Guided Participation in the Peer Presentation Activities

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Abstract

This study focuses on the first–grade public high school students, most of whom perceived themselves as poor learners of English. In an English course, the students engaged in peer presentation activities (PPAs) for one academic year. The purpose of this study is to investigate: (a) how the students evaluate the PPAs they have engaged in, (b) whether the PPAs can help create the community of practice (CoP) learning environment in an English as a foreign language (EFL) classroom, and (c) whether or not there are any significant differences between the lower and the higher grade groups in the evaluation of the PPAs. First, this study revealed that the students evaluated the PPAs mainly on four dimensions: social, affective, cognitive and meatacognitive. Second, the students evaluated four aspects of the PPAs: (a) guided participation, (b) metacognitive awareness, (c) participatory appropriation of language knowledge, and (d) challenge for listening and speaking English. Third, the PPAs can help create the community of practice (CoP) learning environment in the EFL classroom similarly for both the lower and higher–grade groups. Finally, this study has indicated that supporting, assisting, and guiding learner's intellectual development may be possible if the CoP learning environment is created an EFL classroom.

1. Introduction

1.1. The research problem

For many years, learning has traditionally been considered the reception of factual knowledge or information with little focus on social nature of learning. Even though schools themselves are social institutions where learning constitute very specific contexts, it is assumed that knowledge can be de-contextualized (Lave & Wenger, 1991). However, in language learning classrooms, social nature of learning should not be or cannot be ignored.

In recent years, there has been considerable discussion concerning the significance of sociocultural perspective in second language (L2) learning. Vygotskian cultural-historical psychology is often called sociocultural theory (SCT) in applied linguistics and the second language learning (SLL) research. In SCT, human learning is defined as a dynamic social activity that is situated in physical and social context, and is distributed across persons, tools, and activities (Rogoff, 2003; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991). This view is different from behavioral or cognitive theories of human learning in that a sociocultural perspective argues that higher-level human cognition in the individual has its origins in social life.

SCT assumes that human cognition is formed through engagement in social activities. In order to understand human learning or higher cognitive development, it is important to look at the social activities that the individual engages in and see how they reappear as mental activities in the individual (Leont'ev, 1981; Vygotsky, 1978, 1986; Wertsch, 1985, 1991; for L2, see Lantolf, 2000; Lantolf & Appel, 1994). It means that cognitive development is a socially mediated activity, and the way in which our consciousness develops depends on the specific social activities in which we engage. In second language learning (SLL), there is a need for a more holistic view of language learning processes, and it is important to view these processes as emerging from relationship between learners and their socio-interactive environment. This study investigates whether or not the peer presentation activities (PPAs) can help create the community of practice (CoP) learning environment in an EFL classroom from the sociocultural perspective.

1.2. Theoretical Background

A sociocultural perspective helps us understand social nature of learning or higher cognitive development in L2 learning classrooms by mainly using the following concepts: the zone of proximal de-

velopment (ZPD), apprenticeship and a community of practice.

First, Vygotsky (1978) claims that an essential feature of learning is that it creates the ZPD. The ZPD is the distance between the actual developmental level and the level of potential development. The notion of the ZPD particularly has had the greatest impact on Western scholarship and education (Lantolf & Thorne, 2006). In addition, it has frequently been invoked not only by L2 researchers but also language teaching methodologists. (Ellis, 2008). Some researchers have assumed that the ZPD necessarily involves interaction between an expert and a novice, while others claim that a broader understanding of the scope of the ZPD to include more than just expert/ novice interaction (Wells, 1996; Swain & Lapkin, 1998).

More recently, researchers in L2 teaching and learning have begun to investigate whether peer-peer collaborative dialogue mediates second language learning or not. Donato (1994) focused on how peers help each other to develop the second language through collaboration. His study showed that learners are experts collectively even though each learner may be a novice. In peer-peer interaction, learners can be concurrently experts and novices (Brooks & Swain, 2001; Kowal & Swain, 1997). Other researches (e.g. DicCamilla & Anton, 1997; Donato, 1994; Ohta, 2001; Swain & Laptkin, 1998) showed that peers working within the ZPD of each other can support learning through, for example, questioning, proposing possible solutions, disagreeing, repeating, and managing activities and behaviors. Furthermore, some of the studies (Anton & DicCamilla, 1998; Donato, 1994; Ohta, 2001; Storch, 2002; Swain & Laptkin, 1998) have shown that not only more proficient learners assist their peers, but mutual assistance among learners of similar proficiency also occurs.

Secondly, in relation with the ZPD and social interaction, research interests in cognitive apprenticeship have been growing throughout the late 1980s and early 1990s. In developmental research, either the individual or the environment has been analyzed separately (Rogoff, 1995). However, Rogoff (1995) proposes the concepts of apprenticeship, guided participation and participatory appropriation to clarify the nature of individuals' cognitive development within the framework of sociocultural theory. She claims that development occurs in these three interrelated planes. The metaphor of apprenticeship "extends the idea of craft apprenticeship to include participation in any other culturally organized activity, such as other kinds of work, schooling, and family relations" (Rogoff, 1995, p.142). Furthermore, Rogoff assumes that learning and development occur as people participate in the sociocultural activities of their community. The metaphor of apprenticeship provides a model in the sphere of community activity, which involves people participating with others in culturally organized activity (Rogoff, 1995). The critical point is that the development of mature participation by the less experienced people is considered as one of the purpose of the activity.

