

Cooperative Learning: An Effective Way to Enhance Korean EFL Learners' English Proficiency and Self-Efficacy

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The primary purpose of this study was to explore the effectiveness of learner-centered cooperative learning in enhancing Korean college students' English proficiency. The study also examined how cooperative learning facilitates Korean EFL learners' self-efficacy. This study mainly employed a quantitative research method although qualitative research data were also analyzed to provide more in-depth insight into the findings; that is, research data included English proficiency test scores, survey responses, and interview descriptions. The findings of this study revealed that learner-centered cooperative learning was effective in enhancing Korean college students' English proficiency, but it did not have an influence on the students' self-efficacy. In addition, Korean college students had very positive attitudes to the learner-centered cooperative learning. The findings are discussed and implications for pedagogy are suggested.

[cooperative learning/self-efficacy/협동학습/자기 효능감]

I. INTRODUCTION

The Korean national curriculum of education which was revised in 2007 has focused on learner-centered and self-regulated learning in EFL education. The revised curriculum suggests searching activities through group work in EFL classes in order to develop learners' self-regulation in their English learning. Along with the change in the educational

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environment, scholars and teachers in the EFL education field have accordingly been interested in learner-centered and self-regulated learning and have made efforts to realize it in a Korean EFL classroom. With respect to these efforts, researchers have been interested in the effectiveness of cooperative learning as an instructional method for the learner-centered approach, and learners' self-efficacy as a critical affective variable for self-regulated learning.

To date, however, a limited number of studies exploring how cooperative learning in the classroom context influences Korean EFL learners' English proficiency have been reported. Furthermore, studies on how learners' self-efficacy is related to an increase in their English proficiency have been even scarcer in the Korean EFL context.

Accordingly, the primary purpose of this study is to explore effectiveness of cooperative learning in enhancing Korean college students' English proficiency and their perceptions on self-efficacy in learning English. The study also examines how cooperative learning facilitates Korean EFL learners' self-efficacy. In order to achieve these purposes, this study addresses the following research questions:

1. Does learner-centered cooperative learning enhance Korean college students' English proficiency?
2. Does learner-centered cooperative learning facilitate Korean college students' self-efficacy in learning English?
3. Do other factors (e.g., experience of studying abroad) make a difference in the effectiveness of the cooperative learning?

II. LITERATURE REVIEW

1. Cooperative Learning

A modern educational trend inspired greatly by humanistic psychology (e.g., Rogers, 1983) has provided a theoretical foundation for the learner-centered approach (G. Seong, 2006). The learner-centered approach has been implemented through various instructional methods. Cooperative learning conceptually reflects the central idea of the learner-centered approach and, furthermore, has empirically demonstrated benefits for learners. Olsen and Kagan (1992) define cooperative learning as a "group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others" (p. 8). As described in Olsen and Kagan's (1992) definition for cooperative learning, social interaction is a key element in cooperative learning. Social constructivists also emphasize social interaction in the

learning process. Particularly, Vygotsky's (1978) Zone of Proximal Development (ZPD) is the one of the most popular concepts describing the importance of social interaction. Since the ZPD describes tasks that "a child cannot yet do alone but could do with the assistance of more competent peers or adults" (Slavin, 2003, p. 44), it emphasizes social interaction in the learning process. The notion of ZPD has been widely applied to both adult and young second/foreign language instruction (Nassaji & Cumming, 2000).

Substantial studies, both outside and within the L2 field, have shown that cooperative learning has benefits for learners (e.g., Holt, 1993; Johnson, Johnson & Holubec, 1994; Kessler, 1992). Johnson et al. (1994), for example, claim that "what we know about effective instruction indicates that cooperative learning should be used when we want students to learn more, like school better, like each other better, like themselves better, and learn more effective social skills" (p. 5). Oxford (1997) also states the advantages of cooperative learning: "Cooperative learning is more effective in promoting intrinsic motivation, ... , improving attitudes toward the subject, ... , heightening self-esteem, ... , and lowering anxiety and prejudice" (p. 445). On the one hand, in terms of the effectiveness of cooperative learning on learners' academic achievement, Slavin (1990) comprehensively reviewed studies on the effectiveness of various cooperative learning methods. In 41 of the 67 studies that he reviewed, he found that learners involved in cooperative learning methods showed better achievement in their learning than learners involved in traditional learning methods.

