

# Creating a Community of Practice in an EFL Classroom: Oral Presentation Activities

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## 1. Introduction

In recent years, the new perspective called *communities of practice* (CoP) has been brought into play in second language learning (SLL) research. It differs from mainstream cognitive psychology in that individuals and the environment are not treated separately. In addition, one of the constructs of the CoP perspective, cognitive apprenticeship approach, can show us a new perspective, which is different from traditional classroom-based methods. In schools, a new form of apprenticeship called “Cognitive Apprenticeship Methods (Collins, 2006; Dennen & Burner, 2008),” has emerged to teach the cognitive skills used in performing classroom tasks. Cognitive apprenticeship is defined as learning through guided experience on cognitive and metacognitive skills and processes (Collins et al. 1989). Using the CoP framework in formal educational settings would afford a better context for learning. Particularly the perspective of language learning as a social practice is significant in that learners are considered to be as members of social community. In language learning classrooms, the intentional design of communities of practice is necessary and meaningful. The question is how these communities are best designed and implemented especially in an English as a foreign language (EFL) classroom. More specifically, it is necessary to find out what types of activities and settings are meaningful for language learning in the EFL classroom.

This study focuses on the activities which would guide students who had few opportunities to make oral presentations in public before entering the university. The purpose of this study is to examine whether or not the implementation of the oral presentation activities (OPAs) can help make an EFL classroom a community of practice in which cognitive apprenticeship occurs. The OPAs include two types of activities: (a) a pair work activity for practicing presentations and exchanging advice and feedback, and (b) an oral presentation given in front of the class.

## 2. Literature Review

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 constitutes very specific contexts, it is assumed that knowledge can be decontextualized (Lave & Wenger, 1991). However, by the 1990s, new ways of approaching learning had been brought into play, focusing on the social and cultural nature of learning in any particular context (e.g. Lave & Wenger, 1991; Rogoff, 1990, 1995; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991; Wenger, 1998). Since then, 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. 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, 1987; Wertsch, 1985, 1991; for L2, see Lantolf, 2000; Lantolf & Appel, 1994, Lantolf & Thorne, 2006; Ohta, 2001). 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. 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 development (ZPD), cognitive apprenticeship and communities of practice (CoP).

First, the ZPD explains how learning takes place, emphasizing potential development. The ZPD is the distance between the actual developmental level and the level of potential development. Unlike the original interpretation of the ZPD, the ZPD can be created not only by an expert but also created through interaction between learners. The ZPD is the framework which brings all of the pieces of the learning setting together—the teacher, the learner, their social and cultural history, their goals and motives (Aljaafreh and Lantolf, 1994). In that sense, the concept of the ZPD can contribute to explaining how L2 learning takes place. The question is whether it is possible to learn the language within the ZPD of each other in the classroom as a whole. It is necessary to explore what kinds of support can be appropriately pitched in the learners' ZPDs in the language learning classroom. In order to emphasize the influence of the learner's environment in shaping learning behaviors, and consequently language learning outcomes, not only Vygotsky's (1978) construct of the ZPD but also the concepts of the CoP and cognitive apprenticeship give us significant implications.

The communities of practice (CoP) perspective is a new way of approaching learning focusing on the social and cultural nature of learning. Learning is considered to occur through participation in communities to which participants belong. 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. It is the combination of these three elements that constitutes a CoP (Wenger, 1998).

Communities develop their practice through a variety of activities. Learning occurs when people engage in joint activity in a CoP, with or without teaching. The critical point is that knowledge is not something that is incrementally stored in an individual's mind but that is located in the evolving relationships between people and the settings in which they conduct their activities (Lave and Wenger, 1991). Taking these into consideration, it is necessary to create a learning environment in the classroom, where learners share interests and learn from each other, defining learners as practitioners and developing a shared repertoire or resources.

Furthermore, certain instructional strategies can be purposely implemented to support learning (Dennen, 2004; Dennen & Burner, 2008). The teaching method based on cognitive apprenticeship gives learners the opportunity to observe, engage in, and invent or discover expert strategies in context (Collins, 2006). There are six types of instructional strategies: (a) modeling, (b) coaching, (c) scaffolding, (d) articulation, (e) reflection, and (f) exploration. These elements are critical in designing cognitive apprenticeship environments in classrooms. Modeling refers to demonstrating the thinking process, coaching means facilitating while learners perform a task, and scaffolding refers to supporting learners' cognitive activities as needed. It should be noted that learners can engage peer modeling even without instructor design or direction, when learners observe and follow the strategies used by others who are working on similar tasks nearby (King, 1999). Articulation includes any method of getting students to explicitly state their knowledge, reason, or problem-solving processes in a domain (Collins, 2006). Exploration means encouraging learners to pose and solve their own problems. The aim of this method is to encourage learner autonomy, which would help learners to define and formulate the problem which should be solved.

Cognitive apprenticeship is considered to be “a natural occurrence within communities of practice” (Dennen & Burner, 2008, p. 435). In other words, creating a community of practice is critical for cognitive apprenticeship to occur in the EFL classroom. First, therefore, this study examines whether or not the implementation of the oral presentations activities help make the EFL classroom a community of practice. Second, in order to find appropriate strategies which can be purposely implemented to support learning, it is necessary to examine whether or not the OPAs help create a cognitive apprenticeship environment in the EFL classroom. This study employed a quantitative method with the following research questions:

RQ1. *Does the implementation of the oral presentation activities help make an EFL classroom a community of practice?*

RQ2. *Do the oral presentation activities help create a cognitive apprenticeship environment in an EFL classroom?*

### 3. The Study

The purpose of this study is to examine whether or not the implementation of the OPAs can help make an EFL classroom a community of practice in which cognitive apprenticeship occurs.

#### 3.1 Methods

##### 3.1.1 Participants

The selection process for individuals was nonrandom sampling. This means a convenience sample in which respondents were chosen based on their availability. Participants were selected to represent university students. They were 95 university students (freshmen: 31 male and 64 female) who underwent six years of English education at Japanese junior and senior high schools. Since they were English as a foreign language (EFL) learners, they had limited English input and output outside the classroom. They major in comparative cultural studies. Their English proficiency level was roughly the intermediate level. They were grouped into three classes: Class A, Class B and Class C, 33 students, 29 students, and 33 students respectively. The participants of the current study were 89 because six students were absent from school on that day. In addition, quantitative data collected from 4 participants were invalid. As a result, quantitative data obtained from 85 participant were valid for the current study.