Since the concept of apprenticeship was first introduced, there has been extensive research toward developing learning environments. While studying apprenticeship as a learning model, the new perspective on learning, called situated learning was introduced by Lave and Wenger (1991). They propose that learning is a process of participation in communities of practice (CoP). Apprenticeship tends to be considered as a relationship between a student and a master, but studies of apprenticeship (Lave & Wenger, 1991) reveal a more complex set of social relationships: learning takes place mostly with journeymen and more advanced apprentices through that social relationships. This is an important reformulation of the conception of learning, putting an emphasis on the whole person and viewing agent, activity, and worlds as mutually constitutive (Lave and Wenger, 1991).

From this perspective, Lave and Wenger (1991) view language learning as a social practice. Second language learning is considered to be relational activity that occurs between specific speakers situated in specific sociocultural contexts. The critical point is that learners used to be regarded as individual language producers, but the perspective of language learning as a social practice sees learners as members of social and historical collectivities. Hence, the concept of CoP has been used as a framework for research in SLL research. One feature of the CoP model is legitimate peripheral participation, which is "the central defining characteristic of learning viewed as a situated activity" (Lave & Wenger, 1991, p. 29). In situated learning, participation is at first legitimately peripheral but it increases gradually in engagement and complexity. Their primary focus is learning a language as social participation, in other words, an individual is considered as an active participant in the practices of social communities where a language is used.

The concept of CoP has received a lot of attention from SLL researchers. Some researchers in SLL have used CoP as a framework for investigating various aspects of second language learning. A CoP is not merely a community of interest. Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 1998). More specifically, three characteristics are crucial: the domain, the community and the practice. First, members are supposed to commit to the domain. They value their collective competence and learn from each other. Second, members pursue their interest in their domain, interacting and learning together. Third, members of a CoP are practitioners, developing a shared repertoire of resources such as experiences, stories, tools, and ways of addressing recurring problems. A shared repertoire means "the resources that the community creates for negotiating meaning" (Wenger, 1998, p. 82). It is the combination of these three elements that constitutes a CoP (Wenger, 1998). Lave and Wenger (1991) imply that research using the CoP framework in formal educational settings "would afford a better context for determining what students learn and what they do not, and what it comes to

mean for them" (p. 41). Since the practice of a community is dynamic and involves learning a language on the part of everyone, learning in a community of practice is not limited to novices (Lave & Wenger, 1991; Wenger, 1998).

In summary, sociocultural framework, especially, apprenticeship and community of practice along with the ZPD are key concepts for us to rethink what it means to learn in an EFL classroom. Based on these arguments, the researcher conducted the current study, with a focus on the purpose outlined below.

1.3. Purpose of the Study

The purpose of this study is to investigate whether or not the peer presentation activities (PPAs) can help create the CoP learning environment in an EFL high school classroom, using a sociocultural framework. The current study focuses on the first-grade public high school students in Japan, most of whom perceived themselves as poor learners of English after having learned English for three years at junior high schools. In an English course at a high school, they engaged in the peer presentation activities for one academic year. More specifically, after oral pair work activities, each pair demonstrated their conversations in front of the classmates, which the researcher calls the peer presentation activities (PPAs) in this study. The difference between pair work activities and peer presentation activities is that the former involve two learners, but the latter can involve the whole class, that is an EFL classroom.

People participate in a variety of communities of practice at home, at work and at school (Wenger, 1998). Communities of practice are groups of people who share a concern for something they do and learn how to do it better as they interact regularly (Wenger, 1998). As mentioned in the previous section, three characteristics are crucial: the domain, the community and the practice. In SCT, it is considered that human cognition is formed through engagement in social activities. Therefore, it is meaningful to explore whether or not the PPAs help create The CoP learning environment in an EFL classroom, seeing learners as participants in the social activities.

The purpose of this study is to investigate: (a) how the students evaluate the PPAs they have engaged in for one academic year, (b) whether the PPAs can help create the CoP learning environment in the EFL high school classroom and (c) whether or not there are any significant differences between the lower and the higher grade groups in the evaluation of the PPAs.

The research questions

RQ1: How do the students evaluate the peer presentation activities (PPAs) they have engaged in for

one academic year?

RQ2: Do the peer presentation activities (PPAs) help create the CoP learning environment in the EFL classroom?

RQ3: Are there any significant differences between the lower-grade group and the higher grade-group in the evaluation of peer presentation activities (PPAs)?

2. The Study

2.1. Methods

This study employed the sequential exploratory strategy, which began with a qualitative phase, moved to instrument development, and concluded with a primarily quantitative phase. The reason for collecting qualitative data initially was to first explore participant views with the intent of building on these views with quantitative research so that they can be explored with a large sample of a population.

The first phase is a qualitative exploration of how students evaluate the PPAs over one academic year by conducting a survey with the open-ended questions to students at a public high school in Japan. Qualitative data consisted of open-ended information that the researcher gathered through the questionnaire (See Appendix 1). The open-ended questions asked in the survey allowed the participants to supply answers in their own words. The qualitative data analysis can be used to develop an instrument with psychometric properties.

