity! And, the opinions need to be the same. It can't be that, that is, someone is, that is, everyone is performing great, (but) someone is there to be 'the third leg', (which is) to be a disturbing (one)! (That's) no good!"

Cooperation is related to sharing work to cooperate

Clare: "Hmm..., that is, everyone...hmm... (everyone) all shares work to cooperate."

Anne: "That is, participate together, (and) discuss. And, offer opinions (if) there are (opinions). And, do (it) [the activity] together. That is, (in) the same (activity), for

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example, this part (of the activity) (is) offered to whom to do (it), and that part (of the activity) (is) offered to whom to do (it). And, (in) this way, help each other. (It's) not necessary, the whole group members all come to do one thing [from the activity]. I feel the efficiency is too low (by) this way." "Yes. For example, when I am writing those (principles), Sarah is drawing. And, she [Sarah] also helps to think. In this way, (it's) not necessary that the whole group members all think about the same thing."

Cooperation is related to offering opinions and thoughts

Ed: *"Hmm...need to offer (my) opinions."*

Sarah: *"That is...get that, that is, offer suggestions to each other. Then, together, then get that, together, get this play acted out well."*

Tina: *"Hmm, everyone offers (his/her) own opinions (and) thoughts. Then, combine everyone's, combine everyone's thoughts to work out the thing which everyone all agrees."*

Cooperation is related to acceptance

Tina: *"Hmm...let everyone, let everyone can, can accept your [my] opinions."*

Cooperation is related to contributing myself

Clare: *"Then, work hard to finish the role of (my)self [the role she acts in the play]."*

Cooperation is related to attitudes

Angela: *"I feel, that is to say, everyone, everyone is very serious to face this matter [the activity]. (It's) not that someone is playing aside [playing aside without participating in the activity], and someone is blaming others, (and) someone is grabbing things."*

Angela: *"Then, that is, everyone is very cooperative. Don't just because someone's opinions don't match (with others), and then everyone doesn't do anything."*
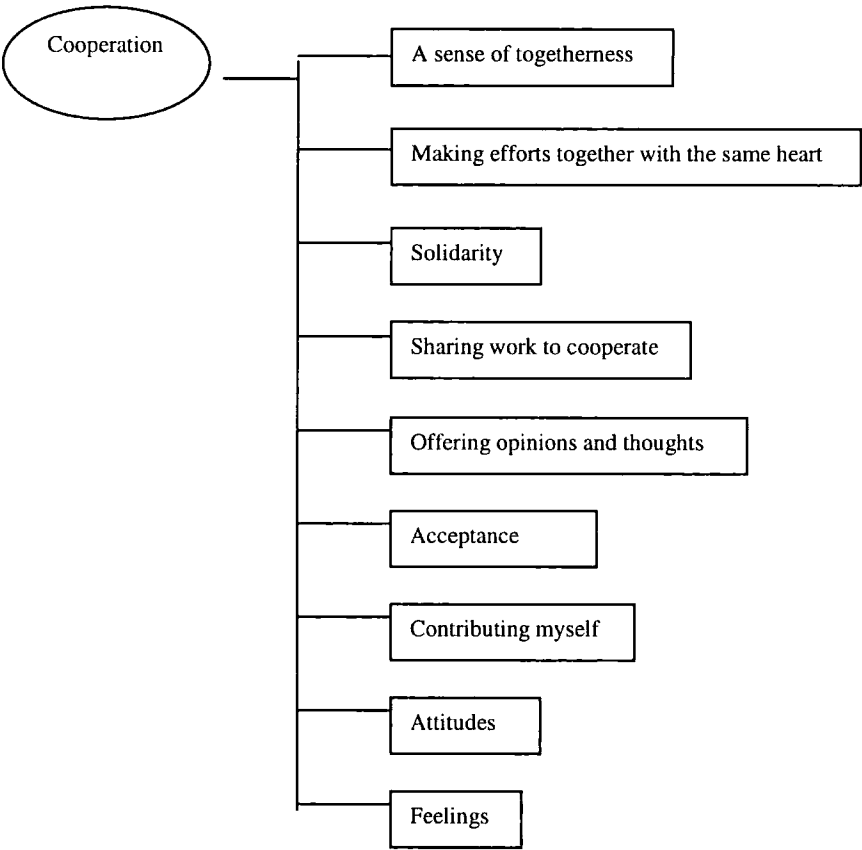