##### 3.1.2 Settings: oral presentation activities

The oral presentation activities (OPAs) in the current study are the combination of two sets of

activities: (a) a pair work activity for practicing presentations and exchanging advice and feedback, and (b) an oral presentation given in front of the class. First, the aim of a pair work activity was to give students opportunity to practice for presentation, supporting each other. Second, the aim of an oral presentation in front of the class was to have students experience oral presentations in public. Its goal was to send the message clearly to the audience. The topic of the presentation is ‘the news I’m most interested in’, which includes a summary of the news, the reason they are interested in the story, and opinions about the story. Procedures of the OPAs are shown in Table 1.

Table 1

*Procedures of Oral Presentation Activities*

Activities	Interaction / Details
<ul style="list-style-type: none"> <li>· Announcement of the oral presentation activities by a teacher</li> </ul>	<ul style="list-style-type: none"> <li>· Nurturing readiness for presentation</li> <li>· Raising awareness toward current issues</li> <li>· Encouraging students to read news and watch news programs</li> </ul>
<ul style="list-style-type: none"> <li>· Choosing news articles they were most interested in from English newspapers.</li> <li>· Writing their own drafts.</li> </ul>	<ul style="list-style-type: none"> <li>· Each pair was given one set of English newspaper (Japan Times, International Herald Tribune).</li> <li>· Each pair expressed their feelings and comments concerning the newspapers.</li> </ul>
<ul style="list-style-type: none"> <li>· Pair work activity</li> <li>· Giving advice and feedback</li> </ul>	<ul style="list-style-type: none"> <li>· Students practiced their presentations in pairs with three different partners for 80 minutes, giving some advice and feedback.</li> <li>· Each student took notes of some advice and feedback given by their partners and wrote their own response to them.</li> <li>· Each student wrote down what should be improved for better presentation.</li> </ul>
<p>[one week later]</p> <ul style="list-style-type: none"> <li>· Oral presentation in front of the class</li> </ul>	<ul style="list-style-type: none"> <li>· The other students listened to presentations as audience and wrote some key words on the listening sheet.</li> <li>· They evaluated others’ presentations.</li> </ul>

**3.1.3 Data Collection Instrument**

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, 2014). The purpose of this study was to examine whether or not the implementation of the oral presentations activities can help make an EFL classroom a community of

practice in which cognitive apprenticeship occurs, the researcher developed two instruments: (1) questionnaire for communities of practice, which is the 5-scale questionnaire mainly based on literature review of communities of practice (CoP), and (2) questionnaire for cognitive apprenticeship, which is also the 5-scale questionnaire based on literature review of cognitive apprenticeship. The former consisted of 19 five-point Likert-scale items (1=*strongly disagree*; 2=*disagree*; 3=*neutral*; 4=*agree*; 5=*strongly agree*) and the latter consisted of 21 five-point Likert-scale items.

### (1) Development of survey items: questionnaire items for communities of practice

Survey items for communities of practice (see Appendix 1) were developed based on the literature review, which is shown in Table 2.

Table 2

*Development of Survey Items: Communities of Practice*

<i>Items</i>	<i>Supporting concepts from literature review</i> (Wenger, 2011)
8. It was valuable for us to learn from others through oral presentation activities in this class. 9. It was interesting to know that others have interpreted the news differently from my interpretation. 10. It was interesting that each person expressed their individual opinions. 11. It was beneficial for me to understand the details of the news which was not familiar to me. 12. Observation of others' presentations made me aware of the necessity to use familiar expressions for the audience. 13. The fact that classmates chose difficult political issues has encouraged me to widen my view. 14. The wide variety of topics chosen by my classmates stimulated me. 15. I was amazed by difficult topics chosen by my classmates. 7. Others' presentations have made me aware of what lacks in my presentation as well as good points.	<b>1. Domain</b> · There is a shared competence that distinguishes members from other people. · Members value their collective competence and learn from each other.
16. I wanted to improve my understanding [of English] by participating in this class. 17. In this class, I could pursue what I was interested in.	<b>2. Community</b> · Members pursue their interest in their domain.

<p>18. I wanted to learn various things concerning the news.</p> <p>19. I wanted to improve presentation skills as well as English skills through the oral presentation activities in this class.</p> <p>1. We helped each other during oral presentation activities.</p> <p>2. We shared information with each other during oral presentation activities.</p> <p>3. I think I could build relationships that enabled us to ask and answer questions during pair work activity.</p> <p>4. I think I could build relationships that enabled me to give advice to my partner during pair work activity.</p> <p>5. We could share our knowledge during oral presentation activities.</p> <p>6. We shared something through oral presentation activities.</p>	<ul style="list-style-type: none"> <li>· Members engage in joint activities and discussions, help each other , and share information.</li> <li>· Members build relationships that enable them to learn from each other.</li> </ul> <p><b>3 Practice</b></p> <ul style="list-style-type: none"> <li>· Members of a CoP are practitioners.</li> <li>· They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice.</li> </ul>
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**(2) Development of survey items: questionnaire items for cognitive apprenticeship**

This study developed survey items based on the cognitive apprenticeship model in educational practice (Dennen & Burner, 2008) and principles for designing cognitive apprenticeship environments (Collins, 2006). Although cognitive apprenticeships may occur on their own without intervention, certain instructional strategies can be purposely implemented to support learning (Collins et al., 1989). The basic model originally consists of the following six elements: (a) *modeling*, (b) *coaching*, (c) *scaffolding*, (d) *articulation*, (e) *reflection*, and (f) *exploration*. It should be noted that these strategies refer to the teacher’s or expert’s actions (Dennen & Burner, 2008). Since the current study was to investigate whether or not the OPAs help create a cognitive apprenticeship environment in an EFL classroom, two of the strategies were excluded: (b) *coaching* and (d) *articulation*. First, this is because the strategy (b) *coaching* is mainly used by a teacher or a tutor to facilitate while students perform a task. In the OPAs, this strategy, *coaching* was not intended to include, since focus was more on interaction between peers. Second, as for (d) *articulation*, the definition of *articulation* in cognitive apprenticeship is as follows: encouraging students to verbalize their knowledge and thinking (Collins, 2006). Therefore, in order to prove whether students were engaged in *articulation*, qualitative analysis is necessary. Since the current study focused on quantitative data, this element was intentionally excluded in developing items for questionnaire. So qualitative analysis of (d) *articulation* will be necessary for future research. Development of questionnaire items (see Appendix 2) is shown in Table 3.

