

Motivating Adult and Young Learners for Effective Collaborative Learning in EFL Classrooms: An Action Research.

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This paper investigates the efficacy of the innovative teaching practices employed in promoting the motivation of adult and young learners for collaborative learning of English language. To fulfill this aim, twenty learners of different ages ranging from fourteen to fifty-five years old who come from the different social backgrounds were chosen to take part in the eight-week study at Foreign Language Center at Ho Chi Minh City University of Education. Three instruments were a five-question interview for four learners randomly chosen in the class, the teacher-researcher's observation through the lessons as well as the collaborative learning activities and two questionnaires for twenty learners including one initial and one follow-up learner questionnaire. By comparing initial and post data collected, the findings have showed the considerable change and improvement in their feelings and attitudes towards collaborative learning of English language as well as their learning outcomes.

Key words: motivation, collaborative learning

Introduction

It is transparently obvious that over the last twenty years, the need of English learning has become more popular in Vietnam, especially after the country's integration into the World Trade Organization (WTO) in 2007. English is seen as a mandatory subject at most schools, colleges and universities at the same time as an important and useful passport to a more successful prospect such as career opportunities and heightening status in society. Therefore, in order to meet the social needs of the increase of English learners, more and more English language centers have been set up all over the country, attracting a large number of learners including young and adults.

One area of concern I have comes from what I have observed after years of teaching English as foreign language (EFL) for learners of elementary level at the Foreign Language Centre (FLC) of Ho Chi Minh City (HCMC) University of Pedagogy, the researcher has witnessed out a phenomenon that although it is believed that it is worthy that lecturers design collaborative learning lessons in which activities such as pair-work or group-work are implemented, many of them censure their learners' passive and uncooperative participation in the pair-work or group-work discussions. In his classrooms, he usually organizes the learning activities which allow his learners to interact with their peers. However, from his own experience and through his thorough observations, the researcher himself also faces the same situation. When his students were asked to collaboratively work in pairs or in groups, some of them became very annoyed, or quiet; some neglected their work and even refused to collaborate. It seems that they preferred to work individually and there was no pulse, no two-way communication as well as no life in the classroom. This resulted in his sense that there is a perceived lowering in EFL learning motivation as well as the decreasing interest

and achievement. He contents that, therefore, in most cases, they did not get higher grades and achieve good proficiency in the process of EFL learning because of this attitudinal shift. To this matter, Harmer (2002) holds that ‘one of the issues that may affect the learners’ attitudes towards collaborative learning is the matter of age’ (p. 38). He also reminds that some adults are unmotivated and uncooperative because of the slowing effects of ageing. Adult learners are better at discovering abstract thought. On the contrary, young learners love the learning activities using their imagination and allowing them to work with peers such as playing games or acting out things.

However, how to motivate adult and young learners for active and effective collaborative language learning of English? More specifically how can the use of key innovative teaching strategies promoting learner motivation affect their achievement in the context of collaborative classrooms? This paper is aimed to determine, develop and evaluate the effect of motivational strategies for adult and young learners collaborative learning in his EFL classroom.

Literature review

The topic of how to motivate adult and young learners for active and effective collaborative learning has long been widely researched and there have been many studies successfully demonstrated in identifying the key strategies promoting the learners’ motivational engagement in collaborative learning. Most of this literature review is seen from the results of the books and the research-based articles as well as from the authors’ standpoints about the potential and the benefits of motivating adult and young learners for positive and productive collaborative learning of English. This paper will investigate the comprehensive existing body of knowledge with a focus on the areas of research which connect the interrelated aims of research.

On the basis of the findings of the previous research carried out on this topic, three key themes have been figured out:

- (a) the effect of motivation and motivating learners on collaborative learning,
- (b) teacher-teacher as well as teacher-learner social professional relationship and teachers’ identities in engaging learners in efficient and active collaborative learning activities and,
- (c) learner-learner interactional rapport and their identities in collaborative learning promoting their critical thinking.

