

A Project entitled

“Testing the effectiveness of group tasks in promoting English learning motivation and

English reading proficiency: A comparative study”

Submitted by

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submitted to The Education University of Hong Kong

for the degree of Bachelor of Education (Honours) (Primary English)

in *May 2016*

Declaration

I, *Siu Ka Ka*, declare that this research report represents my own work under the supervision of *Dr. Yang Min and Dr. Yang Lan*, and that it has not been submitted previously for examination to any tertiary institution.

Signed _____

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23rd May, 2016

Abstract

For English language teachers, learner diversity, learners' motivation and academic performance are important aspects to consider when designing teaching strategies. In this study, it is found that the strategy of using group tasks could help students at different English reading proficiency levels to develop more motivation of learning English and cater for students at low English reading proficiency level especially to achieve better academic performance in English reading. Based on a self-developed intervention of English reading lessons, the study addressed two main objectives: motivation and academic performance. The first objective of the study focused on exploring the influence of the use of group task on students' motivation. 12 primary two students' motivation of learning English were examined by questionnaires. To investigate deeper into the impact of group tasks on students at low English reading proficiency level, observation of 4 students were carried out to assess their change of motivation of learning English over a period of group learning practice. Regarding the second objective of the study, comparison of worksheet scores and observation were adopted to test the 4 low English reading proficiency students' change of English reading proficiency over a period of group learning practice. Despite some limitations of the study, e.g. small sample size and lack of control group, the study's findings indicate the effectiveness of using group task to motivate students' learning and enhancing low achievers' academic performance. Through comparing the low English reading proficiency group (Group 1) and the average and high English reading proficiency group (Group 2), it is found that the use of group task is more effective for low achievers' learning, in terms of their learning motivation. The study's results can promote further study on the effectiveness of using group tasks to motivate different ability students' English learning and enhance their English proficiency by providing useful information on examining the relationship between collaborative group learning, students' motivation and academic performance.

Contents

Introduction	P. 5
Research Questions	P. 6
Literature Review	P. 7 - 12
Research Methods	P. 13 - 19
Findings	P. 20 - 32
Discussion	P. 33 - 38
Conclusion and Suggestions	P. 39
Limitation	P. 40
References	P. 41 - 45
Appendices	
- Appendix 1 : School's diagnostic test procedure	P. 46 – 47
- Appendix 2 : Observation scale and sheet	P. 48 -49
- Appendix 3 : Questionnaire	P.50
- Appendix 4 : Sample of worksheet	P.51
- Appendix 5 : Sample of lesson plan	P. 52- 55
- Appendix 6 : Sample of story-telling PowerPoint	P. 56 – 57
- Appendix 7 : Sample of group worksheets	P. 58 - 59

Introduction

Learner diversity is easily found in Hong Kong English classroom. It refers to students' learning differences in terms of their learning styles, interests and abilities (CDC, 2002). Some teaching methods, such as drilling or spoon-feeding may not be effective for all learners because different students have different abilities and preferences of how they learn (Lam, 2008). Low ability students usually find it difficult to learn English, which is not their first language. Compared to other students, they may need more support in learning. To cater for students with different abilities, especially the low ability group, one of the various strategies suggested is collaborative group learning (CDC, 2002). As reading is a very important language skill in the Hong Kong English education curriculum, this study specifies its focus on students' English reading learning (CDC, 2002) and has developed an intervention of English reading learning to test the effectiveness of group tasks.

The influences of using group tasks as collaborative group learning on different English reading proficiency groups of students, especially the low English reading proficiency group were explored. Two very important aspects of their language learning of reading – motivation and academic performance were investigated in the study. Also, to specify the kind of learning motivation of the students, Herbert Marsh's study of the affect component of self-concepts, which means students' perception of their liking, enjoyment and interest in learning, and its relation with intrinsic motivation were used to examine students' psychological perspective of intrinsic motivation in learning English.

Research Questions

1. Does the use of group reading tasks motivate students at all English language proficiency levels to learn English?
2. Does the use of group reading tasks motivate students at different levels of English reading proficiency to learn English?
3. Does the use of group reading tasks enhance the English reading proficiency of the students at low English language reading proficiency level?

The design of the three research questions are based on the idea that group learning is an effective strategy in catering for learner diversity. According to Davies (2009) and Lin et.al. (2014), not only does group learning play a positive role in increasing students' learning motivation, it also enables students to learn from each other and boosts the learning achievement of students with different abilities. Therefore, this study aims to test the presumption that whether group learning can lead to the increase of motivation of students at different levels of English reading proficiency and helping students at low English reading proficiency level achieve better academic performance.

Literature Review

Background

1. What is motivation?

According to the self-determination model, there are two types of motivation in second language acquisition (SLA), which are extrinsic and intrinsic motivation (Noels et al, 2000). Extrinsic motivation refers to the motivation caused by external rewards or punishments, while intrinsic motivation refers to the motivation which is self-initiated because of the enjoyment or satisfaction of the learning process (Noels et al, 2000). With reference to Stipek's motivation research (1993) (cited in Marsh, Craven & Debus, 1999), intrinsic motivation is the most crucial element of successful language learning, as it implies students' internalized value of learning a second language and is more representative of their academic choice.

According to a study of students' academic self-concept specific to English as a foreign or second language learning of English reading, intrinsic motivation is co-related with the competency and affect components of the students' self-concept (Marsh, Craven & Debus, 1999). As defined in the study, the competency component refers to how students perceive their own English language learning ability and affect component refers to how much they like or enjoy the learning (Marsh, Craven & Debus, 1999). With reference to Yoon, Eccles & Wigfield (1996), the affect component, e.g. intrinsic interest is more favorable for 'goal orientation' (i.e. setting their own explicit learning goals) and more 'conducive' to students' academic achievement. It also highly relates to positive academic emotions, e.g. joy, liking and interest (Pekrun, Goetz & Titz, 2002). Therefore, this study will focus on the affect component of the participants' intrinsic motivation through examining their positive emotions, e.g. interest and enjoyment in learning English as a second language (ESL) to assess their change of intrinsic motivation with the use of the questionnaire in English reading lessons.

2. Students' motivation of learning English and their English proficiency

English language proficiency, students' emotions when learning English and their motivation of learning English are usually positively correlated (Al-Qahtani, 2013). Students at low English proficiency level usually have difficulties in learning English. This leads to their negative emotions, e.g. anxiety and fear when learning English, which also causes their reluctance and low motivation of learning English (Hamouda, 2012). On the other hand, low motivation will also lead to students' low English proficiency level. Regarding the relationship between affect component of intrinsic values, i.e. liking and interests towards learning and academic achievement, Arens et al. (2011) and Yoon, Eccles & Wigfield (1996) both suggested that there is a positive correlation between the two factors. Besides, with reference to Saville-Troike (2006), "motivation is one of the strongest predictors of good English language proficiency", because the level of motivation determines the amount of effort the student will spend on learning English and thus plays an important role in achieving success of learning English.

Despite the fact that the above literature shows close relationship between motivation and English language proficiency, the question on whether low motivation leads to low English proficiency level or low English proficiency level leads to low motivation is yet to be determined (Zafar & Meenakshi, 2012). Nevertheless, the strong relationship between motivation and English proficiency have been shown by the research (Zafar & Meenakshi, 2012).

Therefore, this study decided to test whether these two important aspects of students' English learning- motivation of learning English and English reading proficiency of students at different English reading proficiency levels can be improved by the implementation of group reading tasks that promote students' collaborative learning.

3. What is collaborative learning and how is it beneficial to student's learning and motivation of learning?

Collaborative learning is a teaching strategy which students learn together in a small

group to perform a task with a high level of interdependence (Cohen, 1994). Through assigning roles to group members and resolving conflicts, students can benefit in various aspects of interpersonal skills, such as leadership and decision-making, group reflection and individual assessment (Johnson & Johnson, 1990). Most importantly, collaborative learning helps students develop positive values. Students solve problems and make ideas with others in group work. These social support leads to easier achievement of academic goals and provides a more supportive environment for students' learning (Daniels, 1994). According to Wu (2003), intrinsic motivation of learning English as a second language refers to "the enjoyment of learning a second language for its own purpose without any pressure." Given more social support in collaborative learning, students can develop more positive emotions, e.g. enjoyment during their learning and therefore enhance their affective intrinsic motivation under a supportive learning environment.

