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교육학석사학위논문

The Role of Mediation in Korean Middle  
School Students' Grammar Learning  
:A Case Study

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한국 중학교 학생들의 문법학습에서의  
중재의 역할: 사례연구

2017년 8월

서울대학교 대학원

외국어교육과 영어전공

정현주

The Role of Mediation in Korean Middle  
School Students' Grammar Learning  
:A Case Study

by  
HyunJu Chung

A Thesis Submitted to  
the Department of Foreign Language Education  
in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts in Education  
At the  
Graduate School of Seoul National University  
August 2017

The Role of Mediation in Korean Middle  
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한국 중학교 학생들의 문법학습에서의  
중재의 역할: 사례연구

지도교수 소영순

이 논문을 교육학 석사 학위논문으로 제출함  
2017년 6월

서울대학교 대학원  
외국어교육과 영어전공  
정현주

정현주의 석사학위논문을 인준함  
2017년 8월

위원장 \_\_\_\_\_

부위원장 \_\_\_\_\_

위원 \_\_\_\_\_

The Role of Mediation in Korean Middle  
School Students' Grammar Learning  
: A Case Study

APPROVED BY THESIS COMMITTEE:

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BYUNGMIN LEE, COMMITTEE CHAIR

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SUN-YOUNG OH

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YOUNGSOON SO

## Abstract

This study explored two cases of Korean middle school students who participated in DA (Dynamic Assessment) in teaching grammar. Two middle school students from Seoul were chosen as participants based on their English proficiency and a lack of overseas study experience. The study employed a qualitative approach to get an in-depth examination of the two students' syntactic development of target forms. The methods of data collection used were picture description tasks. First, students were asked to write a paragraph describing the given pictures, using grammatical structures that were found to be problematic for them. Then, the mediator read their writing to detect any errors and provided mediation based on a mediation scale in order to lead the student to correct their errors. After each individual session with the students, the mediator transcribed the recording of the session and drew Language-Related Experiences. The findings of the study are 1) the frequency of the mediation scale varied; 2) students' English proficiency levels and the nature of target forms influenced the effectiveness of the mediation; 3) students used their first and second languages as mediational tools, relying on different modes of language with varying portions; 4) the teacher played a crucial role in implementing DA as the mediator. Based on the aforementioned findings, the following pedagogical implications were drawn: 1) mediation has a pedagogical impact on enhancing students' linguistic development; 2) real-world constraints should be overcome to implement DA in the Korean context; 3) DA can be a tool to develop teacher expertise.

Key Words: DA, teaching and learning grammar, mediation, self-regulation, feedback

Student Number: 2015-23170

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# CHAPTER 1. INTRODUCTION

This chapter introduces the research by presenting the motivation of the study and the organization of the thesis. Section 1.1 discusses the background and the purpose of the study. Section 1.2 presents the research questions, and the overall organization of the thesis is outlined in Section 1.3.

## 1.1. Background and Purpose of the Study

Luria (1961) distinguished a dynamic approach to testing and a statistical approach to testing. The statistical approach to testing, although grounded in sound psychometric principles, failed to differentiate between various groups of learners, only presenting poor performance of disabled children. However, the dynamic approach to testing attempts to uncover the source of difficulties and tailor an appropriate remediation program.

Luria's (1961) dichotomy became the basis for the emergence of early dynamic assessment (DA) research, such as learning potential assessments by Budoff and his colleagues (Budoff, 1968; Budoff & Friedman, 1964, as cited in Lantolf & Poehner, 2014), the graduated prompt approach (Campione, Brown, Ferrara, & Bryant, 1984), the testing the limits approach (Carlson & Wiedl, 1992), the Lerntest (Guthke, 1992) and Feuerstein's Mediated Learning Experience (MLE) (Lantolf & Poehner, 2014; Sternberg & Grigorenko, 2002).