Relating to the research on motivation and motivating learners on collaborative learning in the context of EFL classrooms, Thanasoulas (2002) emphasized the powerful relationship between teacher and students in motivating them for group-work activities. He stated that the powerful relationship between teacher and student plays a significant role in the promotion of learner motivation for group-work activities because ‘the rights and duties of teachers and learners are related to power’ (Thanasoulas, 2002, p. 1). This rapport is, therefore, considered to the most effective power relationship in promoting the learner’s motivational engagement. In the meantime, Järvelä, Volet & Järvenoja (2010) regarded motivating EFL students not only as a psychological influence of the social context on the individuals’ motivational engagement in which the impact of social influences is reflected in learners’ goals to achieve the good performance in their learning as well as to please the teacher or parents; but also as the social construction through interactions in a social situation in which learners are expected to ‘bring along their motivational beliefs, tendencies and goals that these will play a mediating role in their actual engagement in collaborative learning’ (Järvelä,

Volet & Järvenoja, 2010, p. 18) because the rapport between individuals and the social context is 'inseparable and mutually constitutive' (Järvelä, Volet & Järvenoja, 2010, p. 17). It is thus important to teachers to effectively blend these approaches to encourage individuals and group members to get positively and proactively engaged in collaborative learning activities in order to achieve the great success of EFL learning because 'motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect' (Dornyei, 2001, p. 28). With respect to this issue, Cacciattolo & McKenna (2012, p. 59) assumed that teachers need to integrate intrinsic motivation, 'based on meaningful, purposeful and internal satisfaction', into their teaching styles and learners' styles to best satisfy their diverse learning needs because this is at the core of developing the classroom relationship between teacher and students as well as promoting their participatory engagement in collaborative learning of English (Cacciattolo & McKenna, 2012).

Whilst investigating teacher-teacher as well as teacher-student social professional relationship and teachers' identities in efficiently engaging learners in collaborative learning activities, Arkoudis (2006) and Chamberlin-Quinlisk (2010) thoroughly examined the concrete identities of teachers in the school communities in the role of facilitating learners' collaborative learning through a professional relationship with other content-area teachers in order to improve the instruction of the classroom, promote the growth of a community of students in the space of EFL classrooms for the purpose of enhancing their academic achievement and productive acquisition of EFL learning as well as to professionally develop their learners' learning outcomes. Besides, Davison (2006) also shared his view that teachers collaborate with peers through a clear conceptualization of sharing the tasks to encourage students' collaborative learning in an empathetic and supportive learning environment because the most effective and successful partnerships involved in the teachers' beliefs of teaching, learning and evaluating need to be in relation with students' motivation, particularly intrinsic motivation. Teachers, therefore, need to autonomously develop a productive professional relationship with other mentors or other cooperative teachers in order to create a 'relaxed, supportive and real-life' (Cacciattolo & McKenna, 2012, p. 62) learning environment, to help the students get aware of their identities in the context of socio-cultural collaborative learning as well as to increase their self-confidence and to promote their socially constructed motivational self-regulation in acknowledging the new horizons of broad knowledge in a 'living life-world within their world view' (Cacciattolo & McKenna, 2012, p. 63). It is useful for teachers because 'two teachers are better than one' (Davison, 2006, p. 456) and collaboration between two teachers as well as teacher and student may successfully occur when they 'develop a strong and sustainable partnership' (Davison, 2006, p. 460). Through that rapport, teachers 'are firmly positioned in the role of facilitating learning,' (Arkoudis, 2006, p. 416) which 'can be critical to students' academic progress' (Chamberlin-Quinlisk, 2010, p. 244) because 'teaching ideas need to be negotiated between two teachers' (Arkoudis, 2006, p. 417). In addition, teachers' teaching and evaluating need to be in relation with 'broader notions of curriculum, rather than just methodology and materials' (Davison, 2006, p. 456).