Table 3

*Development of Survey Items: Cognitive Apprenticeship*

<i>Items</i>	<i>Supporting concepts from literature review</i>
<p>12. Others' presentations made me realize how to analyze the news.</p> <p>13. My actual experience of giving presentation made me aware of the keys to a successful presentation.</p> <p>3. My partner's presentation during pair work activity stimulated me to perform well.</p> <p>4. I gave my partner some advice concerning approach to thinking during pair work practices.</p> <p>8. I learned various things from presentations which were better than mine.</p> <p>15. Observation of others' presentations gave me some hints on how to perform well in my own presentation.</p>	<ul style="list-style-type: none"> <li>· Cognitive apprenticeship is a process by which learners learn from a more experienced person by way of cognitive and metacognitive skills and processes. (Dennen &amp; Burner, 2008, p. 427)</li> <li>· Intrinsic motivation (Collins, 2006)</li> </ul> <p><i>Modeling</i></p> <ul style="list-style-type: none"> <li>· Demonstrating the thinking process (Dennen &amp; Burner, 2008, p. 427)</li> <li>· One cannot engage in a cognitive apprenticeship alone, but rather it is dependent on expert demonstration (modeling) in the initial phases of learning. (Dennen &amp; Burner, 2008, p. 427)</li> <li>· Modeling involves an expert performing a task so that the students can observe and build a conceptual model of the processes that are required to accomplish it. (Collins, 2006, p. 50)</li> </ul>
<p>5. I gave my partner some advice concerning English expressions during pair work activity.</p> <p>17. Pair work activity was helpful in making my own presentation.</p>	<p><i>Scaffolding</i></p> <ul style="list-style-type: none"> <li>· Providing the learner to help the student carry out the task.</li> <li>· The supports provided to the learner, taking either the form of suggestions or help. (Collins, 2006, p. 50)</li> <li>· Assisting and supporting student cognitive activities as needed</li> </ul>
<p>16. Without pair work practices and peer support, I could not have performed to this level.</p>	<ul style="list-style-type: none"> <li>· Learners are challenged with tasks slightly more difficult than they can accomplish on their own and must rely on assistance from and collaboration with others to achieve these tasks. (Dennen &amp; Burner, 2008, p. 427)</li> </ul>
<p>6. Engaging in pair work activity made me realize what should be improved in my presentation.</p>	<p><i>Reflection</i></p> <ul style="list-style-type: none"> <li>· Self-analysis and assessment (Dennen &amp; Burner, 2008, p. 427)</li> </ul>



<p>9. I learned even from the shortcomings of others' presentations.</p>	<ul style="list-style-type: none"> <li>· Comparing students' performance with others (Collins, 2006)</li> </ul>
<p>1. I asked for advice concerning my presentation during pair work activity.</p>	<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>· Guiding students to a mode of problem solving on their own (Collins, 2006, p. 51)</li> </ul>
<p>11. Others' presentations made me aware of keys to successful presentation.</p>	<ul style="list-style-type: none"> <li>· Formation and testing of one's own hypotheses (Dennen &amp; Burner, 2008, p. 427)</li> </ul>
<p>20. I observed others' presentations very carefully.</p>	<p><i>Observation</i></p> <ul style="list-style-type: none"> <li>· The learners in cognitive apprenticeships are engaged in acts of observation, practice, and reflection. (Dennen &amp; Burner, 2007, p. 427)</li> </ul>
<p>10. I learned how to express in English from others' presentations.</p>	
<p>7. Actual observation of others' presentations taught me various things.</p>	
<p>18. Actual observation of others' presentations helped me to make my own presentation.</p>	
<p>19. I practiced hard for my presentation.</p>	<ul style="list-style-type: none"> <li>· <i>Practice</i></li> </ul>
<p>21. After my practice and presentation, I reflected on the good points and the points which should be improved.</p>	<ul style="list-style-type: none"> <li>· <i>Reflection</i></li> </ul>
<p>14. Actual observation of others' presentations taught me much more than mere explanation of what is important for successful presentation.</p>	<ul style="list-style-type: none"> <li>· Major advantage of learning by cognitive apprenticeship as opposed to traditional classroom-based methods is the opportunity to see the subtle, tacit elements of expert practice that may not otherwise be explicated in a lecture or knowledge-dissemination format. (Dennen &amp; Burner, 2008, p. 427)</li> </ul>

### 3.1.4 Data analyses procedures

As for RQ1 and RQ2, exploratory Factor Analysis with promax rotation (with Keizer normalization) was performed for extracting underlying factors using statistical software SPSS ver.21. The researcher is the teacher who taught this course 90minutes a week. The researcher had prolonged time in this field since she spent the whole semester with the students as a teacher, which has given her an opportunity to discuss evidence about the theme. It should also be mentioned that since the

researcher is a teacher, and the participants were students taught by the researcher, there was a possibility of dependent relationship between the two. There was no threatening situation when the survey was conducted, with the students being informed that the survey results had no relation with their own grades. Prior to data collection, the participants were informed that the private information obtained by this research should not be revealed.

### 3.2 Results

RQ1. *Does the implementation of the oral presentations activities help make an EFL classroom a community of practice?*

As for RQ1, exploratory Factor Analysis with promax rotation (with Keizer normalization) was performed for extracting underlying factors using statistical software SPSS ver.21. Extraction method was principal axis factoring. Following each round, cross-loading and low-loading items were eliminated from the analyses. This process resulted in the elimination of two items, Q7 and Q11. Examination of the screen plot and the eigenvalue (i.e., more than 1.0) resulted in three factors accounting for 55.6% of the total variance. Each factor obtained appreciable loadings (i.e., loadings of more than .47) from the items. Factor loadings for exploratory Factor loadings 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*

Items	Factors		
	1	2	3
4	<b>.820</b>	-.192	.221
3	<b>.820</b>	-.153	.182
5	<b>.804</b>	.002	-.006
2	<b>.779</b>	.026	-.138
1	<b>.740</b>	.142	-.109
6	<b>.681</b>	.258	-.179
14	.047	<b>.734</b>	.095
10	-.074	<b>.722</b>	.055
8	.079	<b>.718</b>	-.023
12	-.019	<b>.686</b>	-.106

15	.005	<b>.657</b>	-.153
13	.016	<b>.554</b>	.228
9	-.063	<b>.476</b>	.235
18	-.091	-.070	<b>.913</b>
17	-.010	-.086	<b>.754</b>
16	.061	.134	<b>.624</b>
19	.093	.299	<b>.484</b>

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 .82 to .90.