Cooperation is related to feelings

Tina: *"Then, that is, cooperation can let you [me] feel not being so shy."*

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Tina: "(I) am with the classmates together! It's not that you [I] act out alone on the stage. (I) am less nervous."

From the definitions and thinking provided by the children as shown above, the key concepts of "cooperation" they experience from the 15EL are illustrated as the following categories:

Cooperation in the learning context/in the 15EL is related to

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  _____
 /        \          ┌─────────────────────────────┐
(Cooperation)────┐   │ A sense of togetherness      │
 _____/      │   └─────────────────────────────┘
                 │
                 │   ┌───────────────────────────────────────┐
                 ├───│ Making efforts together with the same heart │
                 │   └───────────────────────────────────────┘
                 │
                 │   ┌──────────────┐
                 ├───│ Solidarity    │
                 │   └──────────────┘
                 │
                 │   ┌──────────────────────────┐
                 ├───│ Sharing work to cooperate  │
                 │   └──────────────────────────┘
                 │
                 │   ┌──────────────────────────────┐
                 ├───│ Offering opinions and thoughts │
                 │   └──────────────────────────────┘
                 │
                 │   ┌──────────────┐
                 ├───│ Acceptance    │
                 │   └──────────────┘
                 │
                 │   ┌────────────────────┐
                 ├───│ Contributing myself │
                 │   └────────────────────┘
                 │
                 │   ┌──────────────┐
                 ├───│ Attitudes     │
                 │   └──────────────┘
                 │
                 │   ┌──────────────┐
                 └───│ Feelings      │
                     └──────────────┘
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[Part II]

In part I as shown above, each key concept of "cooperation" is derived from the children's definition and thinking of cooperation as they experience in the 15EL. In the following, more children talk about the similar experience in relation to each key concept. From the meanings of cooperation said by more children related to each key concept/each category, "what is cooperation" which the children experience from the 15EL is conceptualised by them as the following 21 variations. Also, every quote said by each child (i.e. Jennifer-80) can be referred to Appendix 14 to refer which activity that every child is talking about.

1. | A sense of togetherness |

This category is developed from Andy's definitions of cooperation in part I when he indicates that "cooperation" is related to working together and matching opinions together. In the following, more children talk more in relation to a sense of "togetherness". Based on this key category "togetherness", more children also mention their experiences in relation to this key concept. In the following, the quotes all include the concept "togetherness" as the children use the word "together", or as they suggest what they do is related to the concept "togetherness". The key concepts of "cooperation" conceptualised by the children based on this category thus are developed into seven variations as follows:

1) Cooperation is working together with the classmates

The children mention that they experience working together with their classmates in the 15EL:

"(I) cooperate/work together (with the classmates)." (Jennifer-80)

"(I was able to) cooperate/work together (with the classmates)." (Leo-85)

"Hmm…yes [I was able to cooperate/work together with the classmates]." (Ken-84)

"Still, the sixth [the sixth question—cooperating/working together with the classmates]." (Ed-78)

"The sixth one [the sixth question— cooperating/working together with the classmates]." (Andy-81)

"Hmm, that is, cooperate/work together our activity." (Clare-90)

"Yes! Yes, (I) cooperate/work together (with the classmates) much." (Mark-91)

"(I) have (the feeling of cooperating/working together with my group members)." (Wendy-92)