It would be a considerable shortcoming without emphasizing the social interactional relationship between student and student as well as their role and attitudes towards collaborative learning. Gokhale (1995) assumed that collaborative learning encourages learners to get engaged autonomously and responsibly in their process of

language learning in order to achieve a common academic goal. Supporting Gokhale's (1995) opinions, Underwood (2003) asserted that the effectiveness of collaborative learning is impacted by 'the level and quality of social interactions' (Underwood, 2003, p. 320) among the students which are established and developed through the process of 'active exchange of ideas' (Gokhale, 1995, p. 22). The members of the group collaboratively work together, share their opinions and experiences leading to 'an increasing interest in group-based learning' (Laister & Koubek, 2001, p. 2) to raise their capabilities of problem-solving and reach a higher EFL achievement level as well as promote their critical thinking and learning beliefs. Vygotsky (1978) considered collaborative learning as an essential primary medium in transferring any student from "Zone of Proximal Development (ZPD)" to a shared social knowledge zone, which can be reached by collaborating with others.

Methodology

Participants

The data were collected from twenty learners of different ages ranging from fourteen to fifty-five years old who come from the different social backgrounds in the researcher's elementary general English class at the Foreign Language Center (FLC) of HCMC University of Pedagogy, Branch 11 in District 3. In particular, some of them are housewives, some are students and the rest are working people such as office staff or workers. They have different styles, interest, needs and motivations of learning English. Their competence of English is thus not the same although they are in the same class. This is because there was no placement test at the beginning of the course. The learners took an eight-week course, from early September of 2014 to early November of 2014. They came to the class three days a week (on Monday, Wednesday, and Friday). The learning material was *Four Corners 3* by Jack C. Richard and David Bohlke, an edition of Cambridge University Press for the classes of General English.

Instruments

The instruments employed were a five-question interview for four learners randomly chosen in the class, the teacher's observation through the lessons as well as the collaborative learning activities and two questionnaires for twenty learners including one initial and one follow-up learner questionnaire.

Semi-structure interviews

Four learners were randomly chosen from the experimental class. Through five open-ended questions, the researcher would like to explore more their feelings and responses towards the implementation of innovative strategies in his class. The chosen learners were informed in advance that their personal information would be kept confidential.

Observation

The class was observed three days a week (12 periods per week) during eight weeks. During the lessons, the teacher-researcher could observe the learners' participation and their attitudes towards collaborative learning through pair-work or group-work activities. All the notes were thoroughly taken in his diary and used as data to analyze when the treatment was finished.

Questionnaire surveys

Two different forms of questionnaire were designed to get the responses from the learners. There are various open and closed questions in the questionnaires such as attitudes questions and solution questions. According to Brown (2001, p. 33), ‘attitudes questions are typically used to obtain data about participants’ feelings, wishes, and attitudes towards a specific aspect of language learning process’. Some solution questions were put at the end of the question forms because ‘researchers usually position solution questions late in the survey, after the respondent have expressed and thought about their views on the problems’ (Brown, 2001, p. 33).

Nunan (2002, p. 151) holds that piloting the questionnaire is very important because through which the researchers can make sure that all the questions in the questionnaire are clear and understandable for the participants. For this reason, the researcher piloted the questionnaire by giving it to some of his colleagues. The above factors made the results of his research reliable.

Procedure

The study was conducted during eight weeks from 8 September 2014 to 7 November 2014. At the beginning of innovation, in the first two weeks, the researcher observed his learners’ feelings and attitudes towards pair-work or group-work activities by keeping classroom observation diaries. In the researcher’s class, most of the learners are active and highly motivated in their process of language learning. However, through the researcher’s experience and preliminary classroom observations in the first week, the teacher figured out that whenever he organized the collaborative learning activities and asked the learners to take part in, most of them felt anxious, uneasy and uncooperative in pair-work or group-work activities, even some learners showed their tension and preferred working individually to collaborating with peers. Therefore, an initial questionnaire survey was delivered to all the learners at the end of the second week in order to explore the learners’ attitudes and responses. The results of the initial survey collected were taken notes in his diary.

Thereafter, the innovative teaching practices were appropriately applied for the purpose of enhancing their motivation and their learning outcomes.