Table 5

*Items in the Five-point Likert-scale Questionnaire and Factor Assignment*

Items	Questionnaire statement	Mean	SD
<b>Factor 1 Practice: Shared practice (<math>\alpha = .90</math>)</b>			
4.	I think I could build relationships that enabled me to give advice to my partner during pair work activity.	3.9	0.85
3.	I think I could build relationships that enabled us to ask and answer questions during pair work activity.	3.9	0.9
5.	We could share our knowledge during oral presentation activities.	3.7	1.01
2.	We shared information with each other during oral presentation activities.	3.5	1.1
1.	We helped each other during oral presentation activities.	3.9	1.03
6.	We shared something through oral presentation activities.	3.7	1.05
<b>Factor 2 Domain: Shared competence (<math>\alpha = .847</math>)</b>			
14.	The wide variety of topics chosen by my classmates stimulated me.	4.3	0.82
10.	It was interesting that each person expressed their individual [opinion].	4.4	0.73
8.	It was valuable for us to learn from others through oral presentation activities in this class.	4.4	0.75
12.	Observation of others' presentations made me aware of the necessity to use familiar expressions for the audience.	4.7	0.54
15.	I was amazed by difficult topics chosen by my classmates.	4.6	0.68
13.	That fact that classmates chose difficult political issues has encouraged me to widen my view.	4.3	0.87
9.	It was interesting to know that others have interpreted the news differently from my	4.2	0.87

interpretation.

**Factor 3 Community: Pursuit of interest** ( $\alpha = .82$ )

18. I wanted to learn various things concerning the news.	4.1	0.84
17. In this class, I could pursue what I was interested in.	3.8	0.87
16. I wanted to improve my understanding [of English] by participating in this class.	4.5	0.72
19. I wanted to improve presentation skills as well as English skills through peer presentation activities in this class.	4.4	0.84

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

Table 6

*Descriptive Statistics for Three Subscales*

Factor	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Practice: Shared practice	3.5	3.9	3.8	0.99
Domain: Shared competence	4.2	4.7	4.5	0.75
Community: Pursuit of interests	3.8	4.5	4.5	0.82

Three factors were extracted by execution of factor analysis. The characteristic of each factor was named by using the CoP perspective based on a review of the literature: (a) practice: shared practice, (b) domain: shared competence, and (c) community: pursuit of interest. As discussed so far, not everything called a community is a community of practice. Three characteristics are crucial for a community of practice: (a) practice, (b) domain, (c) community (Wenger, 1998). As the result of RQ1 shows, the OPAs incorporate these three characteristics. This can be interpreted to mean the OPAs contributed to creating three distinct features of each factor: (a) shared practice, (b) shared competence, and (c) pursuit of interest. This shows that the implementation of the OPAs help make an EFL classroom a community of practice, three main features of which are shared practice, shared competence and pursuit of interest.

*RQ2. Do the oral presentation activities help create a cognitive apprenticeship learning environment in an EFL classroom?*

As for RQ2, exploratory Factor Analysis with promax rotation (with Keizer normalization) was performed for extracting underlying factors using statistical software SPSS ver.21. Extraction method was principal axis factoring. Q5 was eliminated because of floor effect. In addition, Q11 was eliminated

because of ceiling effect. Following each round, cross-loading and low-loading items were eliminated from the analyses. This process resulted in the elimination of three items, Q1, Q2, and Q4. Examination of the screen plot and the eigenvalue (i.e., more than 1.0) resulted in four factors accounting for 52% of the total variance. Each factor obtained appreciable loadings (i.e., loadings of more than .35) from the items. Factor loadings with promax rotation are shown in Table 7. Factor loadings > .34 are in boldface.

Table 7

*Factor Loadings for Exploratory Factor Analysis with Promax Rotation*

Items	Factors			
	1	2	3	4
8	<b>.883</b>	-.065	.009	.047
7	<b>.742</b>	-.149	.114	.078
18	<b>.645</b>	.169	.099	-.083
12	-.042	<b>.640</b>	.025	-.017
10	-.210	<b>.614</b>	.215	-.027
14	.329	<b>.586</b>	-.118	-.210
15	.294	<b>.522</b>	.041	-.001
9	-.018	<b>.507</b>	-.045	.235
17	.130	-.045	<b>.870</b>	.068
16	.091	.098	<b>.794</b>	-.214
3	-.232	.268	<b>.469</b>	.279
6	.159	-.121	<b>.348</b>	.257
19	-.055	-.193	.080	<b>.789</b>
13	-.015	.296	-.092	<b>.563</b>
20	.302	.082	-.018	<b>.504</b>
21	.210	.202	-.137	<b>.422</b>

Items in the five-point Likert-scale questionnaire and factor assignment are shown in Table 7. In order to assess internal consistency, Cronbach's alpha was derived for each factor, which is also shown in Table 8. Cronbach alpha for each subscale ranged from .722 to .820.

Table 8

*Items in the Five-point Likert-scale Questionnaire and Factor Assignment*

Items	Questionnaire statement	Mean	SD
<b>Factor1 Modeling</b> ( $\alpha = .820$ )			
7.	Actual observation of others' presentations taught me various things.	4.6	0.62
8.	I learned various things from presentations which were better than mine.	4.6	0.61
18.	Actual observation of others' presentations helped me to make my own presentation.	4.2	0.77
<b>Factor 2 Exploration</b> ( $\alpha = .722$ )			
10.	I learned how to express in English from others' presentations.	3.4	1.2
12.	Others' presentations made me realize how to analyze the news.	3.6	1.0
14.	Actual observation of others' presentations taught me much more than mere explanation of what is important for successful presentation.	4.3	0.69
15.	Obsevation of others' presentations gave me some hints on how to perform well in my own presentation.	4.4	0.59
9.	I learned even from the shortcomings of others' presentations.	4.2	0.89
<b>Factor 3 Scaffolding</b> ( $\alpha = .770$ )			
3.	My partner's presentation during pair work activities stimulated me to perform well.	4.2	0.94
6.	Engaging in pair work activity me realize what should be improved in my presentation.	4.1	1.0
16.	Without pair work practices and peer support, I could not have performed to this level.	3.8	1.2
17.	Pair work activity was helpful in making my own presentation.	4.1	0.98
<b>Factor 4 Reflection</b> ( $\alpha = .746$ )			
13.	My actual experience of giving presentation made me aware of the keys to a successful presentation.	4.1	0.89
19.	I practiced hard for my presentation.	3.8	1.1
20.	I observed others' presentations very carefully.	4.1	0.74
21.	After my practice and presentation, I reflected on the good points and the points which should be improved.	3.7	0.94

Descriptive statistics for the subscales are presented in Table 9.