"And, everyone also can, that is, (can) act out together. Then, it is better. Hmm…(I) wouldn't be, that is, being alone." (Carl-53)

2) <u>Cooperation is working together with the teacher</u>

The children experience working together with the teacher of the 15EL:

"Then, the teacher [of the 15EL], you come over to help us (and) offer opinions! So, (we) work with you together!" (Mark-43)

"Hmm, that is, in the beginning (of the lessons), that book [the Picture Book]! This, this…all classmates also do (it) together. Everyone all offers opinions of (him/her)self. Then…the teacher (of the 15EL) also classifies it [them] [the opinions] to let us know." (Carl-79)

3) <u>Cooperation is working together with the classmates to reach an aim</u>

The underlined points as shown below are the aims that children have reached when they work together in the 15EL:

"The sixth point [the sixth question—cooperating/working together with the classmates]. Because… everyone [in the 15EL] cooperates/works together. <u>Together, get that masterpiece finished</u>! Hmm, that is, in the beginning (of the lessons), that book [the Picture Book]! This, this…all classmates also do (it) together." (Carl-79)

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"We cooperate/work together to make a nation (we/ I) want by (our/my)selves/self. And, draw their, their [the] characteristics (of the nation)." (Tina-83)

"That is, (we) cooperate/work together. Then, get a very good story. (Draw) a, draw a very beautiful nation." (Andy-86)

"Then, the classmates cooperate/work together, to act out this play." (Sarah-88)

4) Cooperation is working together and helping each other to reach an aim

The following quote is from Sarah's experience:

"We are, that is, when (we are) acting out, (we) are, we are together, that is, cooperation. To help, cooperate/work together to act out this play." (Sarah-87)

5) Cooperation is matching opinions together with the classmates

Jennifer indicates her experience:

"(It's) like…, that is, creating the nation of (my)self/(our)selves! And, you [I] can, then, offer (thoughts)…what (kind of) nation you [I] want! What (nation) do (I, my)self want! Then, they [my group members] do consider (my opinions)! This way, (in) this way, (I) can add what I think." (Jennifer-52)

6) Cooperation is discussing together with the classmates

The children experience discussing together with their classmates in the 15EL as follows:

"We…(we) discuss together…. Discuss,… hmm…what things you are going to do, (things) you are going to do." (Clare-24)

"(I was able to) discuss together (with the classmates in my group)!" (Leo-27)

"Yes! [cooperating/working together with classmates]. That is, (we) discuss together.

(We) discuss (and) come out from the discussion that who paints what (roles), this way."
(Bruce-89)

More children say that the discussions are involved:

"That is, we do discuss! (Discussing) something about matching (pictures and words)."
(Clare-23)

"We three then discuss!" (Mark-25)

"And, (I) discuss with the classmates (in my group)." (Sarah-26)

"Also, (I was able to) discuss!" (Jennifer-28)

"This is, …that is, the first time we discuss what is to be acted out. Trees, how to take
care of …trees!" (Andy-29)

"Yeah (I discuss with the classmates in my group). That is, I forget what (to call) that
activity. That is, when Leo is worshiping the tree. That is, that activity." (Wendy-30)

"When we are creating the nation of (our)own/(my)own, then, our group, that is, everyone
[in my group] is all discussing what (we) are going to draw. Then, some are saying to
draw, want to draw an age of high technology. And, some are thinking to (draw) a kind
(of nation) with trees and flowers." (Angela-31)

"It's like…hmm, drawing (our)own/(my)own nation, this (one). Don't you [the teacher of
the 15EL] say that, explain five reasons [write five characteristics]? Then, our group
does discuss. I feel it's good in this way." (Ken-32)

"Yes, (we are discussing). Because at that moment we think about (something)
spontaneously, we are thinking how to do?" (Ken-33)

"Also, (I was able to) discuss together (with the classmates in my group)!" (Leo-27)

"(I) discuss with the classmates (in my group), how to do, how to act." (Sarah-36)