Taking the effects of DA in general education into account, it is not strange that DA has been incorporated into language learning. However, the history of studies on DA in

relation to language learning is not long. DA began to receive researchers' attention from the middle of the 1990s, however, an extensive amount of studies have been conducted since the 2000s (Q. Li & Li, 2015). For language learning, dynamic assessment is described as when an expert mediates the student towards a performance that he or she will be able to carry out on his or her own in the future. An expert refers to an adult or more capable peer, and he or she continuously interacts with the student (Swain, Kinnear, & Steinman, 2015).

The zone of proximal development (ZPD) and mediation are two concepts crucial to defining DA. The zone of proximal development was defined by Vygotsky in *Mind in society* (Vygotskii, 1978). The original definition is given below:

The distance between the actual development level as determined by independent problem solving, and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers (Vygotskii, 1978, p. 86)

Vygotsky elaborated on the notion of the ZPD with his own example of evaluating the developmental stage of two seven-year old children. One could perform a task two years above the child's level of actual development while another could perform a task only a half-year above his or her level of actual development. He argues that the development of the two children were not the same, and that, with the consideration of the ZPD, we can document processes which are currently developing (Wertsch, 1988). Following Gutiérrez (2008) and Ohta (1995, as cited in Gutierrez, 2008), Lantolf (2009) adapted the construct as "the difference between what an individual can do independently and what he or she can do with assistance or mediation" (p.359) to fit second lan-

guage learning. However, the relationship between an individual and the one who provides mediation is not unidirectional, with the individual solely relying on the expert. Rather, it is “about co-mediation between someone who has the knowledge or capacity to attain a goal and someone who does not” (p. 359). In other words, learners who do not have the knowledge or ability to attain a goal are active beings, who, in fact, regulate the mediator who has the knowledge or ability. In this way, a mediator is also guided by a learner as (s)he guides the learner. In this regard, the role of the mediator is to know how to push the learner forward in a way that not only leads to attainment of the goal, but allows the other to participate to the extent of his or her best ability.

Mediation is the other crucial concept when defining DA, and Thorne and Lantolf (2006) define mediation as “the process through which humans deploy culturally constructed artifacts, concepts, and activities to regulate (i.e., gain voluntary control over and transform) the material world or their own and each other’s social and mental activity” (p. 79). In other words, mediation is the crucial tool for a human being to move from low mental processes to high mental processes, such as logical reasoning. It includes material tools, a system of symbols, and others, such as teachers and peers. Among various mediating tools, language, as part of the symbol system, is the primary tool for mediation (Donato & McCormick, 1994). As a pedagogical implementation of mediation in DA, language, and others, the teacher is the main tool to induce students’ linguistic development.

Various models of dynamic assessment have been proposed and dynamic assessment has been implemented in a variety of fields, including psychology and special education. Studies of DA in relation to language learning have a broad spectrum of foci, including not only the four skills (Ableeva & Lantolf, 2011; Ajideh, Farrokhi, & Nourdad,

2012; Kozulin & Garb, 2002; D. Li, 2015; van Compernelle, Williams, & Kinginger, 2013; Xiaoxiao & Yan, 2010) but also grammar and vocabulary learning (van der Veen, Dobber, & van Oers, 2016). Previous studies demonstrated the effect of DA on improving students' grammatical competence (Aljaafreh & Lantolf, 1994; Jafary, Nordin, & Mohajeri, 2012; Malmeer & Zoghi, 2014; Nazari, 2015; Poehner, 2007, 2012; Siekmann & Charles, 2011). However, these studies targeted adult learners and only a few focused on the role of mediation as the re-interpretation of traditional feedback to help students' language learning. Some name traditional approaches to classroom-based assessment, such as discussing options with the students, as a DA program. In addition, some studies fail to provide in-depth descriptions of the learners' development by relying on statistical measures.