Rost (2006) suggests that the teacher can help learners bring their passion into the classroom by introducing “hot elements” in the classroom, which create learners’ real interests. Language activators, therefore, were employed at the beginning of the class time in order to create a positive, relaxing and cooperative learning atmosphere. (namely Touch Your Memory, Do What I Say Don’t Do What I Do, Fast Words, Touch It, If You Are Happy, Question Competition, Rearrange the Classroom, The More You Copy The More Versions You Have). Uberman (1998) assumed that language games offered students a good opportunity to use and practice the target language in a non-stress way as well as in a fun-filled and relaxing learning atmosphere. These activators were suitable for the setting of the researcher’s classroom in terms of language use, learners’ participation as well as the lesson’s goals and the learners’ needs.

In addition, Spolsky (1989) concludes that learner motivation needs to be actively nurtured as ongoing human behavior can be modified in so many different ways, so maintaining and protecting learner motivation is quite important. Particularly, the teacher-researcher developed a productive professional relationship with his learners by changing his serious attitude towards the learners in class simultaneously promoted

the social interactional relationship between learner and learner by allowing them to choose partner themselves. More encouraging words were used such as “Great”, “Excellent”, “Wonderful”, “Exact”, “Very Good” when evaluating the learners’ performance in order to promote their learning beliefs in class.

Along with employing language activators and maintaining learner motivation, the teacher also designed and provided his learners with the appropriate tasks based on real-life contexts which may meet their interests and needs in order to help them explore the lessons effectively as well as utilize their collaboration with peers.

During the implementation of innovation, the researcher still continued his observation. After the implementation was completed, the follow-up questionnaire was carried out in order to help the teacher collect some data in comparison with the initial one. After eight weeks of implementation and observation, the interviews were conducted with four randomly chosen learners including two adults and two young learners. The data collected were synthesized and analyzed from two questionnaires, four structured interviews and the observed notes in his diaries.

Findings

Findings from the questionnaire surveys

From the diaries of the first two-week preliminary observation and the result of the initial questionnaire, the researcher found out some key problems. Ten learners felt worried, tense and nervous when they were in class as most of them were in employment and did not have enough time to complete the homework as well as prepare for the lessons. In addition, the teacher not only was serious but also gave the tasks which seemed to be unfamiliar and difficult, making them confused and anxious when they were asked to take part in pair-work or group-work activities. Seventeen learners including adult and young learners assumed that they could not express their ideas fluently and confidently. Therefore, they were not able to pay attention to the collaborative learning activities, which gave the reason why they considered pair-work and group-work activities unimportant. Moreover, fifteen of them disagreed with the way the teacher gave his responses and feedback towards the learners’ performance. They asserted that he seldom gave the encouraging praise and rarely felt satisfied with their performance, which made them discouraged as well as increased their uncomfortable and boring feelings towards collaborative learning. Fourteen learners thus would not like to participate in pair-work or group-work activities because of their different characteristics as well as styles. Adult learners were often serious and talked too much whilst the young ones were noisy and often paid no attention to the teacher’s instructions. From the problems collected (see appendix 1), the teacher-researcher discussed them with some of his experienced and senior colleagues identifying the appropriate solutions and strategies implemented into the class from the third week.

Through the result of the follow-up questionnaire after eight weeks of the innovation implementation compared with the initial one (see appendix 2), the teacher-researcher felt happy and pleased with the considerable change. Eighteen learners felt pleased with the teacher’s attitude in facilitating and assisting the learners effectively participate in collaborative learning activities. He paid more attention to their feelings and attitudes as well as informally talked to them more regularly, which leads to their feeling safe and easy in class. Simultaneously, the learners were aware of the significant importance of collaborative learning. Therefore, most of them have changed their

attitudes and more actively taken part in pair-work or group-work activities. Particularly, there were sixteen of twenty learners who would like to participate in these kinds of learning activities and seventeen shared their ideas in the survey that they felt confident and highly motivated to work in pairs or in groups as they were able to mutually assist and effectively collaborate with peers in group discussions. Adult learners had more experience in life and helped the young solve the problems thoroughly whilst young learners were active and smart in giving the answers. This resulted in their participating productively in collaborative learning as well as the promotion of their autonomy in the learning process for the key purpose of improving their language competence.