Therefore, it is hypothesized in this study that the effectiveness of collaborative group learning in promoting intrinsic motivation can lead to more incentives of learning English among different primary English learners. Also, it is hypothesized that it may cause higher academic achievement of the students at low English reading proficiency level in the study.

4. How to define reading ability?

A student's reading proficiency can be defined by their reading levels. Reading levels refers to the difficulty levels which the readers had when interacting with the text (Urquhart & Weir, 1998).

According to Gickling & Armstrong (cited in Treptow, 2006, p.3), there are three reading levels, which are independent, instructional and frustration levels (Table 1). Readers who achieve the independent level can read and comprehend the text independently without any need or support from others. Readers who are at the instructional level have more difficulties in reading than those at the independent level while the readers at the frustration level were the weakest readers. Readers at these two levels need support from others to read

the text. This study adopts the definition of the three levels in defining students' reading ability.

Table 1: Three reading levels

Reading Levels	The number of words that the readers know	Accuracy in comprehending the text
Independent	99%	90%
Instructional	95%	75%
Frustration	Less than 90%	50%

To achieve a satisfactory reading level, readers need to have a lot of reading skills, such as scanning, skimming and inferencing skills, language skills, i.e. the understanding of the vocabulary, sentence structures and text structures and knowledge of content, i.e. the background knowledge of the topic (Richards, 2015). These skills are co-related and pose a great influence on how much a reader can interact with the text.

Therefore, in order to help participants enhance their reading proficiency level, reading strategies was carefully planned in the intervention to provide all participants with sufficient support of skills and knowledge to read better in this study.

5. How can the group tasks be effectively adopted?

1. Adopting Authentic Learning Materials

The use of authentic materials is significant in enhancing students' learning motivation not only in group learning, but also other forms of learning for students. The use of authentic learning materials allows students to be exposed to the 'real' language (Guariento & Morley, 2001). As students usually have real-life experience related to the language, they are more able to understand the language and thus give them a higher sense of achievement in their learning. In view of the importance of authentic learning materials, the researcher adapted textbooks or other teaching materials to make authentic materials for participants to learn.

2. Creating a happy and encouraging learning culture

A happy and encouraging learning culture is crucial for successful group learning. The learning atmosphere will greatly affect students' impression of group learning and thus their performances in the group task. To create a positive learning atmosphere, good student-teacher relationship and good peer relationship among students are both indispensable. Good relationship between students and teacher can help students develop more motivation and better performance in lessons. The relationship can be improved by increasing teacher and student's closeness and the teacher's supportive behaviors (Maulana, Opdenakker & Bosker, 2014). In this study, the researcher communicated with the participants at lunch time or in recess throughout the research period to establish closer relationship with participants. Also, during lessons, the researcher showed encouraging behavior to students, e.g. praises, positive facial expressions and speaking tone to build up a supportive learning climate (Maulana, Opdenakker & Bosker, 2014).

According to Piotrowski, Singer & Patterson (2015), not only does teacher play an active role in maintaining good student-teacher relationship, teacher can also pose great influence on students' peer relationship. For instance, teacher can give positive feedback to students' appropriate behavior during group work. This enhances their reputation and the group members' mutual trust in group and thus promote positive interaction in group. Emotional support, e.g. patient response to student's questions and fair treatment to all students was performed in the study to ensure that every participant's needs and perspectives were addressed (Mashburn et al., 2008).

As part of the study addresses the students' intrinsic motivation in terms of their affect component of self-concept, i.e. emotional values in group learning context, the above strategies can help build up the participants' positive emotions and thus create a supportive learning culture in the Primary 2 ESL reading lessons.

3. Arranging seats to promote interdependence

As the grouping in the study is a mixed-ability grouping, there may be students at

different reading proficiency levels in a group. However, if only students at low English reading proficiency level sit together, the group may be unable to complete the task as other groups do. To avoid such situation from happening, at least one more able learner was assigned to sit in the group to assist the others in carrying out the tasks when necessary. As referred to Blatchford et al. (2003), this mixed ability seating arrangement in groups is necessary to be made intentionally by the teachers to develop students' interdependence in learning and promote collaborative learning.

Research Methods

1. Sampling strategy

There is a total number of 12 participants aged 7-8 whose parents had given consent to participate in this study. Non-probability and purposive sampling strategies were implemented. Regarding the observation and the comparison of worksheets' scores methods, the targeted sampling population is $n=4$. 4 students were selected to form the low English proficiency group. Regarding the questionnaire method, the targeted sampling population is $n=12$, 4 students were selected for the low English proficiency group and 8 students for the average and high English proficiency group so as to provide data for the second research question on the change of English learning motivation among students at different English reading proficiency levels. The researcher made reference to the reading level assessment table provided by the school's diagnostic test which is also based on the Gickling & Armstrong's study (cited in Treptow, 2006, p.3). The school's diagnostic test was carried out for individual students through mainly three steps:

1. Choose a book that is suitable for the student's reading level from the benchmark guide
2. Ask the student to read aloud the book and answer the comprehension questions, which are mainly wh-questions chosen by the teacher
3. Record the student's performance and analyze data to process students' reading levels.

To know more about the diagnostic test, detailed information can be found in Appendix 1.

2. Methods and tools of data collection

This study collected data through three ways- collecting the questionnaire "Primary 2 students' motivation of learning English through group learning" from all students, observation and comparing worksheets' scores before, during and after consistent group learning in English lessons of the students at low English proficiency level. Different research tools were adopted to respond to different research questions.

- i) Questionnaire: research method and tool for research questions 1 & 2

The questionnaires “Primary 2 students’ motivation of learning English through group learning” were distributed before and after the intervention to assess the participants’ change of motivation in learning English. There are four items in the questionnaire (Appendix 3). The items of the questionnaire were adapted from the Self-Description Questionnaire (SDQ-1) developed by Herbert W. Marsh. (Marsh, Craven & Debus, 1999) There are two components of the SDQ-1, which are competency and affect components. The affect component of the SDQ-1 was adapted to measure students’ emotions of learning English in group, e.g. how interested they were, how much they liked and enjoyed learning English in groups, which are closely related to students’ affect component of self-concept and intrinsic motivation of learning as mentioned above (Pekrun, Goetz & Titz, 2002).

Moreover, the design of the questionnaire was adjusted to the easiest level to ensure that Primary 2 students can understand it (Appendix 3). The 5-point Likert scale of the PuppyIR experiments in Museon was adopted due to its effectiveness of measuring the interest and enjoyment in learning, which is useful in addressing the second research question of students’ change of motivation in learning English (Dijk et al., 2012). The Likert scale was adopted as smiley faces in the questionnaire to simplify the concepts of rating their agreement. The rating scale ranges among 5 options from the happiest smiley face which represents “strongly agree” to the saddest face which represents “strongly disagree”.

ii) Observation: research method and tool for research questions 2 & 3

Observation was carried out during the intervention at three time points. It was adopted to triangulate with the responses of the questionnaires to respond to research question 2 and the results of individual worksheets to respond to research question 3 as well. The researcher observed the performance of students at low English proficiency levels in the group tasks with an observation sheet (Appendix 2), which was developed by reviewing previous studies on motivation and emotions in English language learning.

There are five items in the observation sheet, three indicating students’ level of

motivation and two indicating their reading proficiency in the lessons. The first item measuring the level of motivation is students' facial expressions, which indicate students' emotions in terms of their level of satisfaction and interest in doing things (Izard, 1990). The second item is students' attention in discussing group task, which is also found to be significantly related to students' motivation according to the study of Issa, Morgan-Short, Villegas, & Raney (2015). The third item is the frequency of raising hands. As the act of raising hands in lessons indicates students' self-initiation and active participation, it also shows students' interest in learning and self-confidence in their answers, which reflect their intrinsic motivation in learning (MacIntyre, Dörnyei, Clément, & Noels, 1998; Aoyagi, Kawabe, Yamamoto & Watanabe, 2015). Observing these aspects help the researcher observe students' affect component of their self-concept which also indicates their intrinsic motivation.

The other two items indicating students' reading abilities are students' ability of reading aloud and understanding main ideas in the text. As oral reading fluency is an indicator of students' reading proficiency which shows their ability to orally translate text with speed and accuracy (Fuchs et al., 2001), students' performance of reading aloud will be observed to check their English reading proficiency. Also, students' understanding of main ideas assessed by comprehension questions in the group task is another important indicator of students' reading proficiency, as it checks students' interpretation and thinking about the text they read (Serafini, 2010).