In the Korean context, most studies target kindergarteners or elementary school students with skills related to content subjects. To date, to the best of my knowledge, there are only five empirical studies which have investigated the effect of DA on Korean students learning English as foreign language (EFL), but the target participants, the range of skills, and the tasks used in the study are limited. To elaborate, previous studies of DA in the Korean context targeted child learners and adult learners, rarely including secondary level students. Furthermore, most researchers focused on the development of speaking competence, so they cannot provide a full picture of the students' interlanguage development, as these studies exclude other critical areas of language learning, such as grammar and vocabulary (Kang, 2011; Park, 2008; Pyo, 2010, 2012; Son & Kim, 2017).

The current study aims to report Korean middle school students' grammar acquisition with the mediation from the mediator in detail, using writing tasks. The purpose of the current study is twofold: 1) to explore how mediation from the mediator helps mid-



dle school students to improve problematic areas in learning English grammar in the Korean EFL context; and 2) to provide pedagogical implications to Korean secondary level English teachers to be a qualified mediators.

## **1.2. Research Questions**

This study explores the impact of mediation on two Korean middle school students' acquisition of their problematic grammatical areas. Given the lack of implication of previous studies for Korean secondary EFL teachers, particularly for the types of mediation potentially useful specifically for Korean EFL learners, the type of mediation is the focus of the study. The following two research questions are addressed in this study:

1. How does mediation from the mediator improve the student's problematic areas in learning English grammar in the Korean EFL situation?
2. How do Korean middle school students use their L1 and L2 English to regulate interlanguage development?

## **1.3. Organization of the Thesis**

The present thesis consists of six chapters. Chapter 1 introduces the purpose of the study and research questions. Chapter 2 presents literature relevant to the following topics: 1) DA in teaching grammar and 2) changing trends in handling feedback and media-

tion in DA. Chapter 3 describes the methodology, including the participants, instruments, procedures and data analysis. Chapter 4 presents the results, and Chapter 5 discusses the research findings. Chapter 6 concludes the thesis with pedagogical implications and recommendations for further studies.

## **CHAPTER 2.**

### **LITERATURE REVIEW**

This chapter introduces the theoretical background for the present study. Section 2.1 introduces the previous literature on DA in teaching grammar. Section 2.2 gives a brief overview of mediation, particularly in relation to the notion of mediation in sociocultural theory (SCT).

#### **2.1. Dynamic Assessment in Language Learning**

##### **2.1.1. Dynamic Assessment in Second Language Learning**

Lantolf and Poehner (2004) state that DA “integrates assessment and instruction into a seamless, unified activity aimed at promoting learner development through appropriate forms of mediation that are sensitive to the individual’s current abilities” (p. 2). In other words, DA is a procedure for assessing and promoting development that takes into account an individual’s zone of proximal development (ZPD).

Sternberg and Grigorenko (2002) noted that dynamic assessment<sup>1</sup> was distinguished from static assessment in three ways, particularly in terms of methodological differences. First, concerning the focus of assessment, while static assessment focused on a developed state, dynamic assessment concentrated on a developing process. Second, regarding the role of feedback, feedback was not provided to the examinee in static as-

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<sup>1</sup> Even though Sternberg and Grigorenko (2002) used dynamic testing in their book and differentiated dynamic testing and dynamic assessment, the current study uses the term ‘dynamic assessment’ because it is a more widely-used term in the field.

assessment because it was a source of error of measurement, whereas in dynamic assessment, feedback was given to the examinee, whether it was implicit or explicit. Last, in terms of the quality of the examiner and examinee relationship, the examiner maintained as neutral of a position as possible toward the examinee. However, in dynamic assessment, the relationship between the two was a two-way interactive relationship.

Lantolf and Poehner (2004), Poehner and Lantolf (2005), and Lantolf (2009) proposed two models of DA, referred to as interactionist and interventionist models for language learning. In the interventionist model, clues and hints are predetermined that are to be presented to learners. The scale ranged from the most implicit to the most explicit. The significance of the interventionist model is that it can be offered to a large number of learners. Thus, it is also possible for the mediator or teacher to compare results across learners. In the interactionist model, however, the type of mediation is not determined prior to DA administration; instead it is negotiated with the learner. One advantage of the interactionist model is that the mediator can co-construct the assessment individually with each learner.