Along with trends that emphasize learner-centered cooperative learning, substantial studies on cooperative learning have been conducted in the Korean EFL field, too (e.g., Y. S. Choi & D. Kim, 2010 ; G. Kim & K. Kim, 2009; J. W. Lee & K. H. Kim, 2009; I. S. Park, M. R. Bang & N. W. Kwon, 2008). Y. S. Choi and D. Kim (2010), for example, examined the effects of small group, cooperative learning on the learners' English writing ability in a primary school. They found that students engaged in cooperative learning in small group writing activities showed a greater increase in their English writing ability than students working individually on the same writing activities. Similarly, J. W. Lee and K. H. Kim (2009) reported that a dicto-comp writing activity with cooperative learning was effective in improving high school students' English writing ability. They claim that cooperative learning is useful for writing activities because cooperative learning leads students to focus more on the writing activities and makes the students more interested in their learning.

2. Self-efficacy

Among scholars, it is believed that learner's affective factors influence their achievement in learning. In particular, learners' motivation is a crucial factor for success in

learning (Bandura, 1986; Dörnyei, 1994; Schunk, 1994; Zimmerman & Schunk, 1989). Bandura's (1986, 1997) social-cognitive theory emphasizes the role of a learner's motivation in learning; and, furthermore, Bandura (1993) places self-efficacy at the core of motivation. When a learner experiences success in a learning task, the learner's sense of self-efficacy is enhanced. The learner's self-efficacy affects the learner's willingness to try a new learning task, persistence at the task, and eventual learning (Bandura, 1997). The learner's self-efficacy is also at the core of self-esteem and self-regulation, as well as motivation (Bandura, 1993). Pintrich and Garcia (1991) reported that there was a positive relationship between a learner's self-efficacy and self-regulated learning.

Recently, researchers and practitioners in the field of EFL in Korea have been interested in self-efficacy as a critical factor for successful English learning. Accordingly substantial studies on Korean EFL learners' self-efficacy have been reported (e.g., K. Han., 2006; Y. Joo. & S. Han, 2008; B. Jung, 2011; S. Kang & J. Y. Ha, 2005). B. Jung (2011), for example, examined the effect of self-efficacy on Korean college students' growth in their TOEIC scores. Based on the results of his study, he concluded that the students' self-efficacy, as an affective factor, had a unique effect on the students' growth in English proficiency. On the other hand, S. Kang and J. Y. Ha (2005) investigated the effects of remedial instruction on self-efficacy improvement in elementary school students with low self-efficacy. They found that the remedial instruction was successful in improving the students' self-efficacy in English learning. K. Han (2006) tried to discover if asynchronicity in email discussions could improve students' perceived self-efficacy when learning the English language. Based on the findings of her study, she concluded: "The participants could develop a greater self-efficacy in the context of the email discussions than the oral discussions noticeably due to the asynchronous features of the email discussions" (p. 80).

However, only a few studies on how cooperative learning has an influence on learners' self-efficacy have been documented. One of the few studies, Y. Joo, G. Lee, and J. Lee (2011), investigated how different types of grouping have effects on primary school students' self-efficacy and English writing achievement. They found that, in terms of their writing proficiency, the students in a homogeneous group showed more improvement in both self-efficacy and English writing achievement than the students in the heterogeneous group. Joo et al. (2011) explained this result in this way: "The students in the homogeneous group participated more in the process of learning because they had more opportunities for discussion and more confidence in a successful experience as students grouped in the same level" (p. 63). Similarly, N. S. Lee & B. B. Im (2006) investigated how different types of cooperative group-work affect learners' self-efficacy and English achievement. One of the findings of their study was that the cooperative group-work was more effective in improving learners' self-efficacy than whole-class work; differential-level group work was

the most effective in improving the learners' English achievement. With the limited number of studies on how cooperative learning affects learners' self-efficacy, it is still premature to confirm the effects of cooperative learning on self-efficacy. More studies are necessary to discuss the effects. This study, therefore, was conducted to shed more light on this issue.