Table 9

*Descriptive Statistics for Subscales*

Factor	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Modeling	4.2	4.6	4.4	.67
Exploration	3.4	4.4	3.8	.87
Scaffolding	3.8	4.2	4.1	1.03
Reflection	3.7	4.1	3.9	.92

Four factors were extracted by execution of factor analysis. The characteristic of each factor was named by using the concept of cognitive apprenticeship based on a review of the literature: exploration, scaffolding, modeling, and reflection. This shows that the implementation of the OPAs has given the students the opportunity to experience main aspects of cognitive apprenticeship through the OPAs. It means that the oral presentation activities help create an apprenticeship learning environment in the EFL classroom. It should be noted, however, one element of cognitive apprenticeship, *articulation* was not examined in this study.

### 3.3 Discussion

#### 3.3.1 A community of practice

RQ1. *Does the implementation of the oral presentation activities help make an EFL classroom a community of practice?*

Communities of practice are formed by people “who engage in a process of collective learning in a shared domain of human endeavor” (Wenger, 2011, p.1). Three characteristics are crucial for a community of practice: (a) practice, (b) domain, and (c) community (Wenger, 1998). As the result of RQ1 shows, these characteristics were extracted by factor analysis. It means that the implementation of the OPAs help make an EFL classroom a community of practice. More specifically, each factor respectively presented the specific characteristic of the OPAs: (a) shared practice, (b) shared competence, and (c) pursuit of interest.

#### (1) Practice: a shared practice

The aspects of “practices” shown in the CoP model (Wenger, 2011) are as follows: (a) members of a CoP are practitioners, and (b) they develop a shared repertoire of resources, which means a

shared practice. Shared repertoire refers to “the resources that the community creates for negotiating meaning” (Wenger, 1998, p. 82). During the OPAs, which include pair work activity and oral presentations in front of the class, the students engaged in joint activities and discussions, helped each other, and shared information. The goal of this OPAs was to explain the news they were most interested in and to express their opinions about it clearly. Therefore, the purpose of the pair work activity was to give each pair the opportunity to practice and to help their partners improve their presentations. They practiced in pairs, helping each other, giving some advice and feedback for better oral presentations. Moreover, the students engaging in the OPAs can be considered as practitioners (Wenger, 2011). The students shared not only knowledge but also activities such as “experiences, stories, and ways of addressing recurring problems” (Wenger, 2011). It can be interpreted that they developed a shared repertoire of resources, which means a shared practice through the OPAs.

## **(2) Domain: a shared competence**

As Wenger (2011) suggests, a community of practice is not merely a network of connections between people. In order to regard the EFL classroom as a community of practice, it should have “an identity defined by a shared domain of interest” (p.1). Through engagement of the OPAs, the students tried to commit to the activities, sharing their ideas and knowledge in order to improve their presentations. This kind of commitment to the domain could be interpreted as a shared competence that distinguishes from other people. Furthermore, in a community of practice, “members value their collective competence and learn from each other” (Wenger, 2011, p. 1) regardless of whether or not people outside the group may value or even recognize their expertise. The students value leaning from others through the OPAs. For example, they appreciate the opportunity to listen to the classmates’ individual opinions as well as the different ways of interpreting the news. In addition, the fact that classmates chose difficult political issues encouraged them to widen their views. They were amazed by the difficult topics chosen by their classmates, but they didn’t seem to be threatened by the fact. They rather appreciated it in that the wide variety of topics chosen by their classmates stimulated them.

As these examples show, the students appreciate “a shared competence” (Wenger, 2011, p.1). Putting value on shared repertoire for practice may be one of the specific features of a community of practice. In a traditional classroom where there is no interaction between students, repertoire or knowledge of more capable peers tends to be considered to belong to each individual. However, in a community of practice, knowledge of more capable peers can be considered to belong to the community as shared repertoire. Their “collective competence” (Wenger, 2011) is valued and the



students learn from each other in a community of practice. The students in the “peripheral participation” (Lave and Wenger, 1991) can learn from more capable peers. In that sense, more capable peers can contribute to the community of practice by sharing their knowledge and making them as shared repertoire of the class. The critical point is that the domain is “not necessarily something recognized as ‘expertise’ outside the community” (p.1). Therefore, the EFL classroom, where NNS (non-native speakers) interact with NNS can be considered as a community of practice, even though its domain is not necessarily recognized as ‘expertise’.

### **(3) Community: pursuit of interest**

Important aspects of ‘community’ are as follows: (a) members pursue their interest in their domain, (b) members engage in joint activities and discussions, help each other, and share information, and (c) members build relationships that enable them to learn from each other (Wenger, 2011). As the result of RQ1 shows, items 1,2,3, and 4, which had been originally categorized in ‘community’ based on the CoP model, was actually extracted into Factor 1, ‘practice’. In other words, two aspects of (b) and (c) of ‘community’ were deeply interrelated with the concept of ‘practice’. This suggests that, in order to develop a shared repertoire of resources, the following aspects of ‘community’ are critical: engagement in joint activities, helping each other and sharing information as well as building relationships that enable them to learn from each other. This may be the reason why some items originally designed for ‘community’ were recognized as ‘practice’ by factor analysis.

During the pair work activity, that is, practices for presentation in pairs, they had the opportunity to build relationships that enabled them to ask and answer the questions concerning the content of the presentation. Unless the students interact and learn together, they do not form a community of practice (Wenger, 2011). Furthermore, the students were interested in improving their presentation skills by participating in the OPAs. They also showed interest in learning various topics of current news. This can be interpreted that the students pursue their interest in the domain, which is an important aspect of ‘community’.

### **3.3.2 Cognitive apprenticeship**

*RQ2. Do the oral presentation activities help create a cognitive apprenticeship environment in an EFL classroom?*

The current study has found that the implementation of the OPAs has given the students

opportunities to experience *modeling*, *exploration*, *scaffolding* and *reflection*, which are main aspects of cognitive apprenticeship (Burner & Dennen, 2008). The students engaged in two types of activities in the OPAs: (a) pair work activity, and (b) oral presentations in front of the class. This section discusses the following: (1) cognitive apprenticeship during pair work activity, (2) cognitive apprenticeship during and after oral presentations, and (3) cognitive apprenticeship throughout the OPAs.