Findings from the observation

From the teacher-researcher's observation, some of the learners especially the adult ones refused to participate in class activities when these strategies were employed in order to promote learners' motivation in effective collaborative learning activities. They complained they not only learnt nothing in pair-work or group-work activities but wasted their time for the irrelevant and nonsense things during the period. They shared the thought that it would be more useful with some notes in their notebooks although they were not sure whether these notes were in their minds. Concurrently, they assumed that pair-work or group-work activities were noisy, time-consuming and not appropriate for their ages but for the active young learners. However, after six weeks of participating in these activities, they gradually changed their attitudes when they themselves realized that pair-work or group-work activities could create a relaxing and effective learning atmosphere in class. Although the learners often used Vietnamese when being asked to work in pairs or in groups, they began to collaborate positively and show their interest in class activities. Along with appropriately choosing and changing the partners, teacher's praise and encouragement also contributed to making them feel safer and more motivated in getting involved in task-based language learning although they were sometimes afraid of expressing their ideas and opinions in front of the other learners and the teacher. The appropriate tasks set in the real-life context foster learners' positive involvement in pair-work or group-work activities, which enhances their autonomous learning of English language. In comparison with the initial weeks, their English competence has improved partly. They were able to use English more accurately to communicate with their peers or rather fluently and confidently perform their presentations to the whole class without any fear.

Findings from the semi-structure interviews

At the end of the implementation, four learners were randomly chosen for the semi-structure interview. These interviews were conducted for the purpose of exploring more about the attitudes and responses of how the adult and young learners felt about the newly applied strategies in the innovation concurrently how they would like these to be changed.

1. What are your feelings at the beginning of the class period?

Three of four learners said that they felt relaxed and comfortable. They enjoyed the friendly collaborative learning atmosphere, the application of activators especially the competitive ones. The rest said that she felt anxious and nervous as she did not have much time to prepare the lesson. Therefore, she was not confident enough to express and share her ideas with her partners in pairs or in groups.

2. In order to help you to be active and positive in pair-work or group-work activities, which ways has the teacher employed?

All of them assumed that the researcher has conducted some various ways in order to give instructions to his learners such as providing grammar structures and some unfamiliar words; giving samples especially letting the learners choose the group partner by themselves. The learners were really interested because they could collaborate with different partners, which helped them feel more comfortable and confident in their performance.

3. How did you feel after participating in collaborative language learning activities?

All of four learns agreed that they felt relaxed, interested and funny. They supposed that collaborative learning helped them get attentively involved in the lesson so they could learn through their performance as well as their partners' presentation in pairs or in groups. Simultaneously, they also felt more confident and motivated when participating in class activities.

4. What have you learnt from your adult or young learners in pair-work or group-work activities?

Two young learners shared their opinions that adult learners were experienced and could help them solve the problems efficiently as well as gave the useful and interesting ideas about general topics. In the meantime, both adult learners supposed that the young are active, positive and smart in giving the answers. In addition, they also were sociable and generous in helping the adult.

5. In your opinion, what are the advantages and disadvantages of the innovation in the process of teaching and learning your teacher has applied into your classroom?

To mention the benefits, all interviewees focused their interest on the innovation in the classroom. They assumed that they felt relaxed and highly motivated to take part in the collaborative learning activities in class. Besides, they could learn more useful knowledge of daily life which doesn't appear in the core book. The implementation of innovation has made the researcher's class become more interesting, exciting and active as it helped the learners not only efficiently acquire knowledge in the core book which is intrinsically boring but also update and broaden their understanding. Concurrently, they asserted that they felt more confident in expressing their ideas and presenting their performance in public or collaborating with peers as well as the impression of the presenters when they were audience. They also indicated that they could make friends with other classmates. Moreover, their vocabulary range and communicative skills have been partly improved.

In the area of disadvantages, all of interviewed learners mentioned the time consumption of the pair-work or group-work activities as well as the learners' performance and presentations. Some complained that they did not have enough time to practice and communicate with peers. One of the adults suggested that the teacher should give the oral tests weekly in order to examine and assess the learners' progress.