"Yes, (I) have already discussed (the roles) (with the classmates in my group)." (Bruce-37)

7) Cooperation is deciding things together with the classmates

The children experience deciding things together with the classmates in the 15EL:

"And, together, decide one thing together… making a decision together (with my group)." (Jennifer-66)

"We also decide the name of the nation together." (Tina-69)

"We do make decisions together. Then, (we) discuss (and) come out the decision (that is) the best (and) everyone [in my group] all agrees." (Bruce-70)

"We do make decisions together." (Bruce-71)

More children say that they are able to make decisions with their classmates:

" (I) was able to (make decisions with classmates together)." "(It's) acting out! That is, mainly in the previous (lesson)…yes…in that (activity) acting out [miming] earthquakes, those, (which is) the "Yo-Shi" [the cooperative activity] that only one tree is left." (Leo-64)

"Also, making decisions. That is to say, which (pictures) and which (words) are (put) together. And, how to arrange (them)." (Clare-65)

"Yes! (I was able to make decisions with classmates in my group)." (Leo-67)

"Also, the fifth [the fifth question—making decisions together with classmates in the same group]." (Andy-68)

2.
> **Making efforts together with the same heart**

This key category is developed from Wendy's definition in part I, which means that everyone makes efforts together in supporting the same aims. As such, the meaning of cooperation is defined as:

8) <u>Cooperation is making efforts together with the same heart</u>

3.
> **Solidarity**

In part I, Wendy and Mark indicate that their definition of "cooperation" is related to solidarity. Mark connects the concept "solidarity" with the same opinions formed between group members. The meanings of cooperation thus are:

9) <u>Cooperation is involvement of solidarity</u>
10) <u>Cooperation is demonstrating solidarity by forming the same opinions</u>

4.
> **Sharing work to cooperate**

This category is developed from the definitions of Clare and Anne in the previous part. As such,
11) <u>Cooperation is sharing work to cooperate</u>

Anne talks more about how she experiences "cooperation", which is related to sharing work to cooperate with the classmates:

> "I think (I) have [cooperating with classmates]! Because Sarah, she is doing our, another
> aspect [part] (of work)! And, (she) [Sarah] is drawing! And, Tina and I are doing
> [writing] the *principle*! Then, she [Sarah] occasionally comes to help. So, I feel we
> cooperate with classmates." (Anne)

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5. | Offering opinions and thoughts |

This category is developed from Ed, Sarah and Tina in part I. Ed's definition of "cooperation" focuses on that I / oneself ought to offer and speak out my own opinions. Sarah gives the definition related to oneself and others, which is that one and others offer suggestions to each other. Tina says that everyone/all ought to offer opinions and thoughts.

Therefore,

12) <u>Cooperation is that I/oneself ought to offer opinions and thoughts</u>

13) <u>Cooperation is that I/oneself and others offer opinions and thoughts to</u>
<u>each other</u>

14) <u>Cooperation is that everyone/all ought to offer opinions and thoughts</u>

Derived from Ed's definition, more children indicate that they do offer and speak out their own opinions and thoughts in the 15EL:

"(I) speak out opinions and thoughts of (my)self." (Sarah-45)

"(Sharing) thoughts and opinions, that is, (I) speak out thoughts of (my)self. Then, everyone [in my group] discusses together!" (Wendy-46)

"I offer opinions of my own [in the activity of creating nations]. Then, (combining) with their thoughts, to see whether (my opinions) can be matched together (with theirs), (and) become the best...." (Andy-35)

Moreover, one child experiences that others give him opinions when he is thinking and offering his opinions, which is related to the meaning of cooperation defined by Sarah:

"Sometimes, I am thinking how to arrange (pictures and words) in there! Then, that is, some people [classmates in my group] come over! Like '*Pig*' [Angela], keeps giving me opinions!" "Angela, I am arranging, (and) she then gives me opinions!" (Mark-42)