In the observation sheet, the performance of the students were quantitatively measured by an observation scale (Appendix 2) developed by the researcher and qualitatively recorded in the field notes. The observation scale is a 4-point scale, ranging from the highest point 4, representing the best performance of each item to the lowest point 1, representing the worst performance of each item. Detailed field notes about the description of students' behaviours and performance were also recorded in the observation sheet with reference to the

observation scale. Therefore, not only did the observation provide quantitative data on students' performance, it also provided detailed qualitative data on the observed aspects of the low English reading proficiency group.

iii) Comparison of individual worksheets: research method and tool for research question 3

Three sets of worksheets were distributed to the students at low English reading proficiency level for three times respectively after each observation to allow the researcher to assess students' change of academic performance of English reading. The content of the worksheet was based on the topic of each observed lesson (Appendix 4). Each set contains 5 questions regarding the content of the story. Each question carries 1 mark and the full mark of each worksheet is 5. The types of questions were designed consistently with those in the group worksheets in the Mind Map activity (Appendix 7).

3. Design of the intervention

With reference to Smith (1971), readers have to undergo a series of psychological processes. They have to recognize the words first and then continue to the syntactic process, i.e. understand the structure of the sentences and a text and finally the semantic process, i.e. interpret the meaning or messages behind the words (Goodman, 1970). In order to provide a comprehensive development of reading strategies in the study, the researcher adopted three stages of reading, which are called the pre-reading, while-reading and post-reading stage in the intervention of three lessons.

- The three-stage intervention

Stage 1: Pre-reading

Readers have to go through the word recognition process and syntactic process before comprehending the meaning of the text. Also, they need to have sufficient background knowledge of the topic to understand the content of a text. As the study aims at focusing on the observation of the progress of reading proficiency of the four participants at low English reading proficiency level, there were at least two or three lessons to provide enough support

of language knowledge (i.e. vocabulary and grammar) to those participants. No observation was carried out in this stage.

Stage 2: While-reading

After developing participants' prior knowledge for the reading group task, three reading activities were adopted to develop their reading skills (Appendix 5). Observation was carried out in all the activities at this stage. Strategies of promoting collaborative learning, including the use of authentic materials, promoting happy and encouraging learning culture and arranging seats were adopted at this stage. There was also a supporting teacher in all intervention lessons to support the researcher in teaching, observing and managing the lessons.

- Part 1: Guided reading in the whole-class

The observed lesson began with guided reading of the story with the researcher (Appendix 5). Authentic pictures, characters, settings and dialogues were used in the story-telling PowerPoint (Appendix 6). The researcher used authentic pictures in the group reading task as a visual aid to help participants to perceive, understand and remember the content of the text (Carney & Levin, 2002).

- Part 2: Reading aloud in groups

In the first group task, participants were required to read aloud the text together with their group members (Appendix 5). As group learning provides opportunities for participants to learn from their peers, it was believed that the participants would improve the reading aloud strategy gradually throughout the research with the help of their group members during the reading aloud task.

- Part 3: Mind map activity in groups

In the second group activity, a mind map with colours and pictures was used as a visual representation of the main ideas of the text in the group task (Ardakani & Lashkarian, 2015).

Five different wh- questions (what, where, why, who, when) were adopted in the mind map

worksheet (Appendix 7) to assist participants to comprehend the main ideas in the text and prepare for doing the individual worksheet. As the participants are young learners, color cards were used (Appendix 7) to assign each student with a role to respond to a question in the activity, so as to train up their group learning behavior.

Stage 3: Post-reading

At this stage, participants should have completed the semantic process of reading. Readers' response approach was adopted as the last activity to make the whole reading process more impressive and relevant for the readers (Appendix 5). The researcher asked different kinds of questions to elicit more in-depth thinking of the participants. First, literal questions, e.g. "What is the story about?" were asked to check their general understanding of the text. Then, inferential questions, e.g. "What do you think about it?" were asked to stimulate students' thinking of the text. Lastly, open-ended questions, e.g. "How do you feel about the text?" were asked to relate students' feelings to the text. This stage was also included in the observation.

4. Methods of data analysis

The analysis was based on both the qualitative data recorded in the observation and quantitative data, including descriptive and inferential statistics of the data collected in the observation, questionnaires and worksheets.

- Qualitative analysis:

The result of the observation field notes was processed by qualitative analysis. The notes of students' behaviour and performance during the intervention were categorized into five items of the observation sheet and a summary of each item is presented to complement with the results of the observation scale.

- Quantitative descriptive analysis

The results of the questionnaire, observation scale and the worksheets' scores are presented in descriptive statistics. The mean scores and standard deviation of all participants'

motivation recorded in the questionnaire are shown in Table 2. The mean scores of each observed items during the 3-time intervention are recorded according to the observation scale and presented in line graphs - Figure 1 and 3. Also, the change of low English reading proficiency students' worksheet scores collected in the 3-time intervention is presented in a bar chart – Figure 2.

- *Quantitative inferential analysis: Repeated measures MANOVA and paired t-test*

Regarding the inferential statistics, 12 students were classified into two levels of English reading proficiency levels, 4 students in the low English reading proficiency group and 8 students in the average and high English reading proficiency group. As the questionnaires were given at two time points – before and after the intervention to measure the dependent variable – motivation of learning English, the repeated measures MANOVA analysis was adopted to analyse the difference of the motivation of learning English through group learning among groups with different English proficiency levels (Table 3). The questionnaire data was analysed using SPSS, which is a quantitative analysis software package. The two groups' means of rating their agreement in the questionnaires were generated through the general linear model in SPSS. An analysis of a paired T-test was performed by SPSS. The data was analysed to compare the two different ability groups' changes at item levels in the questionnaire (Table 4). The significance of the above analysis through MANOVA and paired T-test are both presented by a p-value.

Findings

In this section, the results of the questionnaires, individual worksheets and observation were presented according to the sequence of the research questions: change of English learning motivation of all students, change of English learning motivation among groups at different English reading proficiency levels and change of English reading proficiency of the group at low English reading proficiency level.

1. Change of English learning motivation of all students

i. Results of the Questionnaires

Table 2 shows the questionnaire's descriptive statistics of the change of motivation of all participants in learning English. The questionnaires were distributed at two time points. "Time 1 motivation" refers to the results of the motivation scoring before the intervention and "Time 2 motivation" refers to that after the intervention. Group 1 represents the students at low English reading proficiency level while Group 2 represents the students at average and high English reading proficiency levels. The maximum sum up of the items of the questionnaire is 20 points.

Table 2: Means, standard deviation of Time 1 and Time 2 motivation by group

	Group	Mean	Std. Deviation	N
Time 1 motivation	1	15.75	3.594	4
	2	18.375	.916	8
	Total	17.5	2.393	12
Time 2 motivation	1	18.75	1.893	4
	2	19.625	.744	8
	Total	19.33	1.231	12

The results of the questionnaire shows that there is an increase in motivation of all students in learning English between the two time points. The total mean scores of the different ability groups increases from 17.5 before the intervention to 19.33 after the

intervention, which is about a 10.5 % increase of rating in the items in the questionnaire. The standard deviation ranges from 2.393 before the intervention and 1.231 after the intervention. The questionnaire's mean score of the low English reading proficiency group raised from 15.75 to 18.75 which is a 19% increase, with a decrease of standard deviation from 3.594 to 1.893. Compared to the low English reading proficiency group, the average and high English reading proficiency group's mean score only shows a 6.8 % increase from 18.375 to 19.625, but also with a decrease of standard deviation from 0.916 to 0.744.

2. Change of English learning motivation among groups at different English reading proficiency levels

i. Results of the Questionnaires of different groups

- Difference of the overall change

In order to measure the dependent variable – motivation of learning English at two time points – before and after the intervention, the repeated measures MANOVA analysis was adopted to measure the difference of change of motivation between Group 1 (the low English reading proficiency group) and Group 2 (the average and high English reading proficiency group) in learning English. Table 3 demonstrates the results of the repeated measures MANOVA analysis.

Table 3: Significance of the difference of change of motivation between groups

Repeated measures MANOVA Tests of Between-Subjects Effects Measure: Motivation of learning English Transformed Variable: Average						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	7008.333	1	7008.333	1475.439	.000	.993
Group	16.333	1	16.333	3.439	.093	.256
Error	47.500	10	4.750			

After comparing the change of motivation among the two groups – low English reading proficiency level group and the average and high English reading proficiency levels group through the tests of between-subjects effects, it is discovered that there is a significant difference of the change between the two groups. The significance is indicated by p-value, $p=0.093$, which is close to $p=0.05$ and may indicate marginally significant. Although not as significant as the level of p less than .05, this difference of motivation between Group 1 and Group 2 shows that the group learning approach has posed a greater effect on enhancing the motivation of the students at low English reading proficiency level in learning English

compared to students at other proficiency levels.