The mixed methods have its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches. First, qualitative analysis of data obtained from high school students were used to identify evaluation of the PPAs they engaged in for one academic year and to generate survey items. Survey methodology was then used to measure whether or not the PPAs help create the CoP learning environment in an EFL high school classroom.

2.1.1. Qualitative data collection

2.1.1.1. Qualitative research strategy

In order to see how the students evaluate the PPAs from learners' perspectives, it is necessary to collect various kinds of comments concerning the PPAs from the students. In other words, eliciting the students' voices directly, instead of forcing the researcher's point of view or belief on students, so that the researcher could be aware of what students learn through the PPAs in an EFL classroom. In this sequential approach, themes and specific statements from participants were obtained in an initial

qualitative data collection. The students were asked to write how they evaluate the PPAs in an English class for one academic year at the end of the year on the open-ended questionnaire.

2.1.1.2. Participants and settings

The participants were 20 first-year students, who took the English class at a public school in Japan, most of whom perceived themselves as poor learners of English. The definition of the peer presentation activities (PPAs) in this study is as follows: each pair had conversation concerning a certain topic (i.g., my New Year's resolution) and after practicing their conversation in English, each pair demonstrated their conversation in front of the classmates. The other students listened to their presentations and wrote some key words and comments on the listening sheets. They sometimes asked questions or responded to the contents of the conversation. Pair work activity involved only two learners in the activity, but peer presentation activities involved the whole class. The sub-activities of the PPAs are shown in Table 1.

Table 1

Sub-activities of the PPAs

Step	Sub-activities	Interaction / Details
1	Introducing new vocabulary and expressions	· a teacher VS the whole class
2	Oral practices in a class	· Teacher's modeling · Practices in the whole class
3	Writing their own drafts Checking the draft by a teacher	· Filling in the blanks by choosing the words from the vocabulary · Revising their drafts if necessary
4	Pair work activity	· a student VS a student (Student A asks the questions and Student B answers them. Then switch roles.)
5	Peer presentation in a pair in front of the classmates	· a pair VS the other students as the audience
6	Listening to the presentations Writing some key words on the listening sheet.	· a pair VS the other students as the audience · Paying attention to pronunciation, spelling as well as the content

Topics of the PPAs are: self-introduction in April, my hobbies, club activities in May, my favorite things in June, my summer vacation in September, my winter vacation in January, and New year's resolution in January, which are shown in Table 2.

Table 2

Topics of the PPAs

Month	Topics
April	Self-introduction
May	My hobbies
May	Club activities
June	My favorite things
September	My summer vacation
January	My winter vacation
January	New Year's resolution

2.1.1.3. Data collection procedures

The first phase of the study was a qualitative exploration of how high school students evaluated the PPAs. At the end of the academic year, 20 students answered the questionnaire with open-ended questions (See Appendix1). Furthermore, the researcher had the opportunity to observe how they interacted with each other during peer interaction. While they engaged in peer interaction and the peer presentation activities, the researcher tried to listen to what they were talking about and to observe how partners responded to interlocutors.

2.1.1.4. Qualitative data analysis

Students' comments for each question were collected, and the comments representing the same meaning were made into one statement. As a result, 30 statements were obtained. Since the purpose of this study was to investigate whether or not PPAs help create the CoP learning environment in the EFL classroom, the researcher included 24 statements in the items in a five-point Likert-scale questionnaire for the current study, based on the review of the literature.

2.1.2. Quantitative data collection

2.1.2.1. Type of research design

Survey research was used to provide a quantitative or numeric description of attitudes or opinions of a population, using questionnaire for data collection, with the intent of generalizing from a sample to a population (Creswell, 2009). The researcher developed 5-scale questionnaire based on the qualitative data, which was an instrument designed for the current study. The purpose of this study was to investigate whether or not the PPAs help create the CoP learning environment in the EFL classroom. The independent variable of the research, therefore, was the peer presentation activities and the dependent variable was the characteristics of the CoP learning environment.

2.1.2.2. Participants

The selection process for individual was nonrandom sampling. This means a convenience sample in which respondents were chosen based on their availability. Participants were selected to represent high school students, most of whom perceived themselves as poor learners of English. The participants were 67 Japanese public high school students who took an English course at the same high school as 20 participants for the qualitative method study. They engaged in the same PPAs in an English course taught by the same teacher, who was the researcher of the current study. They were 15 or 16 year-old students, who took an English course as one of the compulsory subjects in the school curriculum. An English course was offered four times a week in two classes. Each class consisted of 35 students. The participants of the current study were 67 because three students were absent from school on that day. In addition, quantitative data collected from four participants were invalid. As a result, quantitative data obtained from 63 participant were valid for the current study.

As for RQ3, in order to compare evaluations of the PPAs by course grade achievement, 63 students were divided into two groups according to the 10-point-scale final grade of one academic year: the lower-grade group and the higher-grade group. The present researcher was the teacher who taught these classes and assigned the grades. The grades were based on mid-term exams, term-end exams, vocabulary tests, evaluations of presentations and text-reading, and assignments. Thirty-two students whose final grades were 3, 4 or 5 were assigned to the lower grade group. Thirty-one students whose final grades were 6, 7, 8, 9 or 10 were assigned to the higher-grade group.