III. METHODOLOGY

1. Participants

Fifty-nine Korean college students who were taking a college English course named as *Reading Comprehension in Foreign Language 1* at a university in Daejeon city participated in this study. The participants were from all grade levels, various majors, and of both genders. Thirty students were males and nineteen students were females, but ten students did not report their gender. Thirteen students were freshmen, eighteen students were sophomores, sixteen students were juniors, and only one student was a senior, but eleven students did not report their grade levels. They were diverse in terms of their experiences in learning English and their English proficiency. Most of them had experienced learning English as a foreign language for more than six years at the time when this study was conducted. Some of them had studied abroad as a form of short-term language training.

2. Instruments

1) English Reading Proficiency Test

In order to measure the participants' English proficiency, this study used a reading part of the Test of English for International Communication (TOEIC) which is a well-known standardized English proficiency test. The reading part of the TOEIC type test for this study had fifty multiple-choice questions assessing the learners' reading comprehension, grammar, and vocabulary knowledge. The total score for the test was fifty points. Identical test items for the pre-test and the post-test were used in order to control problems caused by a difference in difficulty level between the pre-test and the post-test. It was assumed that a time gap of eight weeks between the pre-test and the post-test would be long enough to control practice effects.

2) Survey

A cooperative learning attitude survey, which was developed by the author, included the participants' demographic information, overall perceptions of self-efficacy and attitudes toward English language learning. The survey consisted of 30 items, each of which uses a 5 point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (see Appendix). The main subscale of learners' perceptions of self-efficacy consisted of five items such as: 1) I believe that I am ready and well self-motivated to study English in and out of the class; 2) I understand what I should do for my future; 3) I think that I always consider myself important; 4) I have a higher self-efficacy; 5) I believe that English learning is very important for me to achieve my future goal. The internal consistencies of reliability (Cronbach's Alpha) for the overall survey and the self-efficacy were 0.803 and 0.703, respectively. The survey is attached in the appendix.

For the purpose of this study, self-efficacy is defined as learners' confidence achieved from successful experience in language learning task. With regard to an operational definition of self-efficacy, researchers have used techniques, such as interview and questionnaire, to measure learners' self-efficacy. For this study, the authors refer to self-efficacy as the conceptual constructs that are measured by questionnaire. Therefore, this study developed the cooperative learning attitude survey including self-efficacy items.

3) Interview

For the qualitative data, semi-structured interviews were conducted to investigate the participants' attitudes and perceptions toward the cooperative learning intervention, and to explore changes in the participants' attitudes and perceptions on self-efficacy over time. After the eight week intervention, the interviews were carried out with three conveniently selected students who had participated in this study. In order to select the students for the interview, the author indicated several students who showed active involvement in the class and asked them to be interviewees, and three of them were willing to be interviewed. The students were asked about their experiences in the cooperative learning intervention during the eight weeks, and how the intervention had an influence on their self-efficacy in English learning. Table 1 shows the interview questions.

TABLE 1
Semi-Structured Interview Questions

Questions	
1.	What do you think of your learning experiences in cooperative learning in these classes?
2.	What were your initial beliefs on self-efficacy, and how did they change over time as you participated in the cooperative learning over the eight-week intervention?
3.	Do you think that the cooperative learning helped you enhance your self-efficacy and English proficiency?
4.	What are the differences between your previous English classes and this current English class?

3. Procedures

This study, over eight weeks, was conducted at the 2010 spring semester in a college English course named as *Reading Comprehension in Foreign Language 1* which proposed to increase the students' English proficiency, specifically their TOEIC scores. Each class focused on reading comprehension, grammar knowledge, and vocabulary for the TOEIC test. An instructor provided the students with materials from a TOEIC practice test in each class, and the students sought answers for questions on the practice test through group discussion. The instructor divided the students into groups of four or five, and assigned the students in each group according to their pre-test scores; that is, the student proficiency levels in each group were diverse.

For cooperative learning, the students were first asked to answer the questions from the TOEIC practice test on their own within in a ten-minute period in class, and then collaboratively share their answers with other group members if their answers differed; that is, the students were encouraged to ask one another about difficult grammatical points, the meanings of unknown words, or unfamiliar sentence structures during the group discussion. Accordingly, the students solved the questions by asking and helping each other. No correct answers for the questions under discussion were provided until the group discussion period ended. The instructor was minimally involved in the group discussions. In addition, each student had to study an assigned grammatical point before the class and had to give a micro teaching presentation in order to help other students understand the assigned grammatical point. Finally, each group was asked to present its answers, sharing them with other groups.