- Difference of the change at item level

To search for deeper understanding of the effects of this invention study on the targeted group (Group 1), potential changes of the indicator at the item level of motivation were also tested. The paired sample test was applied. Table 4 demonstrates the changes of motivation between the two groups of the four items in the questionnaire - Q1, Q2, Q3 and Q4 while Time 1 and Time 2 represent before intervention and after intervention respectively.

Table 4: Paired samples test of 2 groups

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Time 1Q1 – Time 2Q1	-.500	.756	.267	-1.132	.132	-1.871	7	.104
Pair 2 Time 1Q2 - Time 2Q2	-.125	.641	.227	-.661	.411	-.552	7	.598
Pair 3 Time 1Q3 - Time 2Q3	-.250	.463	.164	-.637	.137	-1.528	7	.170
Pair 4 Time 1Q4 - Time 2Q4	-.375	.518	.183	-.808	.058	-2.049	7	<u>.080</u>

There is a significant difference in an item of the questionnaire. In the results of the item – Q4 “Learning English in group is more interesting than learning English by myself”, it is found that students at high and average English reading proficiency levels had more interest than students at low English reading proficiency level. The p-value is 0.08, which is close to the significant p value 0.05. This may imply two possible reasons. One may be that Group 2 was more capable to differentiate the group learning from normal English learning. The other reason may be that, although students at low English reading proficiency level were more motivated to learn English, their perception about their competence of English reading was still lower than that of the average and high English reading proficiency group and

therefore had less interest and intrinsic motivation in learning English. This interpretation can be further supported by Deci & Ryan (2000) that students' perception of their competence poses great impact on their intrinsic motivation.

Also, it is noted that the very small sample size may limit a strong test of statistical significance to infer the intervention effects in a solid way. Therefore, the qualitative part will be used to support and triangulate the results of the quantitative analysis of the questionnaire. In the following sections, elaboration of the key findings of the qualitative analysis will be found.

ii. Results of the observation scale of the students at low English reading proficiency level:

Figure 1 illustrates the observation scale results of the changes of motivation of learning English of Group 1 (students at low English reading proficiency level). The observation scale ranges from point 1 to 4. “4” means the best performance of the item and “1” means the worst performance of the item.

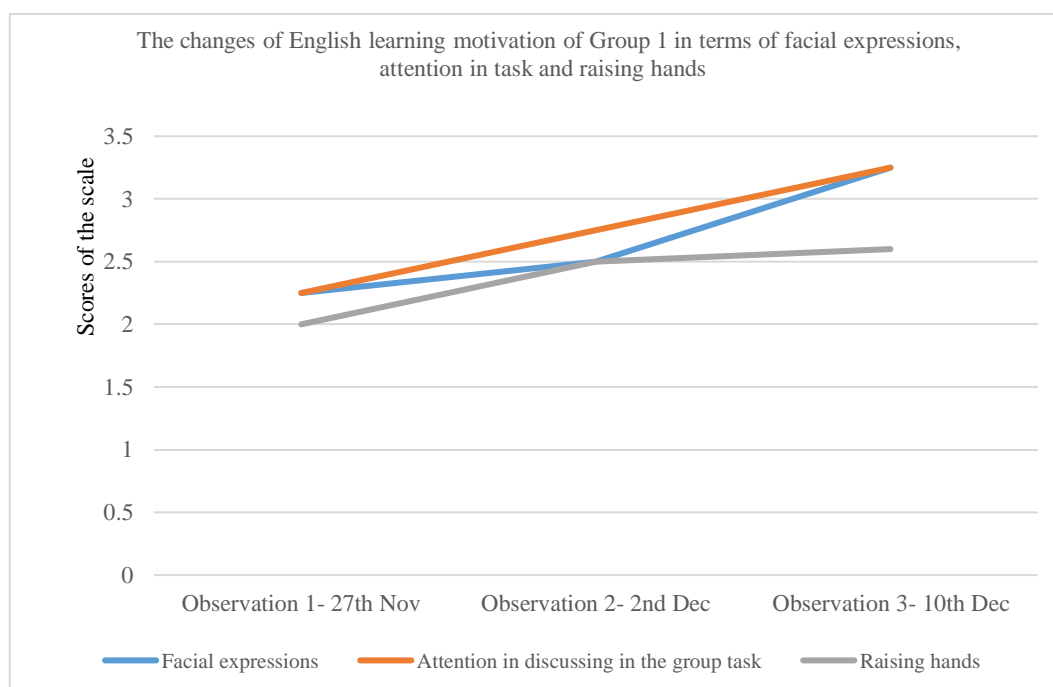


Figure 1: The changes of English learning motivation of Group 1 in terms of facial expressions, attention in task and raising hands

As shown in Figure 1, there was a general improvement for the students at low English reading proficiency level in all three aspects of observation scale- including facial expressions, level of involvement and frequency of raising hands across the 3 observed lessons.

iii. Results of the observation field notes of the students at low English reading proficiency level:

- Facial expressions:

In the first observation, all observed students only smiled or laughed when the teacher was telling the story. During the group task, the students would show serious facial expressions which showed their nervousity of performing the task or show indifferent facial expressions to show their unwillingness on doing the task.

In the second and third observation, students felt more relaxed and smiled more in different activities in the lessons. Most of them showed joy and confidence from their facial expressions and none of them appeared to be bored or nervous in the last observation.

Intrinsic motivation is a kind of motivation which is derived from internal satisfaction and interest in the task. (Deci & Ryan, 2000) As referred to Izard (1990), facial expressions are indicators of emotions, which show the level of satisfaction and interest in doing things. As smiles, the facial expressions which indicate enjoyment and happiness were recorded more frequent in the observations, it showed that the participants increased their affective intrinsic motivation in the tasks in the intervention to a certain extent.

- Attention in discussing the group task:

At the beginning of the observation, the observed students were not confident in achieving the group task. But with the encouragement and help from their group members, they still tried hard to complete their parts of the group tasks. Only one of them did not pay attention to the task seriously and refused to participate in the task.

Compared to the first observation, students were less distracted and more insistent to complete the group tasks in the second and third observations. Although some students would play or argue during the group task, most of them paid attention on task. The student who was unwilling to do the task was the most progressive one, he paid most attention on the task than other groupmates in the group and even took the lead in doing the group task.

With reference to Issa, Morgan-Short, Villegas, & Raney (2015), motivation is significantly related to the levels of attention. Therefore, participants' level of attention in task is an indicator of how motivated he or she is in the learning process. The recorded behaviours of the observation field notes showed that the participants was paying more attention in the group task, reflecting an increase in their learning motivation.

- **Raising hands to ask or answer questions**

Three out of the four observed students answered one or two questions in the first observed lesson. Only one student answered more than three questions in the lesson. Nevertheless, they tended to tell wrong answers or seek for help when answering questions. Also, they only chose to answer questions during the story telling activity.

In the following observed lessons, students started to answer more questions and tell more correct answers. They were less dependent on others' hints and tried to answer questions not only in the story telling activity but also the group task and the readers' theatre. Despite the fact that a student did not raise his hand in the last observed lesson, he tried to answer the questions quietly in his seat.

With reference to Aoyagi, Kawabe, Yamamoto & Watanabe (2015), hand raising is an action reflecting self-initiative and active participation in lessons. The increased frequency of raising hands showed that the participants initiate learning and participate more actively in learning, which reflected an enhanced interest, and thus increased motivation in learning English.

Summary

From the findings of the observation, it can be inferred that the low English reading proficiency group's motivation might be increased. This supports the findings from the questionnaires, which almost all students showed more positive emotions, i.e. more interest and joy of learning English in groups and their preference of learning in groups than learning individually, reflecting an increase of intrinsic motivation of learning English. The two

findings provided evidence of enhanced motivation after the group tasks.

Regarding the comparison of the change of motivation between the low English reading proficiency group to the average and high English reading proficiency group, the results of the questionnaire showed that the change of the motivation among low English reading proficiency group was greater than those among the average and high English reading proficiency group despite a contradictory finding shown in the questionnaire's item – Q4.