"Carl, he then says, 'You don't arrange (pictures and words) (in) this way!'. He says

that (I) can arrange (it) with a bit personality! Then, (he) gives me a bit opinion."
(Mark-44)

Besides, the definition from Tina, which is related to that everyone/the whole offers and shares opinions and thoughts, is supported by the quotes as below:

"Hmm, we share…in our nation, we want to make a nation with mountains, water and with cities, too." (Tina-51)

"(I) was able to (share my thoughts and opinions)! That is, everyone [in my group] offers, that is, more interesting, more (interesting thoughts and opinions).' (Carl-53)

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6. | **Acceptance** |

This key concept is defined by Tina in the previous section when she says that "cooperation" is related to that everyone can accept her opinions. When one's opinions and thoughts can be accepted by others, it means that one is able to share his/her own opinions and thoughts with others.

As such,
15) <u>Cooperation is that my opinions and thoughts are accepted and shared</u>

More children have this experience in relation to the above meaning of cooperative learning in the 15EL:

"(My) feeling is…the fourth [the fourth question]. That is, in the same group (I) share opinions of (my)self (with my group members)." (Andy-47)

"(I) discuss and share opinions [with the classmates in the same group]." (Ken-48)

"In the same group, sharing my thoughts and opinions." "Drawing (the nation)! Like in one occasion [activity], I draw a freeway. Then, they [my group members] say, 'Why do you draw a freeway?'. I say, 'The freeway is to extend to eat McDonald!" (Mark-49)

"Yes! [I was able to share thoughts and opinions]. Like writing (the principles), they [my group members] then say that (they) are short of opinions! (I) then think about (it)!" (Mark-50)

"Yes, hmm, yes [I was able to share thoughts and opinions with classmates in the same group]." (Bruce-54)

"(I was able to share)some (thoughts and opinions with classmates in the same group)." (Clare-55)

"(Sharing my) thoughts! For example, if in, (in) the classroom (of the UEC), like that large (class)…with more people [classmates] attending class, and…,I don't dare to express, or to speak out (my) own thoughts. But, if in the small group (of the 15EL), in this way, I become easier to (share)…what I think, what I want to say. And, share (it) with everyone [in my group]." (Jennifer-56)

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7. | **Contributing myself** |

This key category is developed from Clare when she reflects that "cooperation" is related to that working hard to play her own role in the play. In the following quotes, each child points out that he/she contributes himself/herself by doing something for the group in the 15EL:

"Yes! (I) was able to do [to do something for my group]." (Bruce-12)

"Still, the second point [the second question—doing something for your group]." (Jane-13)

"That is, (I) do many things for the group." (Sarah-14)

"The second point [the second question]. (I) do something for my group." (Anne-18)

"(I) do something for the group." (Sarah-19)

"(I) should have! [doing something for my group]." (Leo-22)

The underlined points in each following quote are what each child does for the groups in the 15EL:

"The second point [the second question doing something for your group]........ (I) <u>think</u> <u>about (how to) draw the poster.</u>" (Ed-15)

"Doing something for your group. That is, I help them <u>to draw</u>! Then, help <u>them think</u> <u>about some opinions.</u>"(Andy-16)

"The second point [the second question doing something for your group]. That is, (I) <u>act</u> <u>out with friends</u> [classmates in my group]." (Ed-17)

"The second point [the second question—doing something for your group]....... Also, (I) <u>paste</u> (pictures and words) <u>on that poster.</u>" (Ed-11)

"Doing something for my group! Because I have, originally, when they [my group members] are watering (the tree), they don't say that *kiwi* (fruit) can grow! <u>I then add a</u> <u>bit opinion of my own</u>! Then, (I) <u>rush</u> (there) to say, 'The kiwi is growing!'." (Mark-20)

"The second point [the second question—doing something for your group]." "That is,...(I) <u>write something</u>. Then, (I) <u>draw something.</u>" (Clare-21)