Discussion

The innovation implementation has made some significant difference for the adult and young learners in the teacher-researcher's class. According to the data collected from the interview with one of the adult participants, she assumed that teacher's applying activators or language games was considered as a waste of time, which did not have any educational values so she refused to take part in and preferred to

work individually while others especially the young excitedly and actively participated in these activities or often asked for her help in solving the problems regarding the general knowledge in life. Gradually, she felt interested and changed her mind as well as her attitudes to collaborate with peers positively. The above words of this adult learner brought a thought to the researcher regarding the effects of activators in the process of teaching and learning. So what encouraged such a passive adult learner to actively and productively take part in the collaborative learning? From the results of the current study, the researcher found out that activators are not only suitable for the young but also the older counterparts. These results were similar to Kaka's (2008) findings which emphasized the crucial role of activators or language games in the effectiveness of the teaching and collaborative learning process. Activators 'can help the teachers to create contexts in which the language is useful and meaningful'. Therefore, the learners can 'take part widely and open-mindedly' (Kaka, 2008, p. 1) in the whole process of teaching and learning.

The second issue the researcher would like to discuss is the adult and young learners' feelings and responses after participating in pair-work or group-work activities as well as what they have learnt from their counterparts. After eight weeks of innovation implementation, the results collected showed that both adult and young learners have been aware of the essence of pair-work and group-work in language teaching and learning. Their attitudes have become more positive towards collaborative learning. In particular, they claimed that through working in pairs or in groups, they had opportunities to practice their language skills or fluently and freely speak up their opinions in public; especially, some young learners asserted that they could learn more useful knowledge in life when collaborating with adult learners. These positive responses have originated from the following reasons. Firstly, the Communicative Language Teaching (CLT) method has become popular and have been applied widely in the process of teaching and learning English language. In addition, the media such as radios, televisions, newspapers and the Internet have mentioned the significant role of communication in language learning. However, there were still some adult learners who were not active and cooperative in collaborative learning. The responses from the adult participants showed that although they have realized the significance of collaborative learning, they still preferred studying grammar and contents in the core book individually. What are the reasons? In the researcher's view, although they were introduced CLT method, they still were not familiar with this because they have been taught in the Vietnamese teaching context for many years where the Grammar-Translation Method has been dominant. Being familiar with another method made them puzzled and apprehensive about the collaborative learning.

Conclusion

Strengths

To some extent, the innovation is a success for the following reasons. Firstly, it has promoted the adult and young learners' motivation in engaging in the collaborative learning. The results collected have showed the considerable change and improvement in not only their feelings and attitudes but also their learning outcomes. Secondly, it has created a relaxing, active and productive learning environment in class. Thirdly, expressing their opinions and performing themselves in front of other learners and the teacher have helped the learners become more confident and familiar with the

presentation skills. Last but not least, it has helped the researcher experience the new feelings in his teaching as well as prepare more effective and appropriate collaborative learning activities which can meet the learner's motivation, interests and needs.

Limitations

After the implementation, there were some limitations which should be considered. Firstly, some lessons and topics in the core book were not suitable with the learners' interests and needs. In the meantime, they wanted to learn English relating to their jobs and the daily life. Therefore, they felt apprehensive and passive in getting involved in learning activities. Secondly, some young learners were so excited that they often made noise and they sometimes used Vietnamese in class even worse they just enjoyed the relaxation without caring much about the lessons. So the duty of the teacher is to clearly distinguish two elements between relaxation and effectiveness when designing these kinds of activities in order to make the results and their learning outcomes change into the better direction as expected. Finally, the cultural elements were not paid attention to in collaborative learning activities using language activators. Therefore, the researcher should thoroughly take these limitations into consideration in order to obtain the better and more applicable results for further research.

Conclusion

In the setting of language teaching and learning in Vietnam, the issue of how to motivate adult and young learners for effective collaborative learning is still an interesting and poignant topic. Through the results collected from the current study, the researcher felt pleased with his learners' considerable change and improvement. They have become more motivated and interested in getting engaged in collaborative learning. Concurrently, the roles of activators or language games were also emphasized for the promotion of the learners' motivation in the process of language learning because 'the most important factor in second language acquisition success is motivation' (Lightbown & Spada, 1999, p. 63). Hopefully that the experience the researcher has gained from the current research will assist him achieve more success in his teaching career as well as have better preparation for further research so that the innovation can be adopted by more teachers.