3. Change of English reading proficiency of students at low English reading proficiency level

i) Results of the worksheets

Figure 2 is an illustration of the results of the worksheets. It shows the change of English reading proficiency of the students at low English reading proficiency level (Group 1).

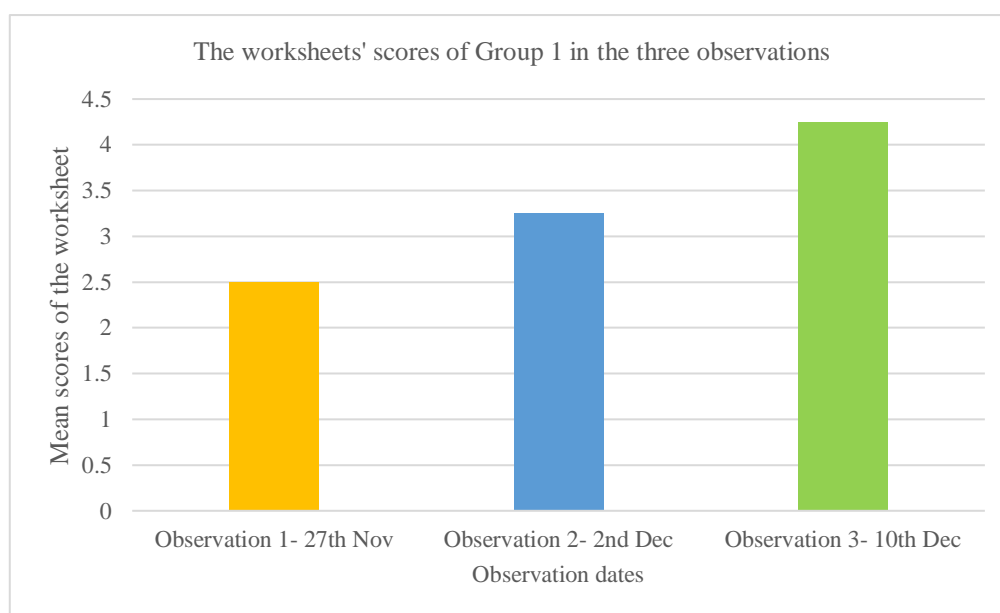


Figure 2: The worksheet scores of Group 1 in the three observations

As mentioned before, the full mark of the worksheet is 5. It can be seen that the mean score was improved gradually from 2.5 in the 1st observation to 4.25 in the 3rd observation, which almost accounted for a 70% increase in the worksheet scores of students at low English proficiency. Comparing the results of their score of the worksheet collected after the first observation on 27th November to that of last observation on 10th December, two participants of the low English reading proficiency group have improved by 40% to 60% while the other 2 participants have also improved by 20%. This results showed a great leap of the students' academic performance in English reading, i.e. understanding main ideas of the reading text. The students' academic performance of reading aloud was recorded in the observation which will be presented in the following.

ii) Results of the observation scale:

Figure 3 demonstrates the results of observation regarding the two aspects – the ability of reading aloud and understanding the main ideas in the text of the students at low English reading proficiency level (Group 1).

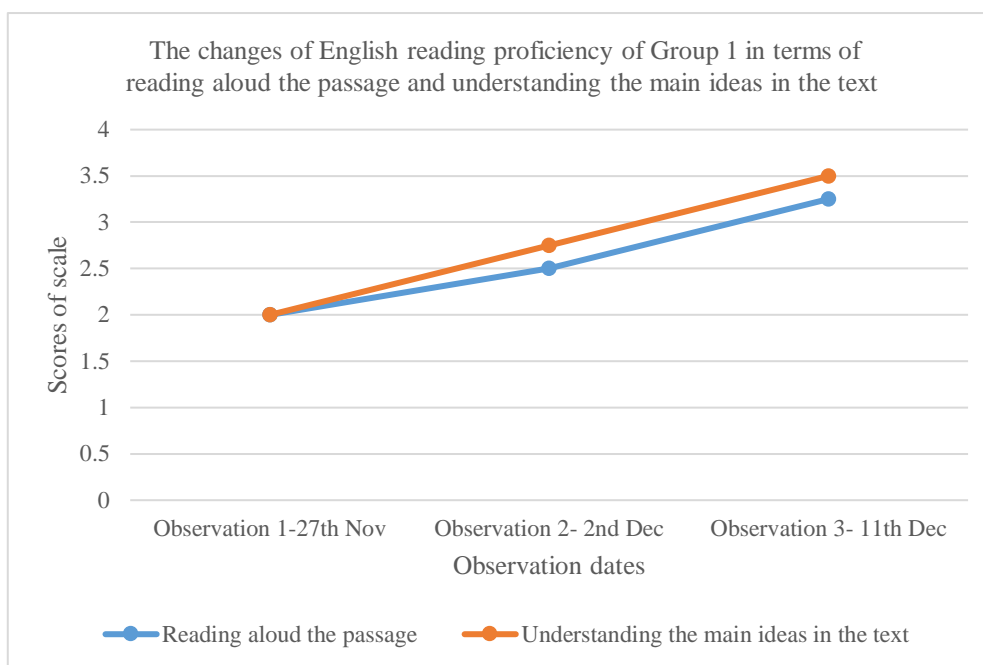


Figure 3: The changes of English reading proficiency of Group 1 in terms of reading aloud the passage and understanding the main ideas in the text

As shown above, the students at low English reading proficiency level achieved an increase of accuracy in performing or responding to the group tasks in the lessons. Both of the lines regarding their ability to read aloud the passage and understand the main ideas show an improving trend of their academic performance in reading during the observations.

iii) Results of the observation field notes of the students at low English reading proficiency level:

- Reading aloud the passage

The observed students performed badly in the reading aloud part in the first observation. They either failed to pronounce the correct words when reading or gave up to read with their groupmates. They heavily relied on their groupmates' help to learn the pronunciation and the pace of reading aloud the story.

After the first practice, they improved gradually in their pronunciation of words and were more willing to read aloud along with their group leaders. At first, they tried to read aloud by listening to their groupmates quietly due to their difficulties in pronouncing the words. In the last observed lesson, they were used to the practice and were confident to read aloud the story and were able to follow their groupmates' reading pace although some random pronunciation mistakes were made.

According to Dickinson & Smith (1994), reading aloud has a positive influence on helping readers recognize words because it is found that readers learnt the vocabulary most effectively when the words were directly spoken out. Through matching the letter-sound relationships, the participants might find it easier to familiarize with the word, its sound and meaning of the text and therefore made improvement in reading aloud the text.

- Understanding the main ideas in the text

All of the observed students were unable to identify and understand the main ideas of the story correctly in the first observation. They were unable to locate the information using the inference skills or picture clues and transfer the answer to the mind map. They waited until their higher-ability groupmates told them the answers.

In the later observations, the observed students became less reliant on their group members' help and started to manage the reading skills- the use of inference skills and picture clues. They understood clearly what they were required to comprehend with reference to the

guide of the mind map worksheet. In the last observation, all observed students were able to answer their parts accurately in the mind map activity without depending on others' help.

Ardakani & Lashkarian (2015) points out that mind mapping is a useful graphic organizer for ESL students to comprehend the main ideas. The use of mind map can be regarded as a visual aid for the participants to comprehend the main ideas of a text and enable them to develop a deeper understanding of the text and enhance their comprehension skills as well. Therefore, the mind map used in the group task might help students in understanding the main ideas in the task, thus achieving improvement in this aspect of academic performance.

Summary

After the 3-time intervention of group-reading tasks, the results of the observation show that the participants have made improvements on their two aspects of English reading performance- reading aloud and understanding main ideas of the text. Most of them were able to read aloud the text with fluency and answer the comprehension questions about the text during the group reading tasks. The positive results of the observation were further supported by the positive results of the participants' worksheet scores, which all of them have gained 20% to 60% of improvement on the scores of the reading comprehension worksheet.

Discussion

1. Use of group tasks and change of students' motivation

In the findings of the questionnaire, it is shown that the use of group tasks has posed positive effect on all participants' motivation of learning English, regardless of their English reading proficiency levels. There is an increase of all students' positive emotions, i.e. happiness, liking and interest towards English learning after the implementation of intervention- group reading tasks. With reference to Pekrun, Goertz & Titz (2002), these positive emotions, i.e. happiness and enjoyment of learning will enhance students' affect self concepts and hence their academic motivation.