Therefore, the meaning of cooperation is defined as:
16) <u>Cooperation is contributing myself by doing something for groups</u>

The more quotes below are that each child indicates that he/she is able to contribute himself/herself by helping the groups:

"Yes! (I) was able to do [to help my group]." (Bruce-1)

"(I) help the group. Help them." (Jennifer-3)

"I, I play the tree. And, some classmates [in my group] need the help, I then help him/her [them]." (Sarah-7)

"Yes (I was able to help my group)." (Ken-9)

The following underlined points are what each child helps for the group in the 15EL :

"Yes! I do help them [my group members] <u>arrange things</u> [matching pictures and words]!" (Mark-2)

"I then help them [my group members] <u>to draw!</u>" (Andy-4)

"Hmm, probably the first point [the first question—helping your group]. Because we all discuss with each other, (and) help each other. That is, when (we) are painting faces [hands and legs], (the parts that) (we) can't paint by (our)selves, then our classmates paint (for) each other. Then, (we) <u>help each other (to paint)</u>!" (Bruce-5)

"When acting out, <u>I can play a role</u>. That is, (I) am in the group, to, <u>let the play act out better</u>." (Sarah-6)

"(I) help my group <u>to do what they want</u>..., (to do) <u>something what we decide</u>." (Tina-8)

"Helping the group to do something. That, for example, (I) <u>think about some *idea*</u>." (Wendy-10)

As such, from the experience of each child, the meaning of cooperation is defined as:
17) <u>Cooperation is contributing myself by helping groups</u>

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8. | **Attitudes** |

Cooperation related to attitudes is developed from Angela's definition in the previous part. She defines that "cooperation" is related to a serious attitude and a cooperative attitude when working together.

Therefore,

18) <u>Cooperation is involvement of a serious attitude when working together</u>

19) <u>Cooperation is a cooperative attitude to be willing to work together</u>

9. | Feelings |

This category is developed when Tina in the previous part expresses that "cooperation" lets her experience the feelings of not being so shy and being less nervous.
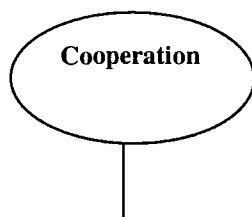
As such,

20) <u>Cooperation is feeling not being shy</u>

21) <u>Cooperation is feeling less nervous</u>

The variations of cooperation

Following from every step of analysis in part I and part II, the meanings of "cooperation" that the children experience from the 15EL are clearly conceptualised by them as the variations below:

1) Cooperation is working together with the classmates

2) Cooperation is working together with the teacher

3) Cooperation is working together with the classmates to reach an aim

4) Cooperation is working together and helping each other to reach an aim

5) Cooperation is matching opinions together with the classmates

6) Cooperation is discussing together with the classmates

7) Cooperation is deciding things together with the classmates

8) Cooperation is making efforts together with the same heart

9) Cooperation is involvement of solidarity

10) Cooperation is demonstrating solidarity by forming the same opinions

11) Cooperation is sharing work to cooperate

12) Cooperation is that I/oneself ought to offer opinions and thoughts

13) Cooperation is that I/oneself and others offer opinions and thoughts to each other

14) Cooperation is that everyone/all ought to offer opinions and thoughts

15) Cooperation is that my opinions and thoughts are accepted and shared

16) Cooperation is contributing myself by doing something for groups

17) Cooperation is contributing myself by helping groups

18) Cooperation is involvement of a serious attitude when working together

19) Cooperation is a cooperative attitude to be willing to work together

20) Cooperation is feeling not being shy

21) Cooperation is feeling less nervous

Appendix 16: The Variations of the "Yo-Shi" in the 15EL

▣ **Drawing**

- Each child draws a picture about the passage/background information of the topic by himself/herself when the teacher of the 15EL tells the passage/background information related to an environmental issue: "If There Is Only One Last Tree in the World";