There was one class period each week and each class period was 100 minutes long. Class hours totaled 13 hours 20 minutes. The pre-test was administered in the first class and the post-test was administered in the class after the eight week intervention.

4. Data Analysis

Descriptive statistics, paired-samples *t* tests, and a mixed-factor Analysis of Variance (ANOVA) were used to analyze the proficiency test scores and survey data. Specifically, descriptive statistics and paired-samples *t* tests were employed for the first and second research question; and a mixed-factor ANOVA was used for the third research question. The interview descriptions were analyzed to add more in-depth insight into the quantitative findings.

IV. RESULTS

1. English Proficiency through Cooperative Learning

Table 2 presents the overall descriptive statistics (e.g., mean and standard deviations) for each measure (i.e., English proficiency and self-efficacy in pre- & posttests). The students' English proficiency scores in the post-test were higher than those of the pre-test, but students' self-efficacy scores in the post-test were lower than that in the pre-test.

TABLE 2
Overall Descriptive Statistics: English Proficiency Test Scores & Self-Efficacy

		English Proficiency	Self-efficacy
Pretest	Mean	23.19	3.79
	S.D.	8.74	.69
	N	59	52
Posttest	Mean	29.57	3.77
	S.D.	8.11	.60
	N	51	49

As suggested in Table 3, there was a significant difference between the pre- and post-English proficiency test scores, which indicates that learner-centered cooperative learning had a positive influence on the Korean college students' English proficiency. In particular, according to a widely used interpretation key of the magnitude of effect sizes that was established by Cohen (1988), the effect size was large ($d = .97$), indicating that the effectiveness of the intervention was substantial.

TABLE 3

Paired-Sample T Test: English Proficiency Test Scores

	Mean difference	S.D.	Cohen's <i>d</i>	<i>t</i>	df	Sig.
Pre – Post	5.614	5.80	.97	6.420	43	.001**

* $p < .05$, ** $p < .01$

2. Self-efficacy through Cooperative Learning

On the other hand, the Korean college students' perceptions of self-efficacy were increased after the eight-week, cooperative learning intervention. As suggested in Table 4, however, the increase was not statistically significant. This result indicates that cooperative learning did not influence the students' perception of self-efficacy.

TABLE 4

Paired-Sample T Test: Self-Efficacy

	Mean difference	S.D.	Cohen's <i>d</i>	<i>t</i>	df	Sig.
Pre – Post	.082	.697	.118	.735	38	.467

* $p < .05$, ** $p < .01$

3. Influence of Study Abroad Experience on Cooperative Learning

Table 5 presents the pre- and post- English proficiency test scores of each group of students who had or did not have study abroad experience. In the pre-test, students who had study abroad experience ($M = 26.75$) obtained much higher scores than students who did not have study abroad experience ($M = 22.48$). Interestingly, however, in the posttest; that is, after the cooperative learning intervention, the scores of the two groups were almost equal ($M = 29.25$; $M = 29.22$, respectively). Figure 1 shows this result in a graph.

TABLE 5

English Proficiency Scores of Each Group by Study Abroad

	Study Abroad	Mean	S.D.	N
Pretest	Yes	26.75	11.23	12
	No	22.48	7.18	27
	Sub-total	23.79	8.71	39

Posttest	Yes	29.25	9.43	12
	No	29.22	7.83	27
	Sub-total	29.23	8.23	39

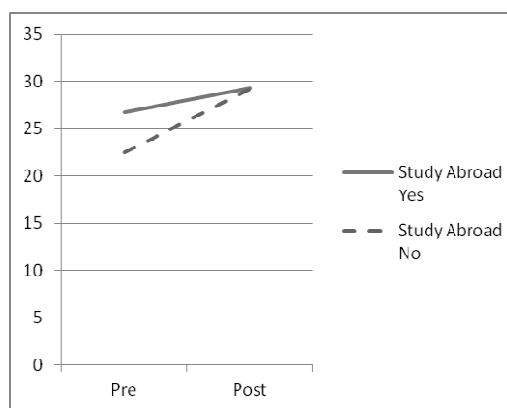


FIGURE 1 English Proficiency Scores of Each Group by Study Abroad

Table 6 presents the results of the mixed-factor ANOVA, which was conducted to determine the interaction between a within-subjects factor (i.e., time) and a between-subjects factor (i.e., study abroad). There was a significant interaction between the within-subjects factor and the between-subject factor. This result indicates that the participants' study abroad experience was a significant learner factor influencing the effectiveness of the cooperative learning intervention.