- More supportive and less stressful learning environment

The more supportive and less stressful learning environment might be a possible reason of the students' positive emotions in learning. As mentioned by Nauge, Van den Bergh & Kruger (2014), a “non-threatening” and “non-judgmental” learning environment allows students to “feel safe” to involve in learning and promotes students' positive emotions, e.g. interest in learning. The researcher's strategies of creating a happy and encouraging learning culture for collaborative learning, e.g. establishing good student-teacher and student-student relationship and providing emotional support to students' learning in groups have helped create a cooperative and harmonious atmosphere for students' communication. The effectiveness of the strategies was further supported by the researcher's assisting teacher that students have made fewer arguments during group tasks after the use of the strategies. Students learnt to support and encourage each other's' learning effort and maintain “promotive face-to-face interaction” in the group tasks (Ghaith, 2003). This gave all students enjoyable experience of communicating and cooperating with other students in their learning and therefore results in a higher affective intrinsic motivation in learning. With the use of group tasks in a supportive learning environment, the hypothesis of the study that the use of group task can enhance students' intrinsic motivation was actualized in the study, which

reflected a strong relationship between the use of group task and students' motivation.

2. Use of group tasks and different change of motivation among groups

Despite the fact that all students had enhanced motivation in learning English after the implementation of group tasks, there is a great difference between the changes of motivation among groups at different English reading proficiency levels, which is shown by the p-value of 0.093, close to the significant p-value 0.05. The 19% increase of the low English reading proficiency group's motivation in learning English appeared to be more significant than the 6.8% increase of the average and higher English reading proficiency group's. This shows that the low English reading proficiency group had greater improvement in motivation of learning English compared to the other group.

According to the results of the first-time questionnaires, the students at low English reading proficiency level responded negatively to their affective motivation of learning English. However, during the intervention, the observation results showed that the students were improving gradually on their happiness and interest of learning English.

- The impact of competency component of students' self-concept

It can be interpreted that the strong contrast of the students' affect component of intrinsic motivation correlates with the competency component of the students' self-concept. As mentioned by Deci & Ryan (2000), students' perception of their competence in learning is a prerequisite of their affective intrinsic motivation. In the beginning, low English reading proficiency students were observed to have 'serious' facial expression which indicated their anxiety and nervousness of doing the group tasks. Later, it was observed that the mixed-ability seating in the intervention allowed the students at low English reading proficiency level to receive more support from students at higher English reading proficiency than them. Also, with the positive reinforcement implemented by the researcher and the assisting teacher, the whole-group, including students at low English proficiency level had received encouragement from the teachers when they have done well. These promoted positive

interdependence of the students' learning as one's success was linked with others' (Ghaith, 2003) and the low English reading proficiency group gradually established an improved perception of their competence of learning the language. In the last observation, the students at low English reading proficiency level showed more positive facial expressions, e.g. smiles and laughter which indicated their more positive emotions and higher intrinsic motivation of learning English. It can be interpreted that the use of group tasks supported students to develop more positive self-concept of their language competency and more confidence in using English, which also brought them happiness and satisfaction to motivate them to learn.

- Greater influence of the supportive and encouraging learning environment

Another interpretation of the findings may be the greater influence of supportive and encouraging learning environment to the students at low English reading proficiency level. When working in groups, the responsibility of learning is distributed on all group members. When a group member has difficulty in achieving the task, other group members are responsible to offer help to him or her. As students at low English reading proficiency level were more prone to face learning difficulties during a task, they might feel more relieved from the pressure of solving learning difficulties in group tasks because they no longer had to face the problem alone. Given more support and guidance from other classmates, they might have less pressure in achieving the task and therefore were able to develop more positive emotions of learning English, which also enhanced their intrinsic motivation of learning English (Pekrun, Goetz & Titz, 2002).

- Careful planning of the reading materials and strategies

Nevertheless, the significant increase of motivation of the students at low English proficiency level would be unlikely to happen without careful planning of the reading materials and reading strategies. The use of authentic materials is essential to help students develop interest in the group task. The use of authentic characters, e.g. real teachers at school, authentic places, e.g. the student's school and authentic pictures, e.g. real food and animals in

the story (Appendix 6) enabled the students to expose to the ‘real language’ (Guariento & Morley, 2001) and understand the language more easily. Moreover, careful sequencing of reading strategies is important to guide and assist these students to develop interest in reading. Only with sufficient syntactic support and sound-recognition of words can learners be able to understand the text (Dickinson & Smith, 1994). Therefore, the pre-reading language input and the while-reading guided reading and reading aloud strategies played important roles in scaffolding the students at low English proficiency level to understand the reading task. As referred to Sawyer (2005), scaffolding is an effective teaching strategy which the teacher provided successive support through interactions with students to enable students to understand the text and acquire new learning skills. Provided with easy understanding of the text and the well-sequenced reading strategies, students at low English reading proficiency level were less likely to experience difficulty in achieving the task, which not only benefits them at intellectual level but also at psychological level. As they are less confused and worried in the learning progress, they gradually developed their confidence of English learning and enjoyed more in their learning, which promoted their affective intrinsic motivation.

3. Use of group tasks and the change of the low English reading proficiency group’s English reading proficiency

Not only did the use of group tasks enhance the low English reading proficiency students’ motivation of learning English, it also helped improve their reading proficiency. The results of the worksheets showed that students at low English reading proficiency level had a 70% improvement of their worksheet scores, which showed their improved reading proficiency in terms of their understanding of main ideas, while the findings in the observation field notes showed their improved ability of reading aloud the text as well.

- Enhanced motivation of learning English

As suggested by Saville-Troike (2006), students’ motivation is considered a “strong

predictor” of students’ language proficiency. The positive change of the low English reading proficiency students’ intrinsic motivation may be one of the precursors of their improved English reading proficiency. Students’ motivation level directly affects their effort in learning English (Saville-Troike, 2006). As the low English reading proficiency students felt happier and developed more interest towards English learning through group learning, they were more active in contributing to the group tasks. For instance, it was observed that most of them were less distracted and more persistent to complete the group tasks and answer teacher’s questions in the second and third observation. The higher level of attention and involvement were evidence of students’ increased effort of learning. The more effort students put in their learning, the more they learnt from the tasks and their teacher’s and peers’ feedback and support, which may therefore resulting in an improvement in their English proficiency.

- Peer support

Furthermore, the use of group tasks gave more opportunities for the low English reading proficiency students to learn reading skills from their members. In group learning, the supportive learning environment allows students to think about ideas or solve problems with others. For instance, the observation field notes have recorded that the students at low English reading proficiency level were given help from their group members when they had no idea how to respond to the comprehension questions in the group task. Through the knowledge transfer process of their group members, it was observed that they gradually developed reading skills by observing and communicating with their group members to complete the reading tasks. Due to the positive interdependence as mentioned above, the other students in the groups were willing to help the low English reading proficiency students to solve their problems. Given more peer learning opportunities in group learning, more intellectual input was provided to the students at low English reading proficiency level which in turn yields more benefits in their academic performance (Topping, 2005).

- Repeated intervention

Apart from the above reasons, the implementation of repeated intervention may also be an important factor for the improved English reading proficiency of the students at low English proficiency. Throughout the 3-time intervention, same reading tasks were given to students in the while-reading and post-reading stages. The only variable is the reading text. Task repetition is said to be useful for learning language. By repeating the same reading tasks, students were able to recycle what they have already done, not only to 'save time' from doing mental work on comprehending the instructions of the task, but also to build on the reading skills they have learnt and apply them more efficiently and effectively on the same task (Ahmadian, 2012). The repetitive tasks favored students at low English proficiency level to make progress on developing their reading skills, i.e. reading aloud and understanding main ideas in the text. As these skills are transferrable learning techniques which can be adopted in other reading tasks, e.g. other reading homework or the reading comprehension in tests and exams, these improved reading skills can also lead to an improvement on their English reading proficiency and both their affect and competency components of self-concept in the long term.

Conclusion and Suggestions

To conclude, the findings of the study suggest that the use of group tasks is a favorable strategy to cater for learners' diversified English proficiency levels as it can motivate all students to learn English and was especially helpful for students at low English proficiency level to develop their intrinsic motivation of learning English and improve their English proficiency. The study also attempts to present the mutual relationship between motivation and English proficiency and how these two were co-relatedly affected by the implementation of group task. The implementation of group tasks provides a more supportive and encouraging learning environment for students, which promotes their positive emotions in learning English and the exchange of English reading skills and knowledge as well. Schools and teachers may consider implementing group tasks in English lessons, e.g. reading lessons to enhance students' motivation of learning English and help them, especially the students at low English proficiency level to improve their English proficiency.