2.1.2.3. Data collection instruments

Developing of the final survey items drew on the findings from the qualitative analysis of data, the results of the pilot survey, and a review of relevant literature. The items in the questionnaire were developed, based on the qualitative data in the first phase. The questionnaire used in this quantitative study consisted of 24 five-point Likert-scale items (1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree). (See Appendix 2.)

2.1.2.4. Data analyses procedures

As for research question 2, exploratory factor analysis was used to explore the interrelationships of the items and to find common underlying themes among them. As for research question 3, Analysis of Variance (ANOVA) was used to see whether there are any significant differences between the lower-grade group and higher-grade group in the evaluation of the peer presentation activities. Two-way ANOVA (Mixed design) was performed (grade level × evaluations of 4 factors). Both factor analysis and ANOVA were computed by the SPSS ver. 19.

2.1.3. Mixed methods data analysis procedures

This research needed to develop an instrument first. So the primary focus of the first phase was to initially explore a phenomenon. However, weight was placed on the quantitative phase in this research in order to generalize and expand on the qualitative findings. The researcher is the teacher who taught an English course four times a week for one academic year. The researcher had prolonged time in this field since she spent the whole academic year with the students as a teacher, which has given her an opportunity to discuss evidence about the theme.

2.2. Results

In this section, the researcher will describe the results of qualitative and statistic analyses on the obtained data for each RQ. As explained previously, since RQ1 was for developing a useful survey of evaluations of the PPAs, the emphasis was on the results of RQ2 and RQ3. Factor

analysis was employed for RQ2 and two-way mixed ANOVA was performed for RQ3.

As for RQ1, students answered the open-ended questions: (a) what the beneficial aspects of the PPAs were, (b) how they felt after listening to classmates' peer presentations, and (c) what they learned through engaging in the PPAs. Three students wrote that they didn't like the presentation in front of the classmates because they tended to feel nervous. Other than that, the students wrote the positive aspects of the PPAs. The PPAs were evaluated mainly on four dimensions: affective, social,

Table 3

Characteristics of Student Evaluations of PPAs

Dimension	Examples
Affective	· Reducing anxiety · Encouragement by the classmates · Stimulation by the content of the presentations
Social	· Helping with each other · Stimulation by the performance · Having good relationship with classmates · Having communication with the classmates whom the students rarely talked with even in Japanese
Cognitive	· Learning new vocabulary and English expressions · Improving speaking skills and presentation skills
Meta-cognitive	· Things which are important for the presentation: clear articulation, loud voice, enough practices for presentation

cognitive, and metacognitive. The characteristics of student evaluations of the PPAs are shown in Table 3.

As for RQ1, the findings suggest that the students evaluated the PPAs mainly on four dimensions: affective, social, cognitive and meatacognitive. This could be interpreted to indicate that the PPAs have created a learning environment which is different from teacher-centered lessons. As for the affective dimension, the students consider the PPAs as meaningful in terms of reducing anxiety, encouragement by the classmates, stimulation by the content of the presentations. This affective dimension is important for the language learners who perceive themselves as poor learners of English. As for the social dimension, these aspects were evaluated positively; helping with each other, stimulation by the performance, and having good relationship with the classmates.

The unique point is that the PPAs made the students have communication with the classmates whom they rarely had talked with even in Japanese. The students had rarely had the face-to-face communication with the students from the different group even in Japanese, which seems the current phenomenon in the society where SNS became the major means of communication among young people. However, in the EFL classroom, it was the pair work activity through which they talked about themselves concerning how they spent their summer and winter vacations, what their new year's resolutions were as well as their high school life in English. Through these experiences, they had the chance to get to know more about their classmates even in the foreign language.

As for cognitive dimension, they evaluate the PPAs in that they could learn new vocabulary and English expressions. Moreover, they thought they could improve speaking skills and presentation skills through the PPAs. As for metacognitive dimension, the students seem to have realized what are important for the oral presentation such as clear articulation, and loud voice. Furthermore, in order to make it happen, they noticed that enough practices for presentations are necessary.

As for RQ2, exploratory Factor Analysis with promax rotation (with Keizer normalization) was performed for extracting underlying factors using statistical software SPSS ver.19. Maximum likelihood estimation was used. Following each round, cross-loading and low-loading items were eliminated from the analyses. This process resulted in the elimination of five items. Examination of the screen plot and the eigenvalue (i.e., more than 1.0) resulted in four factors accounting for 64.0% of the total variance. Each factor obtained appreciable loadings (i.e., loadings of more than .48) from the items. Factor loadings for exploratory Factor Analysis with promax rotation are shown in Table 4. Factor loadings> .47 are in boldface.