The supremacy of DA over static assessment has been supported by several empirical studies in the field of psychology and child development (Day & Córdón, 1993; Day, Engelhardt, Maxwell, & Bolig, 1997; Delclos, Burns, & Vye, 1993; Peña & Iglesias, 1992). Polizzi (2013) summarized the significance of DA for language learning. First, DA provides information about individuals' abilities that static assessment cannot provide. Sternberg and Grigorenko (2002) elaborate this point:

We at least have a way to reduce the effects of all the environmental variables that can color performance and hence distort estimates of latent capacity (i.e., ability). Dynamic testing

may give us a means to quantify a person's true potential for growth, from whenever he or she may happen to be cognitively at any one moment. (p. 29)

Through DA, a teacher can get more accurate information about a student's ability, and he or she can get information about the student's future development, not being disturbed by external factors that could impact the performance of the student.

Second, DA enables teachers to document learners' language development. As DA does not end after a single treatment, and instead lasts for a decent length of time, it gives teachers time to observe their students and provide mediation relevant to them. An individual session between the mediator and the learner and rapport built during the session actualizes the detailed documentation of the student's linguistic development. Last, it helps the learners construct and re-negotiate new meanings towards their independent performance, which is called transcendence (Poehner, 2007) or self-regulation. Compared to static assessment, in which the learner solves given items, through interaction with the mediator, the learner plays an agentic role in his or her learning. He or she continuously provides information about their competence to the mediator so that the mediator can meet the learner's specific needs.

### **2.1.2. Dynamic Assessment in Teaching Grammar**

DA is a broad term used not only in the pedagogical context, but also in other fields, such as medicine. There are many empirical studies which investigate the influence of DA on students' language development. The focus of these studies vary according to various linguistic aspects.

As the primary focus of the present study is the role of mediation on Korean middle school students' syntactic development, in the following section, the studies which combined DA with learning grammar will be reviewed. However, there are two approaches in DA grammar research; individual DA and group DA. As the study followed the format of individual DA, the studies which implemented group DA have been excluded.

Aljaafreh and Lantolf's (1994) study re-interpreted the role of feedback in language learning, proposing a mediation scale, and subsequent studies followed this path (Poehner, 2007; Anton, 2009). They differentiated the mediation scale from traditional feedback since compared to traditional feedback, which was given to the student in a randomized way, mediation was provided in a systematic way, taking the learner's ZPD into consideration. For example, Poehner (2007), as part of the DA program for advanced undergraduate learners of L2 French, explored transcendence after the DA program. Moreover, Antón (2009) employed DA as a tool for diagnosing advanced university level learners' language abilities, assisting their development, and documenting the learning progress of English learners of Spanish.

Jafary, Nordin, and Mohajeri (2012) compared the effect of static assessment and DA on Iranian EFL high school students' performance in a language proficiency test, using interactive mediation in the form of information papers, and students undergoing DA outperformed those who used static assessment. Similarly, Malmeer and Zoghi (2014) and Nazari (2015) used a researcher-developed DA program, not the mediation scale as proposed by Aljaafreh and Lantolf (1994). Malmeer and Zoghi (2014) investigated the effect of DA on EFL learners from different age groups (e.g., teenage learners and adult learners) by providing feedback and explanations, and asking students why they chose the wrong answer in order to lead the students to the correct answer. Nazari (2015) ex-

plored the influence of DA and visual input enhancement with colored chalk on Iranian EFL elementary students' grammar consciousness-raising. However, it is questionable whether the researcher-based DA program used in the previously mentioned two studies could be considered as DA programs because the methods involved what the teachers traditionally did after administering classroom-based assessments, including the discussions to uncover certain problematic areas.