However, it is also noteworthy that the implementation of group tasks is not easy. Therefore, it is suggested that when teachers consider carrying out group tasks. More consideration should be put on thinking about the strategies of carrying "effective" group learning and planning the teaching activities and materials. Although the effectiveness of group learning is not easy to predict because students have different personalities and arguments may occur during the group tasks which prohibits the learning progress, teachers should take the proactive roles in understanding the students' personalities and needs first so as to facilitate the implementation of group tasks. Regarding the design of teaching activities and materials, teachers can hold co-planning to brainstorm ideas about the design of group tasks and the materials and provide higher-quality group tasks to the students. Moreover, after successful conduction of the study, I would also suggest teachers conducting more intervention in teaching, which can help explore more potentials of studying in different educational aspects.

Limitations

Last but not least, there are some limitations in the study. First, as the researcher is a student-teacher, the number of participants were restricted to a rather small sample size because of the limited teaching opportunities. Second, observation was only made for the students at low English proficiency level due to the lack of time and manual support in teaching. Nevertheless, the positive results of the study's findings have shown the effectiveness of group learning on helping students, especially students at low English proficiency level develop motivation of learning English and improvements on English proficiency levels. Therefore, it is worthwhile to further examine these results and how the use of group tasks can help cater for students at different English language proficiency levels, e.g. groups at three English proficiency levels - high, average and low level with a larger sample size of participants and the use of control groups.

It is hoped that this study can provide useful information on the effectiveness of using group task to cater for different students in terms of motivation and English reading proficiency to arouse the attention of the importance of using group tasks in language learning and to cater for learner diversity.

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Appendix 1: School's Diagnostic Test Guideline

Matching Students to Book Levels

Procedure

1. Choose a book from the benchmark guide that you feel is close to their reading level. Tell the student that they will read the book aloud to you and you will observe their reading skills. Even if they're not sure of the word they should try to sound it out.
2. Take the record sheet. Sit beside the student so you can see their finger move on the page and can see their eye movements as they read the text.
3. Before they begin, write the title of the book, the level (and the total number of words in the book if the book does not feature on the percentage conversion sheet).
4. Read the title of the book to the student. Hand them the book, and let them read. If the student reads a word incorrectly (miscue), or is unable to decipher the word, mark down one point on the record sheet and write the word on the back of the sheet, tell the student the word, and let them continue. (If they mis-read the same word twice it is counted as only 1 miscue). **Wait 5 seconds before offering assistance** on an unknown word by prompting *"What's the first sound of the word? Can you try to sound it out? Do you know any similar words? Can you give it a try?"* If they can read the word following your gentle prompts then it is not counted as a miscue. If you sound it out for them or offer heavy guidance then it is counted as a miscue.
5. When the student is finished reading, ask them four questions from the **Reading Comprehension Questions for Levelling sheet**. Mark the students answer on the record sheet with a tick or cross.
6. Calculate the student's word accuracy by subtracting the number of miscues from the number of total words, and then dividing by the total number of words to get a percentage. (eg: 80 words – 2 miscues = $78 / 80 \text{ words} = 97.5 = 98\% \text{ accuracy}$). For most books we have already done this for you (see **percentage conversion sheet**).
7. Check with the table on the record sheet to find the students reading level (eg: independent, instructional, frustration) and write it in the reading level box. Continue all the previous steps until you find the student's **Instructional level** (i.e. 90-95% word accuracy with at least 75% comprehension).

Tips for speed:

- Refer to the pre-prepared percentage converter for the book. Note that if the student scores lower than 90% the book is too difficult. So you can look at how many miscues the child can make before they read. If they already make more miscues than this number, you can stop them and move them to an easier level. That is, they don't have to finish the current book because you know it is too difficult even before they finish it.
- There is no need to ask them any comprehension questions if they have already scored below 90% for word accuracy (exceeded permitted miscues).
- You only need 3 correct comprehension questions because all that is required is 75% comprehension for instructional level. Therefore you might only have to ask 3 questions instead of 4 if they answer the first 3 questions correctly. You can write "75+" as their comprehension score in this case.
- You may just write the student number down and abbreviation of book title to speed up the process.

Book name	Level of book	No of words (a)	Number of miscues (b)	Word accuracy (a-b)/.(a)	Q1	Q2	Q3	Q4	Comprehension	Level
My Toys	1	25	1	96%	✓ <input type="checkbox"/>	✓	✓		75% +	Independent
My sister	2	39	3	92.3%	✓	✓	✓		75%+	*Instructional

* Therefore, this child's level is 2. We want to find the Instructional level which is between 90-95% word accuracy and at least 75% comprehension

If the student cannot reach at least 90% word accuracy and 75% comprehension for level 1 book we will mark down this student as "pre-reading" level.

Appendix 2 – Observation scale and sheet

Observing Areas		4: The student is very motivated in the group task.	3: The student is quite motivated in the group task.	2: The student is not really motivated in the group task.	1: The student does not like the group task and did not do anything.
Students' motivation in learning	Facial expressions	The student always smiles or laughs throughout the task.	The student sometimes smiles or laughs in the task.	The student sometimes looks bored or unwilling to do the task.	The student always looks bored and indifferent throughout the task.
	Attention in performing the group task	The student concentrates on the task and talks about the task only.	The student talks about the task most of the time with little distraction.	The student does not talk about the task at all and chats with others.	The student does not talk about the task and do other things. (e.g. chatting/playing)
	Raising their hands in asking teacher questions or answering teachers' questions	The student raises his/ her hand to answer teachers' questions frequently.	The student sometimes raises his/ her hand to answer teachers' questions.	The student seldom raises his/ her hand to answer teachers' questions.	The student does not raise his/ her hand to answer teachers' questions.
Observing Areas		4: The student is able to complete the requirement of the task.	3: The student is able to do the task, but needs help from others.	2: The student relies on others' help and is not able to do the task at all.	1: The student does not understand the task and is not able to do it.
Students' English reading proficiency	- Reading aloud the passage	The student can read aloud the text fluently and their pronunciation is accurate.	The students can read aloud the text fluently with some mistakes.	The students can read aloud part of the text with some mistakes.	The students can only read some words in the text and their pronunciation is all wrong.
	- Understanding the main ideas in the text	The student can answer the wh-questions of the text in the group task.	The student can understand and answer some wh-questions of the text in the group task.	The students can only understand some wh-questions about the text in the group task.	The students cannot understand all the wh-questions about the text in the group task.



Lesson ____ (Reading) Topic: _____ Date: _____

Observing areas		Student 1	Student 2	Student 3	Student 4
Students' motivation in learning	Facial expressions	Scale ____	Scale ____	Scale ____	Scale ____
	Attention in performing the group task	Scale ____	Scale ____	Scale ____	Scale ____
	Raising their hands in asking teacher questions or answering teachers' questions	Scale ____	Scale ____	Scale ____	Scale ____
Students' English reading proficiency	- Read aloud the passage	Scale ____	Scale ____	Scale ____	Scale ____
	- Understand main ideas in the text	Scale ____	Scale ____	Scale ____	Scale ____











Appendix 3 – Questionnaire

Primary 2 students' motivation of learning English through group learning

Class number: _____

Class: P. _____

Circle the face that shows what you think about each sentence.	
Part A:	
Q1. I feel happy when I learn English in group.	 Totally disagree  Totally agree
Q2. I like learning English in group.	 Totally disagree  Totally agree
Q3. I like learning English in group more than learning by myself.	 Totally disagree  Totally agree
Q4. Learning English in group is more interesting than learning English by myself	 Totally disagree  Totally agree

Appendix 4: Sample Worksheet (Teachers' Lunch)

Teachers' lunch worksheet

Name: _____()

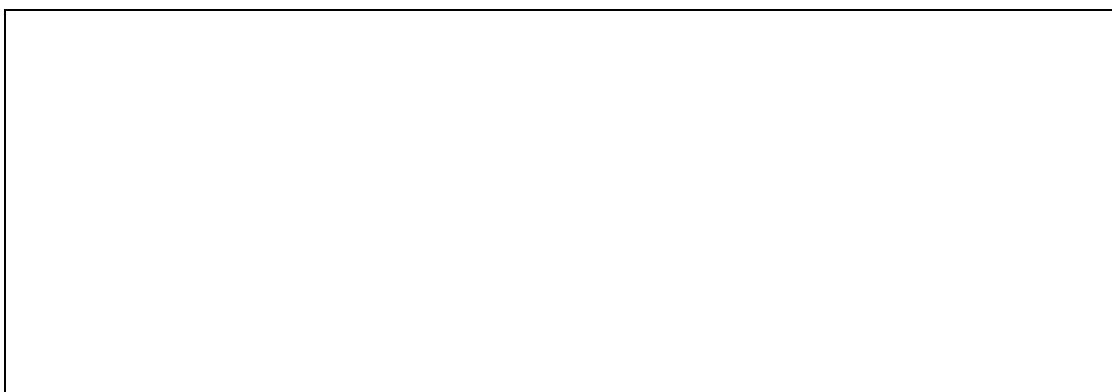
Read the story and answer the questions.