### (1) Cognitive apprenticeship during pair work activity

The students played two different roles during pair work activity which is shown in Table 10.

Table 10

*Two Different Roles Played by Students during Pair Work Activity*

Cognitive apprenticeship	Role A	Role B
Practice Observation  Metacognitive awareness  Scaffolding (Factor 3)	[Delivering an oral presentation] · Student A delivered his or her presentation to student B. (practice for presentation)	[Observation of an oral presentation] · Student B observed his/her partner's presentation.  [Giving advice and feedback] · Student B gave some advice and feedback concerning content and delivery. · Student B pointed out the problems which should be solved
Reflection (Factor 4)  Exploration (Factor 2)	· Student A wrote his/her own response to advice and feedback given by Student B: (a) what should be improved for better presentation, and (b) how the problem should be improved.  Change the roles.	

As table 10 shows, through playing two different roles, the students engaged in not only observation and practice, but also *scaffolding*, *reflection* and *exploration*. During pair work activity, each student played two different roles. One is to deliver his or her presentation for practice or rehearsal

for an oral presentation. Other is to give some advice and feedback to help the partner improve his or her presentation. While listening to Student A's presentation, metacognitive awareness of Student B might have been raised since he or she was required to give some advice or feedback to the partner. Moreover, both Student A and Student B tried to define or formulate the problems to be solved, which could be regarded as *exploration* (Collins, 2006).

After listening to the presentation, Student B pointed out the problems which should be solved and gave some advice and feedback concerning content and delivery. Then, student A wrote two things on the sheet: (a) advice and feedback given by their partners, (b) their own response to the advice and feedback, exploring what should be improved for better presentation and how to solve the problem. The advice and feedbacks by their partners might have helped the students carry out the task. This kind of assistance and support can be regarded as *scaffolding*. In cognitive apprenticeship, scaffolding means the supports provided to the learner, taking either the form of suggestions or help (Collins, 2006). Peer interaction during pair work activity might have assisted and supported student cognitive activities as needed. Since delivering oral presentations in English in front of the class was the first experience for most of the students, it can be said that the students were challenged with tasks slightly more difficult than they could accomplish by themselves. In order to attain the goal, they had to "rely on assistance from and collaboration with others to achieve these tasks" (Dennen & Burner, 2008, p. 427).

Therefore, the students appreciated scaffolding by their partners. For some of the students, observing their partners' presentation during practices seem to have stimulated them to perform well. Moreover, they thought they could not have performed to a certain level without pair work practices and peer support. It can be said that assistance, which was sensitive to the developmental stage within the zone of proximal development (ZPD), was provided to each student through the participation of the OPAs.

*Scaffolding* in cognitive apprenticeship is deeply related with the ZPD, which is the distance between the actual developmental level and the level of potential development (Vygotsky,1978). 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 (Anton & DicCamilla, 1998; Donato, 1994; Ohta, 2001; Swain & Laptkin,1998). The students might have engaged in them during pair work activity as table 10 shows. Furthermore, not only more proficient learners assist their peers, but mutual assistance among learners of similar proficiency (Anton & DicCamilla, 1998; Donato, 1994; Ohta, 2001; Storch, 2002; Swain & Laptkin, 1998) might have occurred. It can also be said that the OPAs gave the students the opportunity to experience *guided participation* (Rogoff,

1995), which refers to the interpersonal plane of sociocultural analysis. This suggests that the OPAs have made the EFL classroom where there is “the mutual involvement of individuals and their social partners, communicating and coordinating their involvement” (Rogoff, 1995, p.142).

The question concerning peer interaction is whether learners actually can learn something without experts. However, as some studies (Brooks & Swain, 2001; Kowal & Swain, 1994) show, learners can be concurrently experts and novices in peer interaction. During the OPAs, students were required to play two different roles: performer and observer. This can be interpreted that they learn each other by developing cognitive and metacognitive skills, which is an important aspect of cognitive apprenticeship. Learning in a community of practice is not limited to novices since the practice of a community is dynamic and involves learning a language on the part of everyone, (Lave & Wenger, 1991; Wenger, 1998).

## (2) Cognitive apprenticeship: during and after oral presentations in front of the class

Next, cognitive apprenticeship *during* observation of others’ presentations and *after* oral presentations is discussed. First, the students had opportunities to experience *modeling*, *exploration* along with observation during oral presentations, which is shown in Table 11.

Table 11

### *Cognitive Apprenticeship during and after Oral Presentations in front of the Class*

Cognitive apprenticeship	Activities
Modeling	· Students delivered oral presentations in front of the class.
Observation	· Other students listened to presentations as audience.
	· Students observed others’ oral presentations.
Exploration	· Students wrote some comment on the others’ presentations on the listening sheet.

### After Making Oral Presentations

Reflection	· Students wrote some comment on their own presentation. · Students evaluated their own presentations on self-evaluation sheets.
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## Modeling

According to Collins (2006), *modeling* involves an expert performing a task so that “the students can observe and build a conceptual model of the processes that are required to accomplish it” (p. 50). However, in the EFL classroom, where interactions between non-native speakers (NNS) and NNS are norm, the question is whether *modeling* is enough for novices who have few opportunities for making

oral presentations in English. As the result shows, the OPAs gave the students the opportunity to observe *modeling*: Mean of factor 1 was 4.4. (five-point Likert-scale). The reason may be that successful presentations delivered by more capable peers can be considered as *modeling*. Some of the participants in the current study had already experienced oral presentations in English in high school days. The others had not experienced making oral presentations in English at all, so successful presentations delivered by more capable peers could play a role as *modeling*.

Since the goal of making an oral presentation was to send clear message to the audience, whether the students used the language to communicate their ideas and opinions was considered important in the OPAs. Such *function* of the language was the main concern in the OPAs, so that *form* of the language should be allowed to have some degree of variation as long as message is clearly sent to listeners. In that sense, *modeling* does not necessarily have to be the native speakers' perfect model. Therefore, successful presentation delivered by more capable peers can be considered as *modeling* in the OPAs.

As the result shows, the students appreciated actual observation of others' presentations in that it helped them deliver their own presentations. Especially, observation of better presentation than their own seems to have given significant implications to the students, that is, awareness of keys to successful performance. 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. If the classroom is considered as the place where English is used for communication between people, a certain degree of variety of English can be acceptable. In sum, without perfect model of native speakers of English, the students could learn what is important for a successful presentation by observing the presentation delivered by more capable peers.