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Appendices

Appendix 1: Findings from the initial questionnaire

Questions	Answers	Number of respondents	Reasons
1. What are your feelings during the lessons time?	A. Worried	5	- The teacher is so serious - Not well-prepared for the lessons
	B. Tense	8	
	C. Nervous	5	
	D. Comfortable	2	- Well-prepared for the lessons - Appropriate teaching techniques and instruction
2. How important are pair work or group work activities in language learning?	A. Very important	3	- Learn mutually
	B. Important	4	- Exchange ideas
	C. Not important	13	- Noisy - Pay no attention to the lessons
3. How do you feel when you are asked to collaboratively taking part in pair work or	A. Afraid	5	- Not confident in speaking skill
	B. Confused	7	- Do not know how to

group work language learning activities?			express the ideas fluently
	C. Anxious	5	- The topic is difficult and unfamiliar
	D. Comfortable	3	- Broaden the knowledge - Improve learning skills
4. How are the teacher's responses and feedback towards your answers and performance during the class time?	A. Too critical	8	- Teacher was not usually pleased with learners' answer and performance
	B. Unsatisfied	7	- Teacher seldom praised and encouraged learners
	C. Useful	5	- Teacher helped learners themselves find out their mistakes
5. Do you think that you have learnt a lot from your adult or young learners? Why (not)?	A. Yes	7	- Learn more useful and interesting knowledge from the experienced adults - The young learners are active and productive
	B. No	13	- The adult talked too much - The young did not pay attention to the lesson
6. Would you like to participate in pair/ group work activities in every lesson?	A. Yes	6	- Share ideas and learn mutual
	B. No	14	- These activities are boring and waste of time

Appendix 2: Findings from the follow-up questionnaire

Questions	Answers	Number of respondents	Reasons
1. How is the teacher's behavior towards the learners during the class time?	A. Very strict	0	
	B. Strict	2	- Do not receive much care from the teacher as expected
	C. Open	7	- Pay more attention and concern to learners' feelings and attitudes
	D. Friendly	11	- Talk to learners as friends and use their names in the conversations
2. How important are pair-work or group-work activities in language learning?	A. Very important	15	- Feel relaxed and comfortable to collaborate with the other partners
	B. Important	5	- The young learners could learn the useful knowledge and valuable experiences from the adult learners as well as the adult learners could learn the effective and

			positive learning styles from the active young learners - The good learners could help the weak so that they could make progress together
	C. Not important	0	
3. How do you feel when you are asked to collaboratively taking part in pair work or group work language learning activities?	A. Afraid	0	
	B. Confused	3	- Do not prepare the lesson before the class - Lack confidence in public speaking
	C. Confident	8	- Be familiar with this kind of learning activities - Be excited and learn more new knowledge
	D. Highly motivated	9	- Interesting and appropriate activities - Teacher gave more praise and encouragement on learner's performance
4. Which of the following activities helps you the most?	A. Communicating effectively with peers in group discussion	13	- Practice speaking English regularly and promote the learners' autonomous language learning process - Actively and productively participate in collaborative learning
	B. Taking part in role play	7	- Improve their language competence
	C. Learning individually	0	
5. Do you think that you have learnt a lot from your adult or young learners? Why (not)?	A. Yes	17	- Adult learners are experienced and help the young solve the problems effectively - Young learners are active, positive and smart in giving the answers - Young learners are easy to be sociable
	B. No	3	- Some adult learners are passive and prefer to work individually - Some young learners are stubborn and prefer playing to learning
6. Would you like to	A. Yes	16	- Feel more confident and

participate in pair/ group work activities in every lesson?			motivated in learning - Be more cooperative and active - Improve learning skills and upgrade the knowledge
	B. No	4	- These activities are noisy and difficult