1. **Who** are in the story?
 - a) Miss Ho
 - b) Miss Siu and Miss Yau
 - c) Miss Yau
 - d) Miss Siu, Miss Yau and the waiter

2. **Where** do Miss Siu and Miss Yau drink soup?
 - a) in a library
 - b) in a museum
 - c) in a restaurant
 - d) at school

3. **When** does Miss Siu and Miss Yau have lunch?
In the _____.

4. **What** do Miss Siu and Miss Yau buy in 7/11? Draw it below.



5. **Why** are Miss Siu and Miss Yau happy after they have sandwiches?
Because they are...
 - a) full
 - b) hungry
 - c) running
 - d) sleeping

Appendix 5: Sample Lesson Plan (Teachers' Lunch)

Teaching Plan**Level of students:** Primary 2**Topic:** My favourite food**No. of lessons:** 1**Duration:** 40 minutes**Students' relevant previous knowledge:**

Students know:

1. The food vocabulary
2. The sentence patterns "Would you like...?" and "I would like..."

Learning objectives:

At the end of this unit, students should be able to:

- use picture clues to understand text
- identify main ideas of the text using a mind map
- read aloud the text with their group members
- tell their feelings of reading the text

Time [in minutes]	Procedure of use	Interaction mode	Purpose	Resources
8 minutes	While-reading Stage Shared Reading with students - Tell students that they are going to read a story today	T-S	1. To introduce the story to the students	1. PowerPoint 2. Computer



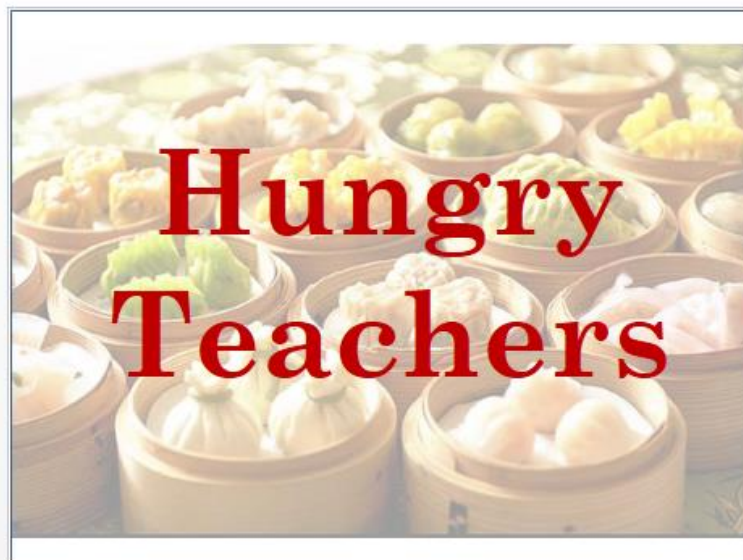
	<ul style="list-style-type: none"> - Ask students to read the title of the story and guess what the story is about - Do a picture walk of the story with the students - Read aloud the story with the students - Ask students some questions about the story 		<ol style="list-style-type: none"> 2. To teach students to use picture clues to comprehend the story 3. To teach students how to read aloud the words in the story 	3. Projector
20 minutes	<p>While-reading Stage</p> <p>Group Reading Task</p> <ul style="list-style-type: none"> - Tell students to sit in groups - Tell students that they will have to read aloud the story together with their group member - Ask students to raise up their thumbs if they finished reading aloud - Walk around and check if the students (the 4 low-ability students) can read aloud the text correctly - Tell students that they will have to do a Worksheet together - Explain the worksheet to the students through the visualizer (the wh-words) - Tell students that they have to look at the colour cards and fill in the blanks in each flower pedal. 	Group work	<ol style="list-style-type: none"> 1. To help students recognize the words through asking them to read aloud the story 2. To help students identify main ideas in the story through the use of a mind map 3. To help students develop collaboration skills and communication skills 4. To help students develop group spirit and positive attitude towards group learning 	<ol style="list-style-type: none"> 1. Worksheets 2. Visualizer 3. Projector

	<p>Each of them will have a copy of the story. They can look at the story and look for the answers in the text.</p> <ul style="list-style-type: none"> - Tell students that they will have 15 minutes to complete the worksheet - Tell students that they have to discuss each question together, but each of them will have to write answer on at least one flower pedal on the worksheet - Walk around and observe the students' (the 4 low-ability students') performance of the task - Say "time's up" and ask students to take away all the stationary from their desk - Praise groups which did not argue and complete the worksheets - Check the answers with the students - Praise groups which did well 			
12 minutes	<p>Post reading stage</p> <p>Readers' response theatre</p> <ul style="list-style-type: none"> - Ask students "What is the story about?" - Tell students to discuss in groups and raise their hands to answer my questions after one minute - Ask for different group's answers 	<p>Group work</p> <p>T-S</p>	<p>1. To relate the reading task to students' personal feeling</p> <p>2. To consolidate students' understanding of the story</p>	<p>1. Blackboard</p> <p>2. Chalks</p>



	<ul style="list-style-type: none"> - Write down their answers on the Blackboard - Ask students “What do you think about the story?” - Tell students to discuss in groups and raise their hands to answer my questions after one minute - Ask for different group’s answers - Write down their answers on the Blackboard - Ask students “How do they feel when reading the story?” - Tell students to discuss in groups and raise their hands to answer my questions after one minute - Ask for different group’s answers - Write down their answers on the Blackboard - Tell students that they will have to complete a worksheet by themselves in class - They should not look at others’ answers 		<p>3. To provide opportunities for students to share their opinions on a text with their classmates.</p>	
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1

"Ding Dong! Ding Dong!" It is lunch time now. Miss Siu and Miss Yau are very hungry.

Miss Yau says, "I am very hungry. Let's have lunch!"

Miss Siu says, "Sure, let's go!"



2

★

Miss Siu and Miss Yau are in a restaurant now. They want to order some food. They are looking at the menu.

Miss Yau asks, "Would you like congee or fried rice?"

Miss Siu says, "I'd like congee."

Miss Yau says, "I'd like fried rice."



★

Miss Yau calls the waiter and orders the food.

The waiter says, "I'm sorry. There is no congee and fried rice."



4

★

Miss Yau asks Miss Siu, "Would you like noodles or dim sum?"

Miss Siu says, "I'd like noodles."

Miss Yau says, "I'd like noodles too."



5

★

The waiter says, "I am sorry. There is no noodles and dim sum. Would you like pudding or soup?"



6

★

Miss Siu and Miss Yau say, "We don't like pudding."

Miss Siu says, "I'd like soup please."

Miss Yau says, "I'd like soup too. Thank you."

We don't like pudding!



7

★

Miss Siu and Miss Yau drink soup for lunch, but they are still very hungry.

So, they go to 7/11 to buy some sandwiches. The sandwiches are very yummy. They are full and happy now!

Yummy!



8

★



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<p>1. Who are in the story?</p>	<p>2. When do Miss <u>Siu</u> and Miss <u>Yau</u> have lunch?</p> <ul style="list-style-type: none"> - in the morning - in the afternoon - in the evening 	<p>3. Where do they have lunch?</p> <p>4. Where do they buy sandwiches?</p>
<p>Student 1: Red Student 2: Orange Student 3: Green Student 4: Blue Student 5: Purple</p>	<p>5. What food do Miss <u>Siu</u> and Miss <u>Yau</u> eat for lunch?</p>	<p>6. Why are Miss <u>Siu</u> and Miss <u>Yau</u> happy at the end?</p>



Group _____

Look at the colour cards and write the answers with your group members.

Title:

Who: 1. 2. 3.

Why: Because they are

What: 1. 2. 3.

Where: 1. 2.

When: (12:55) In the



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