- Each child thinks and draws his/her own reasons to cause the 'one last tree in the world';

- The pictures drawn by each child, relating to the reasons to cause the 'one last tree in the world', are organised as 'the Picture Book' (see Appendix 6):

"Mostly, (we) all talk about…trees…and life, and environmental protection. And, with…with playing the 'Yo-Shi' [cooperative activities]." (Linda)

"In the beginning (of the lessons), that is, if there is only one tree, would, what would be happened in this world? Then, later, the second Lesson, (in) the second Lesson, (we/ I) start drawing!" (Bruce)

"Listen to the teacher (of the 15EL), and draw by (my)self/(our)selves [about the passage/background information of the topic]." (Clare)

"In the beginning, (we/ I) draw pictures. The world…. Also, that, three reasons, why the one tree is left in the world?" (Ken)

"The teacher (of the 15EL) tells the story (and) lets us keep developing. Once upon a time, there were many many trees, *many many trees, one day*…only one *tree* was left, because…. We think about many reasons by ourselves! There are people cutting down trees, *plant the tree, cut down the tree*, and…*fire tree*." (Mark)

"(I) draw trees. Hmm, and (draw) cutting down trees, (draw) a typhoon." (Jennifer)

"Also talk about…hmm…if there is only one tree left on the Earth, three reasons, why would it be like this? (The teacher of the 15EL) organises the opinions [pictures/reasons] from everyone [in the 15EL] together, and makes a book [The Picture Book]. Then, (The Picture Books) are given to everyone [in the 15EL]…(to) the classmates." (Carl)

■ **Matching and pasting**

- The children work in the different groups to find, match and paste the pictures and vocabulary related to the reasons to cause the 'one last tree in the world'. The pictures/reasons are thought and drawn by each child:

"(The teacher of the 15EL) gathers (the pictures/the reasons) from everyone [in the 15EL]. Then, (we) paste (the pictures and vocabulary) on a big piece (of a poster)." (Andy)

"A big poster. We are, hmm…yes, by pasting. That is, the teacher (of the 15EL) photocopies it [them] [the pictures/the reasons], then, we are pasting (them) in there." (Bruce)

"We are looking for the pictures! Then, paste the reasons [pictures and vocabulary] on it [a poster]!" (Jennifer)

"Act out (the reasons). Paste (the vocabulary and pictures) on the poster." (Ed)

■ **Making posters**

- The children work in the different groups to draw and create on the posters about the nations/worlds based on the inter-relationships among trees, people and animals:

"Draw that, posters." (Margaret)

"Draw on it [a poster] about (my)own/(our)own (nation). In the groups, draw that nation, Earth,…of (my) own/(our)own. (We)/(I) think about the name (of the nation) by (our)selves/(my)self." (Carl)

"Also, self-creation. The creation like drawing, what kind of city (I)/(we) want to live by (my)self/(our)selves." (Leo)

"We…we establish the dream nation of (my)own/(our)own." (Angela)

"When we are creating the nation of (our)own/(my)own, then, our group, that is, everyone [in my group] is discussing what (we) are going to draw. Then, some are saying to draw, want to draw an age of high technology. Then, some are thinking to (draw) a kind (of nation) with trees and flowers." (Angela)

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- The children work in the different groups to write on the posters about the characteristics and the principles related to the nations/worlds created by them:

"And, draw that kind of big posters, write five reasons [principles]." (Jane)

"Also, that, write the characteristics of the nation of (my)own/(our)own." (Ken)

"The teacher [of the 15EL] lets us create the kingdom [nation/world] of (our)own/(my)own. Then, (we) write down some rules [characteristics and principles] of this kingdom [nation/world]." (Tina)

"We draw up the three...the three principles among people and animals and trees." (Angela)

"Also, there are three...that is, should call them principles. That is, (the principles) let this...(let) our Earth can, let (my)own/(our)own nation can keep going...won't...won't destroy, this way." (Carl)