Moreover, for adolescences, stimulation by more capable peers has a significant meaning. If the students are shown a presentation by a real expert or a teacher as a model, some of the novices might be frightened or threatened. However, the students perceived the presentations demonstrated by more capable peers as a good model for them. It can be interpreted that the model presented by their peers could be within the reach of their own ZPD. This means that if they make efforts in improving their own presentations, the goal could be attainable.

### **Exploration**

Exploration is aimed at "encouraging learner autonomy, not only carrying out expert problem-solving processes but also in defining or formulating the problems to be solved" (Collins, 2006, p.50).

As factor 2, *exploration* shows, actual observation of others' presentations was considered to teach the students much more than mere explanation of what is important for a successful presentation. By listening to others' presentations, the students learned what kinds of English expressions would be better for the audience to understand.

Furthermore, the result shows that they learned even from the shortcomings of others' presentations. Because of the shortcomings, for example, low voice, less eye contact, poor articulation, poor explanations of the news, unclear statements of opinions, the students actually could not get the message or could not understand the content of the presentation. Since the students were required to write some key words and comment on the listening sheet, this kind of incomprehensibility was a big problem. Therefore, these experiences might have made them aware of what they should keep in mind when making their own presentations. This suggests that the students learned something important from unsuccessful presentations, raising their metacognitive awareness. The students learned not only from performances by more capable peers but also from performances by novices, "defining or formulating the problems to be solved" (Collins, 2006). This can be regarded as *exploration* in cognitive apprenticeship.

### **Reflection**

*Reflection* is "designed to help students to focus their observations of expert problem solving and to gain conscious access to their own problem-solving strategies" (Collins, 2006). In the OPAs, after oral presentations, each student was required to do two things: (a) writing some comment on others' presentations, and (b) evaluating their own presentations on the self-evaluation sheets.

Through these activities, the students engaged in analysis of others' presentations as well as their own. The students observed others' presentation carefully to find out keys to a successful presentation. In addition, their actual experience of delivering an oral presentation made them aware of the points which should be improved, in comparison with other successful presentations, which is the key aspect of *reflection* in cognitive apprenticeship. Not only actual experience of delivering an oral presentation but also self-evaluation of presentation might have raised their metacognitive awareness, which led them to experience *reflection*.

### **(3) Cognitive apprenticeship throughout the OPAs**

This section discusses overall aspects of cognitive apprenticeship throughout the OPAs. As discussed so far, the students played two different roles through the OPAs: (a) performer or sender of the message, and (b) observer, receiver of the message, and provider of advice and feedback, as

shown in Table 12.

Table 12

*Two Roles during the OPAs*

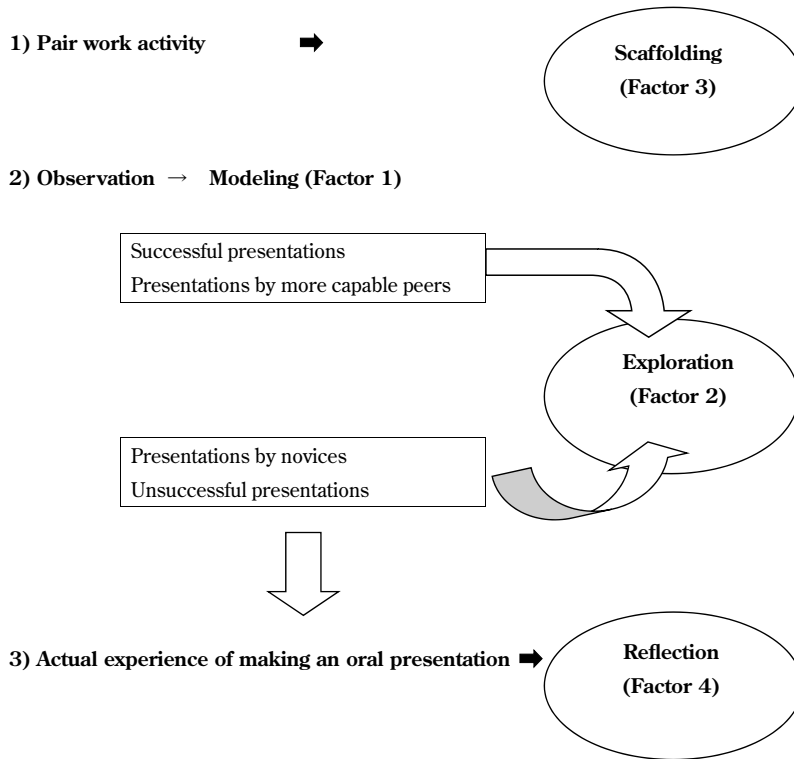
OPAs	Role 1	Role 2
Pair work activity	· Performer	· Observer · Receiver of the message · Provider of advice and feedback
Making an oral presentation in front of the class	· Performer · Sender of the message	· Observer/ Audience · Receiver of the message

By playing these two roles, they engaged in acts of *scaffolding*, *exploration*, *modeling* and *reflection*. More specifically, observers during pair work activity played a role as provider of advice and feedback, which could be interpreted as *scaffolding* (Factor 3). During observing oral presentations, successful presentation could be regarded as *modeling* (Factor 1). ‘Successful’ in this case means that message was clearly sent to the listeners. In other words, presentation by more capable peers could be regarded as modeling in the activities whose focus is on communication.

This study has also found that observation of others’ presentations, including both successful and unsuccessful ones, led the students to *exploration* (Factor 2). Through observation of both types of presentations, metacognitive awareness has been raised in finding out what should be improved for a better presentation and how to solve the problem. Since the OPAs required the students to deliver their own presentations as a performer, it can be said that actual experience of delivering presentations led them to *reflection* (Factor 4). If they had played only one role, in this case, Role 2, the students would not have experienced such *reflection*. This suggests that ‘participation’ is significant in language learning.

Cognitive apprenticeship throughout the OPAs is shown in Figure 1. Playing double roles during the OPAs enabled the students to experience the following: (a) *scaffolding* during pair work activity, (b) *modeling* during observing oral presentations in front of the class, (c) *exploration* stimulated by presentations delivered by both more capable peers and novices, (d) *reflection* promoted through the actual experience of their own presentations.

Figure 1  
*Cognitive Apprenticeship throughout the OPAs*



### 3.4 Pedagogical implications

The findings of this study show a possible new direction for language learning in the EFL environment as well as a new approach to language teaching. The perspective of cognitive apprenticeship in a community of practice can provide a new approach, focusing on people and the social structure that enable them to learn with and from each other. It gives us important implications for an EFL classroom. 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 where a language is used. Secondly, the peer-to-peer learning activities, which are typical of communities of practice, can offer a complementary alternative to traditional course offerings (Collins, 2006).