Table 4

Factor Loadings for Exploratory Factor Analysis With Promax Rotation

	Factors			
Items	1	2	3	4
3	**.949**	−.118	−.173	.081
13	**.851**	−.250	.022	.079
5	**.839**	−.088	.047	.118
14	**.751**	.188	−.295	.026
12	**.698**	.043	.349	−.244
1	**.653**	.073	−.077	.001
4	**.545**	.113	.183	−.202
6	**.495**	.403	.040	−.096
2	**.477**	.061	.455	.028
18	−.205	**1.075**	−.079	.052
19	.028	**.839**	−.112	.016
7	.273	**.560**	.153	.003
9	.001	**.520**	.207	−.038
10	.033	−.203	**.954**	.200
11	−.204	.206	**.855**	.077
16	.128	.263	.135	**.635**
15	.312	.058	−.176	**.630**
8	−.075	−.123	.208	**.576**
17	−.175	.050	.345	**.520**

Items in the five-point Likert-scale questionnaire and factor assignment are shown in Table 5. In order to assess internal consistency, Cronbach's alpha was derived for each factor, which is also shown in Table 5. Cronbach alpha for each subscale ranged from .73 to .90.

Table 5

Items in the Five-Point Likert-Scale Questionnaire and Factor Assignment

Items	Questionnaire statements	Mean	SD
	Factor 1: Guided participation (α= .83)		
3	Through pair-work activities, I learned a lot.	3.6	0.99
13	Through peer presentation, I could know more about my classmates.	3.4	1.06
5	I learned the importance of teaching with each other.	3.6	0.97

14	Listening to the excellent presentation of others has stimulated me to do my best in my presentation.	3.5	1.09
12	I learned various English expressions by listening to others' presentations.	3.6	1.02
1	When I listen to the presentations of other pairs, I wished they would do their best.	3.5	0.92
4	I have to be brave in the presentation in front of my classmates.	3.6	0.89
6	Teaching something to my partner has facilitated my further understanding and enhanced self-confidence.	3.5	0.89
2	I should practice hard with my partner before the presentation.	3.6	0.90

	Factor 2: Metacognitive awareness (α= .85)		
18	I learned that it is meaningful to write the words when I listen to the presentation.	4.0	0.91
19	I learned that is important to write the words repeatedly.	4.0	0.79
7	Experiences of the presentation has taught me the importance of presenting with clear and louder voice, if not, the others could not understand me.	3.7	0.89
9	I learned that I need to make efforts to remember English words.	3.8	0.95

	Factor 3: Appropriation of linguistic knowledge (α= .90)		
10	I learned new words.	3.9	0.89
11	I learned new English expressions.	4.0	0.84

	Factor 4: Challenge for listening and speaking English (α= .73)		
16	It was good learning experience for me to learn English through listening.	3.5	1.0
15	I was impressed by the challenging spirits of many classmates who made presentation without looking at their drafts.	3.8	1.2
8	I realized that memorizing English phrases is difficult.	3.7	1.3
17	I realized that it is important to listen to others' presentation carefully in order to write key words on the listening sheet.	3.9	1.0

Descriptive statistics for the four subscales are presented in Table 6.

Table 6

Descriptive Statistics for Five Subscales

Factor	*Min*	*Max*	*M*	*SD*
Factor 1	1	5	3.5	0.97
Factor 2	1	5	3.8	0.89
Factor 3	1	5	3.9	0.87
Factor 4	1	5	3.7	1.13

Four factors were extracted by execution of factor analysis. The characteristic of each factor was

named by using the concepts of apprenticeship and the CoP, based on a review of the literature: guided participation, metacognitive awareness, appropriation of linguistic knowledge, and challenge for listening and speaking English. This shows that implementation of the PPAs has given the students the opportunity to experience main aspects of the apprenticeship in the CoP.

As for RQ3, an ANOVA was used in order to see whether there were any significant differences between the higher grade group and the lower grade group. Means of each factor by the lower and the higher grade groups are shown in Figure 1.
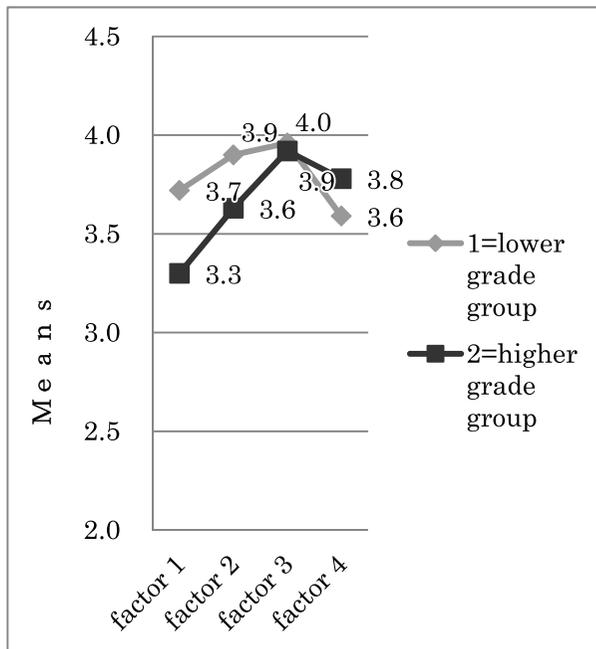

Figure 1: Means of Each Factor by the Lower and the Higher Grade Groups

A two-way ANOVA (grades×factors) was performed. The significance level was set at .05. The result showed that there was no significant interaction between the two main effects, grades and factors, F (3, 47)=1.35, p> .05. It also showed that there were no significant effects related to grades, F (1, 49)= . 995, p> .05.