TABLE 6
Mixed Factor ANOVA

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time (pre & post)	Wilks' Lambda	.557	29.420	1.00	37.00	.000**	.443
Time* Study Abroad	Wilks' Lambda	.857	6.196	1.00	37.00	.017*	.143

within subjects design: time, * $p < .05$, ** $p < .01$

Table 7 presents the results of the between-subjects effect; that is, the effect of study abroad on the English proficiency test. The study abroad variable was not a significant factor influencing the students' English proficiency test results. This result indicates that the students' English proficiency was not related to whether the students had study abroad experience or not.

TABLE 7

Between-Subjects Effects

Source	Type III Sum of Squares	df	MS	F	Sig.	Partial Eta Squared
Study Abroad	76.672	1	76.672	.584	.450	.016
Error	4855.815	37	131.238			

* $p < .05$, ** $p < .01$

According to the results of survey and the interviews on the participants' perceptions of learner-centered learning after the cooperative learning intervention, most participants showed very positive responses to learner-centered learning, although a few of the participants expressed their preference for traditional teacher-centered learning rather than the learner-centered cooperative learning. The following are selected participants' interview descriptions of the course:

(Student A)

Most English courses for the TOEIC that I took before were teacher-centered instruction; that is, an instructor explained grammatical points, sentence structures, or the meanings of unknown words when we sought answers to such questions. I did not, therefore, need to actively participate in those courses. This class, however, was different from the previous classes in terms of a method of instruction. The instructor for this class made us do it ourselves; that is, we had to discuss and to seek answers to questions as a group. We were not familiar with this instruction method at first, but it was very interesting, and we came to like it as the class went on.

(Student B)

It was very difficult for a student like me who is poor at English to study difficult words and take a quiz in every class. Furthermore, when I attended the class without preparation for the class, there was nothing for me to do in the group discussion. This, however, motivated me to study, and then I felt that the class time passed quickly.

(Student C)

The micro-teaching that the instructor had us do ourselves, and the group discussions among students were very impressive. The grammatical point, 'inversion', which I presented as my assignment, was difficult for me as well as for the other students to understand. However, after my own micro-teaching, I became very confident in the grammatical point, 'inversion'. The instruction method that the instructor used helped

me to get the answers for questions in the TOEIC practice tests; and, furthermore, helped me improve my English writing ability. More importantly, the instructor helped us develop our self-efficacy by using those instruction methods: micro-teaching and group discussion. Lastly, since this class was very different from other classes and more interesting, I participated in the classes without paying attention to the time.

As indicated in the interview descriptions, the students indicated that they could not only improve their English proficiency but also develop their self-efficacy through the learner-centered, cooperative learning such as micro-teaching which is that each student studied their own grammar part before class and taught in class, collaboration with group members within Zone of Proximal Development. In addition, they also showed significant interest in the learner-centered, cooperative learning. It seems also true that the students had a difficult time adapting to this instruction method at first; that is, teacher-centered instruction is still dominant in Korean EFL classrooms including English courses at the university level even though the revised national curriculum has emphasized learner-centered and self-regulated learning.

V. DISCUSSION

This study started by raising the question of how Korean college students have internalized the learner-centered and self-regulated learning through which they were educated according to the revised national curriculum focus. Thus, the primary purpose of this study was to examine the students' perceptions of self-efficacy, a critical component in self-regulated learning, and the effectiveness of cooperative learning as a method of learner-centered instruction.

According to results of this study, the participants' self-efficacy was quite high and their English proficiency score was ranked between low-intermediate and intermediate levels. More interestingly, the students' English proficiency scores increased significantly after the eight-week, cooperative learning intervention. Furthermore, the students showed very positive attitudes toward cooperative learning; this was indicated in the student interviews with the researcher. To put it in another way, cooperative learning as a method of learner-centered instruction was effective in helping the Korean college students improve their English proficiency; the students accepted positively the cooperative learning as an instructional methodology. There was, however, no change in their self-efficacy after the cooperative learning intervention; that is, the cooperative learning did not influence the participants' self-efficacy; this agrees with results of previous studies (e.g., Y. Joo et al., 2011; N. S. Lee & B. B. Im, 2006). Thus, when cooperative learning occurs in

heterogeneous group work as in case of the current study, the cooperative learning does not influence the learners' self-efficacy (e.g., Y. Joo et al., 2011).