Thirdly, participation is essential not only for learning, but also for the development of the community. Through shared practice, learners value their collective competence and learn from each



other. It is important for them to develop their shared competence in the domain, because the more students develop a shared repertoire of resources in the class, the more they could learn from it. This suggests that participation of learners would facilitate development of the EFL classroom itself. This dialectic relationship between learners and the community gives us significant implications for today's educational institutions in Japan, where an individual learner is considered as a competitor not as a contributor to the community or society. The findings of this study will make us realize that a repertoire of resources does not belong to just an individual but also belongs to the community (e.g., the EFL classroom) as a shared competence.

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. Then it will make them ready for another community of practice, for example, the global community, since the community can act as a living curriculum for the apprentice (Collins, 2006).

### **3.5 Limitations and future research**

Although the current study reveals some findings regarding the OPAs, there are several limitations that need to be considered: participants' proficiency level, and contents and types of activities. First, "Japanese university students" does not automatically constitute any kind of homogenous body; the findings may be limited to intermediate-level Japanese university students. Second, contents and types of activities were limited to pair work activity and oral presentations concerning the news in this study. Various types and contents of oral presentation activities should be examined for future study. Therefore, it is necessary to further examine various EFL classrooms of different proficiency levels, age groups, or learning goals in order to gauge the effects of OPAs. 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 effects of oral 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 OPAs in an EFL classroom.

## **4. Conclusion**

First, this study reveals that the OPAs incorporate three characteristics of CoP: *practice*, *domain*, and *community*. In other words, the implementation of the OPAs contributed to building relationship that enable the students as practitioners to learn from each other, developing a shared repertoire of

resources in pursuit of interest in the EFL classroom. Second, this study shows that the OPAs incorporate four main elements of cognitive apprenticeship: *modeling*, *exploration*, *scaffolding*, and *reflection*. It was also found out that specific aspects of the OPAs, that is, playing double roles during the OPAs, enabled the students to experience these elements of cognitive apprenticeship. Therefore, it can be said that the OPAs incorporate both three characteristics of CoP and main elements of cognitive apprenticeship. It means that the implementation of the OPAs can help make the EFL classroom a community of practice in which students experience main aspects of cognitive apprenticeship. This suggests that viewing language learning as social participation gives us significant implications in developing activities in the EFL classroom. If we see learners as active participants in the practices of social communities where a language is used, it will change the way of teaching and learning English in the classroom.

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### Appendix 1

Oral presentation 活動について次の問いに答えてください。

●下の質問を読み、最もあてはまる答えを1~5の番号から選び、その番号を解答欄に記入してください。

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 = ややそう思う	5 = 大いにそう思う	

新番号	[Oral presentation 活動について]
1	ペアワークでは、お互い助け合った。 (例えば? )
2	ペアワークでは、お互い情報を交換し合った。 (例えば? )
3	ペアワークで練習をした際に、相手に質問をしたり答えたりする関係は作れたと思う。
4	ペアワークで練習をした際に、相手にアドバイスをあげたりする関係は作れたと思う。
5	ペアワークでは、お互いの持っている知識を分かち合うことが出来た。
6	ペアワークや発表を通して、一緒に何かを体験したという気がする。
7	ペアワークや発表活動では、自分が出来ている点や欠けている点何かを他と比べて把握することができた。
8	このクラスで、ペアワークや発表を通して、他者から学ぶことができる事は貴重なことだと思う。
	[ニュースの内容に関して]
9	自分の知っているニュースでも、人によって色々な解釈がされていて興味深かった。
10	一人一人個性があって聞いていて面白かった。
11	知らなかったニュースの詳しいことが分かってためになった。
12	聴衆を意識して、初めて聞く人にも分かるような表現を使うべきだ。
13	政治関係の難しいトピックを選んでいる人もいて、自分も視野を広めようと思った。
14	幅広い内容の問題を扱っていたので、同級生として刺激になった。
15	難しい内容を選んで発表している人はすごいと思った。
	[あなた自身のことについて聞きます]
16	この(中級)クラスで、授業に参加して理解できるように努力したい。
17	このクラスでは、自分の興味のある分野を追求することができる。
18	このクラスでは、ニュースの内容に関して色々学びたい。
19	このクラスで、ペア発表活動を通して自分の英語力、プレゼン能力を高めたい。

**Appendix 2**

●授業において行った Oral presentation 活動（関心のあるニュース）に関して、下の質問を読み、最もあてはまる答えを1-5の番号から選び、その番号を解答欄に記入してください。

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 = ややそう思う	5 = 大いにそう思う	

番号	[ペア練習において]
1	ペア練習の時に、ペアの相手に積極的にアドバイスをした。
2	ペア練習の時に、自分の発表に関して相手に積極的にアドバイスを求めた。
3	ペア練習の時には、相手の発表に刺激されて、自分も頑張ろうと思った。
4	ペア練習では、相手に何らかの考え方についてアドバイスした。
5	ペア練習では、相手に英文などに関してアドバイスした。
6	ペア練習をしている時に、自分の発表の直すべき点があった。
	[人の発表を聞いて]
7	人の発表を実際に聞くことで、学ぶことが多かった。
8	自分より上手く発表できる人から、色々なことを学んだ。
9	他者の発表の不足している点からも学んだ。
10	他者の発表から、英語の表現方法などを学んだ。
11	他者の発表から、プレゼンで大事なことは何かを学んだ。
12	他者の発表から、ニュースの分析の仕方や掘り下げ方を学んだ。
	[今回の活動全体に関して]
13	実際に発表を体験したことで、発表をうまくするためには何が大切なのか認識がより高まった。
14	「発表で何が大事か」をただ口で説明されるよりも、実際に他者の発表を見ることの方が学ぶことが大きいと思う。
15	他者の発表を見ることで自分の発表をどのようにしたらよいか、ヒントを得ることができた。
16	今回の発表活動全体は、もし自分一人ですべてをやらなければならないとしたら（ペア練習やペアでのサポートがなければ）ここまでは出来なかったと思う。
17	ペアで練習したことは、自分の発表の手助けとなった。
18	他者の発表を実際に見たことは、自分の発表の手助けとなった。
19	自分の発表に向けてしっかり練習をした。
20	人の発表をじっくり観察した。
21	自分が練習をしたり、発表した後、良かった点や改善すべき点に関して、自らじっくり振り返った。