2. 3. Discussion

First, the findings related to each of the factors are discussed in this section. Then the findings concerning the evaluation by two groups, the lower grade and the higher grade groups, are discussed.

As for RQ2, the findings show that implementation of the PPAs has given the students the opportunity to experience main aspects of the apprenticeship in the CoP. The findings related to each of the factors are discussed in this section.

Factor 1: Guided participation

Factor 1 shows the most unique aspect among four factors, that is guided participation. As Rogoff (1995) claims, guided participation is an interpersonal process in which people not only manage their own and others' roles but also structure situations in which they observe and participate in cultural activities. The characteristics of factor 1 involve these aspects: (a) The students managed their own and others' roles during the PPAs, and (b) The students structured situations in which they observed and participated in the PPAs.

First, as mentioned in 2.1.1.2., several sub-activities were included in the PPAs in which the students played several roles in each activity such as: the oral pair work activity, the oral presentation in a pair in front of the class and listening to others' presentations as the audience. When the students engaged in the oral pair work activity, they offered assistance to their partners implicitly as well as explicitly responding to the need of each learner. It might have been easier for the students to ask questions or ask for help concerning vocabulary, expressions and pronunciation during the pair work activity since their assistance could be reachable to the ZPD of their partners. Since they were required to express themselves without reading the draft during the oral pair work activity, they practiced their conversation helping with each other. For example, some of the students gave hints by uttering the first sound of the words or phrases if their partners were stuck. This can be interpreted peer scaffolding during the oral pair work activity. Each pair might have been aware of their own roles as a partner, with whom they would present their conversations in front of the classmates later. By managing their roles as partners, giving some help and advice, they tried to make their presentations successful.

Second, the students structured situations in which they observed and participated in the PPAs. The researcher discusses how the students structured situations, focusing on mainly three points. The first point is teaching and supporting with each other during the pair work, activity in other words, peer scaffolding within their ZPD. As the characteristics of factor 1 show, the students learned the importance of teaching to their partners in case they were stuck, and necessity to practice more seriously during the pair work activity. On the affective dimension, they learned the importance of being brave when presenting in front of the classmates. This suggests that the students prepared for the presentation through peer scaffolding, encouraging their partners. Teaching and helping their partners might have facilitated their further understanding and enhanced self-confidence.

The second point is the stimulation by more capable peers. As Rogoff (1995) suggests, guided participation includes "not only the face-to-face interaction but also 'the side-by-side joint participation'" (p. 142). After a certain amount of practices together in pairs, as the next step, each pair made presentation in front of the classmates. The other students listened to others' presentations, grasping some key words and writing them on the listening sheets. By observing peers' presentations, the students not only had opportunities to listen to various expressions but also were stimulated by more capable peers. Listening to the successful presentations might have stimulated them to do their best in their own turn. It shows that existence of more capable peers was a good stimulation for the students.

The third point is nurturing social relations among the students. Process of communication and coordination of efforts are central to the notion of guided participation (Rogoff, 1995). The PPAs facilitated having social relations among members of the EFL classroom. For example, the students could know more about their classmates through the peer presentations. In addition, when they listened to the presentations of other pairs, some of the students wished their classmates would do their best. This kind of feeling might have been nurtured through the experiences of having helped and encouraged with each other implicitly as well as explicitly during the pair work activity. For successful guided participation, it should take place within a learner's ZPD. According to Rogoff (1990), cultural learning and development, in addition to individual cognitive development, occur as a result of teaching and learning in the ZPD. The critical point is that guided participation must take place within a learner's ZPD. Learning is not in the acquisition of structure, but in the increased access of learners to participating roles in expert performances (Lave & Wenger, 1991).

As discussed so far, the students engaged with others and with materials and arrangements collaboratively managed by themselves and others. This included not only direct interaction with their peers but also engaging in the activities assigned. This suggests that the PPAs helped create interpersonal process in which the students structured situations in which they observed and participated in the activities. The 'guidance' referred to in guided participation involves the direction offered by cultural and social values, as well as social partners (Rogoff, 1995). Thus, it can be said that the PPA enabled the students to experience guided participation.

Factor2 : Metacognitive awareness

As one of sub-activities of the PPAs, while they were listening to the peer presentations, they were required to grasp their messages and write some key words and comment on the listening sheets. Through this activity, as factor 2 shows, it seems possible to raise metacognitive awareness mainly in two areas: (a) how to increase vocabulary, and (b) how to improve presentation skills. The

students realized mainly two points: (a) what kinds of efforts are necessary to increase vocabulary, and (b) what is necessary for the presenter to send the message clearly.

Observation of the others' presentations made the students aware of what is necessary, required and recommended in the PPAs. Since most of the students had not experienced oral presentation in English in front of the classmates in their junior high school days, they might have been active in their attempts to make sense of activities and have been primarily responsible for putting themselves in a position to participate (Rogoff, 1995). For example, during the PPAs, the other students were required to write key words on the listening sheet. When the presenter's voice was not loud enough, some students asked the presenter to speak louder in order for them to fill in the key words in the blanks on the listening sheet. As Rogoff (1995) suggests, involvement with particular experiences indicates the direction in which people are encouraged to go or discouraged from going. Observing and listening others' presentations as the audience taught the students the importance of presenting with clear and louder voice in their own turn. When they positioned themselves as listeners, they realized the importance of speaking loudly and clearly in their own oral presentation. It can be said that participation in this kind of activity is critical to raising such metacognitive awareness.