In their pre-test scores, students who had study abroad experience outperformed students having no study abroad experience. After the cooperative learning intervention, however, there was no significant difference in the posttest scores of these two groups of students. To put it in another way, the cooperative learning intervention had a significant and greater influence on the students who had no study abroad experience. One plausible explanation for this result is that cooperative learning might be more effective for lower proficiency learners. It is possible that, because the cooperative learning happened mainly through group discussion in the class and the groups consisted of four or five students who had differing proficiency levels, the lower proficiency students may have been inspired and helped by the higher proficiency students; that is, the higher proficiency students played the role of a scaffold for the lower proficiency students in the group work.

The results of the current study have some educational implications. First, when a Korean EFL teacher plans to instruct in an EFL class, the teacher could consider the idea that his/her students might have very positive attitudes toward learner-centered cooperative learning. To put it in another way, teachers should avoid assuming that their students are not familiar with learner-centered cooperative learning. They might abandon any negative attitudes to the learner-centered cooperative learning and attempt this methodology in their classes. Second, when a teacher employs group work as cooperative learning method in an EFL classroom, it is important to consider the proficiency levels of the group members. Thus, the teacher might arrange the students so that students of differing proficiency levels form the group; this would tend to increase the students' proficiency. The teacher might also arrange students of same proficiency levels in the group if considering the students' development of self-efficacy.

The main contribution of this study was to try to connect two main themes – cooperative learning and self-efficacy – on how effective learner-centered cooperative learning helps learners enhance their self-efficacy as well as English proficiency, which has been rarely reported in the previous studies. In addition, the majority of the previous studies of cooperative learning and self-efficacy have focused mainly on secondary school learners, but the main target learners of this study were college level students.

As stated previously, this study employed a pre-post research design which means that this study was not experimental research. Thus, interpretation on the effectiveness of the cooperative learning intervention should be cautious. In addition, the students' English proficiency was measured with only the reading part of TOEIC practice test; and, thus, the measured proficiency scores for this study may not exactly represent the students' English proficiency. The participants in this study were college students in one specific university and in one specific area rather than randomly chosen from diverse situations; that is,

interpretation of the results of this study should be limited to similar samples. Within the findings and limitations of this study, future research is suggested:

First, a future study could use a more sophisticated English proficiency test measuring not only reading comprehension, but also listening, speaking, and writing abilities. The National English Ability Test (NEAT) might be one good option for this. Second, self-efficacy, which is one of the most important variables to explain self-regulated learning in the previous studies, was not enhanced by the cooperative learning intervention in a short period of intervention time. That is, future research should be conducted within a longer period of intervention time and a larger sample size in order to make it more generalizationable. Third, a teaching role model using cooperative learning should be developed based on the findings of this study. Finally, it is to be hoped that follow-up studies would confirm the findings of this study, and shed more light on the issues that this study has failed to discuss.

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APPENDIX

Cooperative Learning Attitude Survey

The responses that you give in this questionnaire will be kept confidential. This cover sheet is to allow the researcher to associate your responses with your name if needed. However, only the people entering your responses into the computer will see this name. An identification number will be used in place of your name when referring to your responses in publications. Every effort will be made to keep your responses confidential.

Thank you for your cooperation. The information that you provide will help us to better understand the backgrounds of students who are studying English in various contexts. Your honest and detailed responses will be greatly appreciated.

ID: _____

Name: _____

Part 1: Background Information

1. Gender: Male / Female
2. Age: _____
3. Country of birth:
4. How many times have you taken TOEIC or TOEFL before?:
5. How long have you been learning English as a foreign language (EFL)?:

6. What year are you in school? (Circle one):
 Freshman(1) Sophomore(2) Junior(3) Senior(4)
7. Major: _____
8. Have you ever lived in a situation where you were exposed to a language other than your native language (e.g., by living in a multilingual community; visiting a community for purposes of study abroad or work; exposure through family members, etc.)?

Circle one: Yes / No

9. If Yes, please give details below. If more than three, list others on the bottom of this page.

	Experience 1	Experience 2	Experience 3
Country/region			
Language			
Purpose			
From when to when			

10. In the boxes below, self-evaluate your language ability in each of the languages that you know. Use the following ratings: 1) Poor, 2) Good, 3) Very good, 4) Native/nativelike. How many years (if any) have *you studied* this language in a formal and informal *school* setting?