Several studies re-interpreted the traditional concepts within the sociocultural theory (SCT) framework. For example, Siekmann and Charles (2011) critically analyzed a poster-sized grammar chart used in a Yugtun, Yup'ik heritage language classroom for university level learners in connection with the cultural norm, *Upingakueng*. *Upingakueng* was the principle that organized the communal activities where individuals worked and learned in cooperation with an elder or caregiver. Before the DA session, the chart used in the class was an obstacle to the participant's language development. However, through fine-tuned mediation to the participant's ZPD, the learner could solve problems in a self-regulated manner. This demonstrated that the spirit of DA was not a new concept, but implied in the Yup'ik tradition of *Upingakueng*. Furthermore, the study noted the role of mediation in adopting a traditional approach to learning language to fit students' ZPDs.

In conclusion, several characteristics of previous studies have been observed. First, the researchers targeted adult learners of English, or at least adolescent EFL learners. Due to the learner factor, it is not clear whether the mediation scale implemented in the literature is applicable to Korean secondary level EFL students. Second, for the studies where researchers developed their own mediation systems, it is doubtful whether the system can be called "mediation". To expand, mediation is the re-interpretation of feed-

back within the sociocultural framework and therefore the effectiveness of those mediation systems is not reliable. Last, language proficiency levels of the students in the literature varied from elementary level to advanced level, depending on the study. In the following section, DA studies in the Korean context will be reviewed.

### **2.1.3. Dynamic Assessment in Korean Context**

There are ample studies of DA in the Korean context, but few with English learning that target secondary level students. Instead, most studies have been conducted with kindergarteners regarding skills relevant to their level of development, like geometric concepts, geometric abilities and measurement abilities.

In English language learning, H.-Y. Park (2008) initially implemented DA in language learning for Korean/English bilingual children's heritage language learning in the US. He described the evaluative practices in the language learning classroom to demonstrate that dynamic assessment was not a new concept, but was congruent with the contextualization of classroom assessment in a specific language classroom. Following Park (2008), Pyo (2010) adopted DA with six intermediate level university students to help them improve their English-speaking abilities, and he noted three benefits of DA. First, DA enabled the teacher-researcher to determine the precise ZPD in order to provide some ideas as to how to enhance development. Second, it revealed the extent of the problem. Last, it showed differential qualitative changes in the students' language development. S. Kang (2011) implemented DA with elementary 6th graders using picture-cued speaking tasks as prompts. He noted two benefits of DA. The first benefit was that it provided more detailed information on students' English language development status,



which may not have been clearly defined through static assessment. Some students who were classified as having high-level proficiency required a large amount of mediation from the teacher even though they received high scores in their achievement tests. Another benefit was that mediation by the teacher provided learning opportunities for some students, particularly low-level students. Pyo (2012) expanded his previous study to investigate university students' perceptions of DA. Students perceived DA to be helpful in improving their speaking ability due to the quality of feedback they received during their individual sessions with the instructor, the motivating nature of the program, and individual interaction between them and the instructor. Son and Kim (2017) studied the role of DA in developing speaking competence of an underachieving high school student and suggested the gradual implementation of DA from the Free Semester program to regular classrooms in order to decrease teachers' potential burdens in adopting the new policy.

Previous studies on implementing DA in the Korean context show the following characteristics. First, the age of the subjects varies from children to university-level students. Second, the subjects have various levels of proficiency, from low-level to high-level. Third, the studies focus on improving speaking competence of the subject, with a lack of research on the influence of DA on writing ability. Last, the form of mediation varies depending on the study, from a systematic approach, as suggested by Son and Kim (2017), to one which relies more on the mediator's discretion, such as Pyo (2010, 2012) and Kang (2011). Son and Kim (2017) adopted the mediation scale proposed by Aljaafreh and Lantolf (1994) and added other elements, such as prompts and questions that were beneficial for the student's language development. Pyo (2010, 2012) and Kang (2011) used various types of mediation, such as asking questions, offering suggestions, and providing help.