Factor 3: Participatory appropriation of language knowledge

As factor 3 shows, the students perceived that the participation in the PPAs facilitated increasing their vocabulary and learning English expressions which had been used in the activities. Since the students repeatedly listened to certain words or expressions, that language knowledge has gradually become familiar to them. This seems very meaningful for the students, most of whom had considered themselves as poor learners of English. When they entered the high school, they had difficulty in remembering English words as well as understanding English sentence structures such as starting 5W1H (when, where, who, what, why and how) questions. Therefore, when they had regular vocabulary tests, they said it was really difficult for them to remember those words. Even they went through the tests, they easily forgot the words.

Learning vocabulary in decontextualized way makes it difficult for learners to feel sense of attainment, especially for the students who perceive themselves as poor learners of English. Furthermore, not only frequency of exposing themselves to new vocabulary and English expressions, but also the meanings they carried with them must have had special meanings for high school students since adolescents are in the middle of pursing their own identity. In that sense, the classroom can be regarded as the place where 'voices echo with other voices' (Bakhtin, 1986). Expressing one's ideas or opinions in L2 can be analyzed or interpreted not only from linguistic forms or language skills but also from

the meanings it has in the classroom. Since the topics of peer presentations were about themselves, high school life and new year's resolution, most of the students were really interested in what and how they were going to express themselves even in English. In that situation, the students paid attention to what words they chose to use and how they expressed themselves, which might have contributed to deepening their interests in English vocabulary and expressions. It can be said that learning of English vocabulary and expressions are possible if the students positioned in the contextualized settings.

As discussed so far, the findings suggest that the participatory appropriation concerning English vocabulary and expressions is possible through the PPAs even for the students who perceive themselves as poor learners of English.

Factor 4: Challenge for listening and speaking English

Factor 4 indicates that the PPAs encouraged the students to improve listening and speaking English. They were stimulated or inspired by the challenging spirits of their peers. Even though it was difficult for them to have communication with their partners in English, they might have been influenced by more capable peers or more challenging spirits, which could have functioned as a role model for them. This could be seen in the craft apprenticeship where apprentices learn by observing more advanced apprentices as well as their master. This suggests that it is possible for learners to become "prepared for later participation in related events" (Rogoff, 1995, p.139). In this case, the students can prepare for the next oral presentation activities, having this kind of challenging spirits.

In sum, this study has found that there are four factors of the PPAs: guided participation, metacognitive awareness, participatory appropriation of language knowledge, and challenge for listening and speaking English. Apprenticeship is the process through which individuals participate with others in culturally organized activity, in which the less experienced people are expected to develop mature participation in the activity (Rogoff, 1995). The students participated in the PPAs, helping and supporting each other. It can be said that the learning environment has been created through the efforts made by the participants, who have been interacting, encouraging and learning with each other in the EFL community.

As Wenger's (1998) model suggests, in order to become community members, newcomers need to observe models of accepted community discourse and receive scaffolding from more experienced members. In an EFL classroom, this could mean more experienced or proficient students show good models of the peer presentation, which could function as assisting their less experienced or less proficient classmates to participate in the activities. It can be said that the PPAs involved peers "who serve

as resources and challenges for each other in exploring an activity, along with experts" (Rogoff, 1995, p.143). Experts can be teachers or masters, but more capable peers can play similar roles in the PPAs. Furthermore, this study indicates that the students participate with others in the PPAs, in which the less capable peers are expected to develop mature participation in these activities. Furthermore, as the members of the EFL classroom, students interacted and learned with each other through that interpersonal plane, learners might have transformed their responsibility for activities as well as understanding of activities through their own participation. In that sense, the PPAs have involved the students participating with others in culturally organized activity, in which participation was at first legitimately peripheral but it increased gradually in engagement and complexity (Lave & Wenger, 1991).

As discussed so far, the students committed to the domain, engaging in the PPAs as the members of the EFL community. There are three characteristics. First, the students value their collective competence and learn from each other. Second, the students pursued their interest in their domain, interacting and learning together. Third, the students developed a shared repertoire of resources such as experiences, stories, and ways of addressing recurring problems. A shared repertoire means "the resources that the community creates for negotiating meaning" (Wenger, 1998, p. 82). It is the combination of these three elements that constitutes a CoP (Wenger, 1998). Therefore, it can be said that the PPAs helped create the CoP learning environment in the EFL classroom.

As for RQ3, as the results shows, there were no significant differences between the lower-grade group and the higher-grade group in the evaluation of PPAs. This means that the lower-grade group as well as the higher-grade group evaluate four aspects of PPAs in the same way. It may be partly because not only more proficient learners assist their peers, but mutual assistance among learners of similar proficiency also occurs. (Anton & DicCamilla, 1998; Donato, 1994; Ohta, 2001; Storch, 2002; Swain & Laptkin, 1998). Furthermore, in an apprenticeship environment where the participants are learners of English as a foreign language, each participant is still developing skills. It means that even more capable peers are still developing skills and understanding in the process of engaging in activities with others.