Language	Listening	Speaking	Reading	Writing	Number of years of study

Part 2: Cooperative Learning Attitude

SD= 아주 아니다

D= 아니다

N= 보통이다

A= 그렇다

SA= 아주 그렇다

Questions	SD	D	N	A	SA
1. 나는 수업시간을 위해서 항상 준비하며 왜 공부를 해야 하는지 동기화가 잘 되어있다.	1	2	3	4	5
2. 나는 내 스스로 앞으로 무엇을 해야 하는지 목표설정이 뚜렷하다.	1	2	3	4	5
3. 앞으로 내가 설정한 나의 목표를 위해서 영어학습은 아주 중요하다고 생각한다.	1	2	3	4	5

4. 나는 내 자신을 항상 소중하게 생각한다.	1 2 3 4 5
5. 나는 자존감이 강하다.	1 2 3 4 5
6. 나는 영어를 배우는데 있어서 충분한 능력을 가지고 있다고 생각한다.	1 2 3 4 5
7. 영어를 사용하는 사람과 영어로 대화를 하는 것이 늘 영어공부에 더 동기를 제공해 준다.	1 2 3 4 5
8. 영어를 사용하는 사람들에 대해서 호의적인 감정을 가지고 있다.	1 2 3 4 5
9. 영어 및 영어권 문화에 대해서 많은 관심을 가지고 있다.	1 2 3 4 5
10. 영어문화에 대해서 아는 것이 영어학습에 중요하다고 생각한다.	1 2 3 4 5
11. 영어권 연수 및 유학은 영어학습을 잘하기 위해서는 필수적이다.	1 2 3 4 5
12. 영어학습에 대해서 많은 열망을 가지고 있다.	1 2 3 4 5
13. 나는 내가 생각할 때 성공적인 영어 학습자라고 생각한다.	1 2 3 4 5
14. 영어선생님 혹은 교수님에 대해서 다른 과목 보다 더 호의적이다.	1 2 3 4 5
15. 수업 외에서 영어를 많이 사용하는 편이다.	1 2 3 4 5
16. 영어에 대해서 동기부여가 높다.	1 2 3 4 5
17. 부모님께서서는 영어공부에 많은 관심을 가지고 계신다.	1 2 3 4 5
18. 영어공부 하는 데 있어서 가정형편이 많이 영향을 끼친다고 생각한다.	1 2 3 4 5
19. 지금 배우고 있는 외국어강좌수업(TOEIC)에서 학생들과 같이 그룹학습 활동이 내 영어학습에 긍정적인 영향을 미쳤다.	1 2 3 4 5
20. 그룹학습을 할 때 수업친구들에게 많은 긍정적인 영향을 받았다.	1 2 3 4 5
21. 그룹학습이 개인학습보다 영어학습에 있어서 많은 긍정적인 동기부여를 해줬다.	1 2 3 4 5
22. 토익(TOEIC)학습이 영어학습에 많은 도움을 준다.	1 2 3 4 5
23. 토익수업 보다 다른 실용적인 영어수업이 더 많았으면 좋겠다.	1 2 3 4 5
24. 나는 한국교수님보다 원어민 수업을 더 선호하다.	1 2 3 4 5
25. 토익수업이 영어학습에 도움이 안 된다.	1 2 3 4 5
26. 외국어강독수업 중 개인학습을 그룹학습보다 개인적으로 더 선호한다.	1 2 3 4 5
27. 수업에서 학생들과의 협동적인 수업보다 영어교수님이 더 많은 것을 직접 가르쳐 주었으면 좋겠다.	1 2 3 4 5
28. 나는 학생들끼리 문제를 푸는 것보다는 선생님이 직선적으로 설명해주고 학습을 선도해 주는 것이 더 좋다.	1 2 3 4 5
29. 수업 중 학생들과 그룹활동이 영어학습에 부정적인 영향을 미쳤다고 생각한다.	1 2 3 4 5
30. 외국어강독수업을 듣고 난 후 토익점수가 향상됐다고 생각한다.	1 2 3 4 5

Examples in : English

Applicable Languages: English

Applicable Levels: Tertiary

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