In the following section, different views on feedback and literature on mediation in DA will be reviewed.

## **2.2. Mediation in Dynamic Assessment**

Although traditionally defined as “corrective feedback”, scaffolding and mediation are used confusingly in the literature. There are differences in each concept, and the distinctions will be discussed in the following section.

### **2.2.1. Traditional Approach to Feedback**

Corrective feedback, which is defined as “information provided to learners about the ill-formedness of their L2 production” (p. 24) has received attention in SLA research with an extensive amount of studies having been conducted on the subject (Loewen, 2012). However, only the studies comparing the effects of different types of feedback and studies clarifying the variables affecting the effect of feedback will be introduced in this section. In the following paragraphs, each group of studies will be reviewed more thoroughly.

The first group of studies includes studies comparing the effects of different corrective feedback types on learners’ accuracy, or specific target forms (Carroll & Swain, 1993; Ellis, 2007; Ellis, Loewen, & Erlam, 2006; Loewen & Nabei, 2007; Tsang, 2004). Carroll and Swain (1993) found that the explicit metalinguistic information group was the most successful in learning English structures. Tsang (2004) investigated the frequency of six different corrective feedbacks and whether they led to student-generated

repairs. In spite of their high frequency, recasts and explicit correction did not lead to student-generated repairs; rather, repetition and metalinguistic feedback were more effective to elicit student-generated repairs. Ellis et al. (2006) compared the effect of implicit and explicit corrective feedback, recasts, and metalinguistic information on low-intermediate ESL students' acquisition of regular past tense. Ellis (2007) expanded the effects of implicit feedback and explicit feedback into low-intermediate students' learning of past tense and comparatives. Loewen and Nabei (2007) compared three types of feedback (i.e., recasts, metalinguistic feedback, and clarification requests) on university-level Japanese learners' acquisition of question forms. Regardless of feedback type, students who received feedback performed better than those who did not.

Another group of studies features studies clarifying variables influencing the effect of corrective feedback on learners' linguistic development (Ammar & Spada, 2006; DeKeyser, 1993; S. Li, 2014; Lin & Hedgcock, 1996; Long, Inagaki, & Ortega, 1998; Mackey & Philp, 1998; Rassaei, 2015a, 2015b; Sheen, 2008). These include learner variables, such as proficiency level (Ammar & Spada, 2006; S. Li, 2014; Lin & Hedgcock, 1996; Mackey & Philp, 1998), anxiety level of the learner (Rassaei, 2015a; Sheen, 2008), and the learner's cognitive style (Rassaei, 2015b). In addition, linguistic variables included the nature of the target structures (Ellis, 2007; Long et al., 1998). To begin, Lin and Hedgcock (1996) compared low proficiency Chinese immigrants' and high-proficiency Chinese university students' responses to corrective feedback during interactions with native Spanish speaking interlocutors. The low proficiency group had little sensitivity to negative feedback, while awareness of errors and sensitivity to feedback enabled the high proficiency group to incorporate the native speakers' corrections. To date, Mackey and Philip (1998) is the sole study which approached the definition of up-

take or the effect of recasts in a different way by using the term ‘readiness’. They noted that developmentally ready ESL adult learners could benefit from recasts, leading to the acquisition of more advanced structures in question formation. Furthermore, they mentioned that when learners were not developmentally ready, recasts could function as additional target language input, but could not be incorporated into the learner’s interlanguage system to be used for future performance. Ammar and Spada (2006) limited the focus of their study to the effect of learners’ proficiency level on the effectiveness of recasts and prompts when learning 3<sup>rd</sup> person possessives. Low proficiency learners benefitted more from prompts than recasts because it pushed the learners to self-correct or peer-correct, whereas high proficiency learners benefitted from both types of techniques. Li (2014) compared the role of university-level learners’ proficiency on the effectiveness of metalinguistic feedback and recasts in treating errors with Chinese perfectives and classifiers. Both feedback types enhanced learning the target structure at both proficiency levels, but the extent to which each feedback type benefited the learners varied depending on the learner’s proficiency. Low-level learners benefitted more from metalinguistic feedback than recasts, but high-level learners equally benefitted from both corrective feedback types.