Summary of discussion

The students evaluated the PPAs mainly on four dimensions: social, affective, cognitive and meatacognitive, which indicates that the PPAs have created a learning environment which is different from teacher-centered lessons. This study also revealed that the students evaluated four aspects of the PPAs: (a) guided participation, (b) metacognitive awareness, (c) participatory appropriation of language knowledge, and (d) challenge for listening and speaking English. These aspects suggest that

the PPAs could provide the students with the opportunity to experience apprenticeship. The students participated in the PPAs, helping and supporting each other. Finally, this study revealed that the higher-grade group as well as the lower-grade group evaluate four aspects of PPAs in the same way. It can be said that not only more proficient learners assist their peers, but mutual assistance among learners of similar proficiency also occurs.

The EFL classroom can be considered as a community of practice when each student actively involves and participates in the PPAs, being offered guided participation in an apprenticeship environment. In that community, social interaction and individual development seem to be deeply interrelated. Although further research is necessary to confirm these notions, it is clear that the PPAs helped create the CoP learning environment in the EFL classroom.

2.4. Pedagogical implications

The findings of this study show a possible new direction for language learning in an EFL environment as well as a new approach to language teaching. What is needed now is a new approach that can be alternative to traditional approach. It can be said that the concept of CoP (Wenger, 1998) gives us important implications concerning learning English as a foreign language (EFL). At first, it makes us aware of importance of considering learning as social participation: an individual is regarded as an active participant in the practice of social communities. Secondly, the peer-to-peer learning activities typical of communities of practice can offer a complementary alternative to traditional course offerings (Collins, 2006). Finally, the perspective shows us the possibility of continuing interest to learners over their lifetime even after they graduate from schools or educational institutions. Experiencing learning by participating in a community of practice (e.g., an EFL community) may make it possible for learners to keep interest in language learning and to make them ready for another community of practice, since the community can act as a living curriculum for the apprentice (Collins, 2006).

2.5. Limitations and future research

This study was small-scale with 67 participants. In order to increase generalizability, it needs to be replicated with a larger high school student population. Furthermore, "Japanese high school students" does not automatically constitute any kind of homogenous body; the findings may be limited to the type of students who consider themselves as poor learners of English. The study should include participants attending various types of high schools. In addition, further longitudinal studies of EFL

classrooms are also necessary to gain insights into learning processes. In order to make a definitive statement about the effects of the peer presentation activities, further research is obviously necessary; however, the findings of the current study seem to open up an opportunity to consider a possible way to employ the PPAs in EFL classrooms.

3. Conclusion

This study revealed that peer presentation activities (PPAs) can help create the community of practice (CoP) learning environment in the EFL high school classroom similarly for both the lower and higher-grade groups. This study indicates that supporting, assisting, and guiding learners' intellectual development may be possible if the CoP learning environment is created an EFL classroom. As SCT suggests, cognitive development is an interactive process, mediated by culture, context, language, and social interaction. More specifically, it can be said that language learning is a process that occurs in a participation framework, not in an individual mind. The critical point is that knowledge is located in the evolving relationships between people and the settings in which they conduct their activities.

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Appendix 1　　　英語アンケート

●４月から一年間、英語の授業においてペア発表活動（計６回）を行いました。

　それに関して次の質問に対するあなたの考えを自由に書いてください。

Q1　ペアで発表しましたが、良かった点、良くなかった点は何ですか？

Q2　クラスメートの発表を聞いてどう感じましたか？

Q3　このペア発表活動を通じてあなたが学んだことを３つ以上書いてください。

Appendix 2　　　英語アンケート

Class（　　　）No.（　　）Name（　　　　　　　　　　　　　　　　　）

４月から一年間、英語の授業においてペア発表活動（計６回）を行いました。

それについて、質問します。以下項目に関して、下の１～５から最もあてはまるものを一つ選び、その番号を書いて下さい。

１＝全然そう思わない	２＝あまりそう思わない	３＝どちらともいえない
４＝そう思う	５＝大いにそう思う	

1　　　発表している人に対して、「がんばって！」と思った。

2　　　ペアで練習する時間はしっかりやるべきだと思った。

3　　　ペア発表は学ぶことが多いのでよいと思う。

4　　　皆の前で発表する勇気が大切だということ。

5　　　分からない時に教え合うことの大切さを学んだ。

6　　　教え合うと自分も理解でき、自信が持てる。

7　　　大きい声で言わないと皆に伝わらないから、大きい声を出す必要があることがわかった。

8　　　暗記のむずかしさを感じた。

9　　　単語を覚えるために努力が必要であることを学んだ。

10　　新しい単語を学ぶことができた。

11　　新しい文を学ぶことができた。

12　　色々な表現が聞けたので勉強になった。

13　　みんなの事をもっと知ることが出来た

14　　他の人がスラスラ言っているのを聞いて、自分の番に頑張ろうという良い刺激になった。

15　　プリントを見ないで挑戦している人が多くて、すごいと思った。

16　　耳で学べて良かった。

17　　しっかりと聞きとらないと書けないと思った。

18　　聞いて英単語を書くことは大切だということがわかった。

19　　繰り返し英単語を書くことは大切だということがわかった。