■ **Painting**

- Each child works in his/her group to paint his/her hands and legs, which is the activity for a preparation to act out the principles created by the children of each group, relating to the nations/worlds:

"Body painting." (Ed)

"I paint...what I paint is one tree. Then, and, and, a giraffe. And, a rabbit. And, an apple. Also, a banana, and a monkey." (Linda)

"Hmm, I want to play/act out that, a bird!" "Paint that, that is, paint some(thing) about a bird...that kind (of bird) with many colours! And, (paint) the feather of the bird! Also, (paint) the colours of bird's nails." (Clare)

"I play/act out a little ghost that rushes out suddenly." "I paint... paint (my) hands black." "Wendy paints the animals all over her hands.... Leo paints (himself) green..., oh, no, blue...." (Andy)

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"He [Bruce] still...he keeps painting himself red, and says that it is bleeding. He says that it is my blood...." (Anne)

"......When (we) are painting faces [hands and legs], (the parts that) (we) can't paint by (our)selves, then our classmates paint (for) each other. Then, (we) help each other (to paint)!" (Bruce)

■ Being a role [acting out]

- The children work in different groups to mime and act out the passage/background information of the topic: "If There Is Only One Last Tree in the World":

  "In the beginning (of the lessons), we play some little "Yo-Shi" [cooperative activities]. Then, we later do this environmental protection. That is, the teacher (of the 15EL) asks about *last tree in the world*, these things." (Anne)

  "We all act out on stage [in the front of the classroom]. (We) *create* the story by (our)selves. And, play some "Yo-Shi" [cooperative activities]." (Anne)

- The children work in different groups to mime and act out the reasons to cause the 'one last tree in the world', and those reasons are thought by each child. Also, when one child mimes and acts out the reason or the children work together to mime and act out the reason, the others guess what the reason is:

  "Also, play "Yo-Shi" [cooperative activities]. And, need to protect trees. What are the reasons to cause the one tree left." (Andy)

  "We also write the reasons about if there is only one tree left in the world. Then, we also present them by ourselves, and act (them) out." (Angela)

  "Act out! That is, in the early (lessons)...yes...at that time, act out about earthquakes and those (reasons). That "Yo-Shi" (about) why the one last tree is left." (Leo)

  "Also, that is, one person [classmate] acts out, then, everyone[in the 15EL] guesses what he/she is doing." (Andy)

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- The children work in the different groups to present 'frozen images'/present tableaux related to the factors of importance of trees thought by them:

"After the music is stopped, (we/ I) then can't move, that kind." (Jane)

"Also, (we/ I act about) what are the importance of trees. And, play 'Yo-Shi' [cooperative activities]." (Andy)

"It is…act out by (our)selves/(my)self. Then, need to stop [freeze], to see what you are [I am/we are] doing?" (Leo)

"That is, (we) [the girls] play/act out one God tree [a giant tree], and the others [the boys in the same group] come to worship…." (Linda)

- The children work in the different groups to act out the principles related to the nations/worlds created by them. When one group of the children act out the principles of their nation/world, the other groups of the children guess what the principles are:

"After drawing (the nation/world of our own), then act out. Act out. Act out some principles." (Wendy)

"Also, hmm…that is, act out what (my)self/(our)selves think." (Linda)

"Later, we act out. And, create the world which (we) want by (our) selves." (Bruce)

"(We) need to think in the groups, then act out. Then, (we) need to act our for everyone [in the 15EL]." (Jennifer)

"Act out!…Act out that don't draw on the big tree…." (Ed)

"Act out protecting big trees. What can big trees do, give us what function?" (Jane)

"The other groups are guessing what we are acting. And, (we) act out (the principles). Someone (a classmate) guesses (the principles) correctly, (and) the classmates are very happy!" (Bruce)

"They [the other two groups] are watching and recording [writing down

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the principles]." (Wendy)

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