DeKeyser (1993) included previous achievement, extrinsic motivation, modern language learning aptitude, and anxiety as the independent variables. He indicated that even though there was no main effect between error correction and students’ performance, excluding grammar tests with anxiety, students with high achievement, strong grammatical sensitivity, strong extrinsic motivation and low anxiety benefitted the most from error correction. Several studies followed DeKeyser’s (1993) approach; Sheen (2008) and Rassaei (2015a) narrowed the focus of the research down to anxiety. In

Sheen (2008), learners' anxiety levels influenced the effects of recasts and modified output after recasts. Rassaei (2015a) showed that learners with high anxiety levels benefited from recasts only, Rassaei (2015b) investigated learners' cognitive styles and field dependence/field independence (FD/I), and mediated the effectiveness of recasts on learning articles, where it was found that field independent learners benefitted more from recasts.

For the nature of the target structure, Long et al. (1998) compared the effectiveness of models and recasts on learning two different structures in Japanese and Spanish, locative and kute-form for Japanese, and object topicalization and adverb placement for Spanish. For Japanese, there was no significant difference between models, recasts, and the control group for learning locatives, but there was a difference between models and recasts for kute-form. For Spanish, no difference was observed for learning object topicalization, but recasts were significantly effective for learning adverb placement. Researchers attributed this result to the fact that adverb placement is more salient than object topicalization. Elis (2007) compared the effects of recasts and metalinguistic explanations on regular past tense and comparatives. Metalinguistic explanation was more effective to enhance learning of the two target forms, particularly for comparative *-er*, whereas recasts were not effective for either of the two measures.

Characteristics of previous studies on the variables influencing the effectiveness of feedback were noted. First, studies target adult learners, regardless of learning context, excluding DeKeyser (1993) and Ammar and Spada (2006). The participants of DeKeyser's (2003) study were high school seniors learning French as a second language. To the researcher's knowledge, Ammar and Spada's (2006) study is the sole study which targeted elementary school students. The subjects of other studies were adult learners

with varying ages and ethnic backgrounds. Second, recasts become the focus of the research and the studies focus on comparison of recasts with other techniques used in the classroom, such as models and prompts. Only Li (2014) took two types of feedback into comparison: metalinguistic feedback and recasts. Last, there is only a small number of studies which investigate the effect of learner variables on the effectiveness of feedback, and the range of learner variables that have been studied are limited.

During the beginning of research in this field, studies followed the cognitive-interactionist approach for second language learning, with the focus on the teacher providing corrective feedback to the students. In this approach, corrective feedback was the major device to trigger the noticing of the non-target output (R. Lyster, Saito, & Sato, 2013). However, gradually, the focus moved toward the learner and put more emphasis on the saliency of the corrective feedback and the extent to which a certain type of corrective feedback was meaningful for the learner. Furthermore, rather than solely relying on the teacher as the only resource, corrective feedback was seen to provide students with dialogically negotiated assistance in sociocultural theory. In the next section, previous studies on the consideration of the learner's ZPD as a learner variable are reviewed.

### **2.2.2. Feedback in the Sociocultural Approach**

To date, researchers continue to reinterpret the concept of feedback in sociocultural theory (SCT), using the notion of scaffolding and the ZPD. In sociocultural theory, "scaffolding" is a "tutorial behavior that is contingent, collaborative and interactive" (Van Lier, 2006, p. 147). Whether the notion of the ZPD and scaffolding are compatible is controversial (Chaiklin, 2003; Donato, 1994; Nassaji & Swain, 2000; Valsiner & Van

der Veer, 1999; Wood, Bruner, & Ross, 1976), but scaffolding is an essential concept when defining the ZPD. Scaffolding shares the characteristics of collaborativeness and interactiveness with the ZPD, but temporally distinguishes itself from the ZPD. Scaffolding is dismantled after the construction has been completed. The metaphor of scaffolding to that of a construction site shows the temporal and contingent nature of scaffolding. When the learner can solve the problem independently, the tutor stops providing the scaffolding. Compared to the ZPD, which is future-oriented and constantly develops as the learner continues his or her learning, scaffolding is present-oriented and focuses on the present ability of the learner (Valsiner & Van der Veer, 1999).

In this regard, scaffolded feedback is defined as “feedback whose aim is to solve linguistic problems through collaborative scaffolding rather than the provision of the correct answer or metalinguistic information” (Rassaei, 2014, p. 4). There are few empirical studies which investigate the influence of scaffolded feedback on learners’ linguistic development. Aljaafreh and Lantolf (1994) proposed the concept of a mediation scale which ranged from most implicit to most explicit. Nassaji and Swain (2000) compared two types of feedback on treating adult ESL students’ grammatical errors in composition using ZPD error treatment and non-ZPD error treatment<sup>2</sup>. Students who received corrective feedback within their ZPD showed greater improvement in treating the development of their weak article systems.

Saeb, Mahabadi, and Khazaei (2016) and Rassaei (2014) were in line with Nassaji and Swain (2000) in that they compared scaffolded feedback and recasts, the latter of

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<sup>2</sup> Different terms are used to present feedback with the consideration of the ZPD in literature: ZPD error treatment (Nassaji & Swain, 2000) and scaffolded feedback (Rassaei, 2014; Saeb, Mhabadi, & Khazaei, 2016). For the present study, a variety of terms are introduced as researchers in the previous studies used.

which was not scaffolded. From the result of the two studies, it was found that regardless of the age of the learners or the target structures, scaffolded feedback yielded better results than recasts in teaching target structures.

In short, excluding Aljaafreh and Lantolf (1994), which explores the impact of feedback considering students' ZPDs on learning problematic target forms, other studies focus on the comparison of feedback within the ZPD and feedback without consideration of the ZPD. Furthermore, as the type of the feedback that became the focus of comparison was limited, it is difficult to generalize the results to the entire category of feedback.

In the following section, previous studies on mediation, the critical concept to defining DA, are reviewed.

### **2.2.3. Mediation in DA**

In sociocultural theory (SCT), second and foreign language assessment is a socially-mediated activity, as well as other activities in the theory, such as child development. To elaborate, assessment, like all activities never exists in isolation. Rather, it is a mediated, goal-driven activity with social and educational consequences which reflect the values and conventions of the society. Test-takers co-construct abilities and knowledge with people and artifacts integral to their contexts, rather than possessing abilities and knowledge (Swain et al., 2015). As noted by Wertsch (1988), mediation is an important tool that causes a qualitative shift including objects, languages, and others. Despite its importance in defining DA, mediation is not as clearly defined as other terms in sociocultural theory. The fact that different terms are used to refer to “mediation” shows



that this concept has not been defined clearly: support (Aljaafreh & Lantolf, 1994; Poehner, 2007), help (Aljaafreh & Lantolf, 1994; Malmer & Zoghi, 2014), intervention (Sternberg & Grigorenko, 2002) and treatment (Nazari, 2015) have all been terms used to describe mediation in the literature. Poehner and Lantolf (2010) attend that mediation is not merely a matter of providing assistance, but providing *appropriate* assistance. Furthermore, the role of mediation is not limited to helping the learner solve a problem, but to moving the individual toward self-regulation and transfer of what is internalized. Moreover, it is not the learner solely relying on the mediator who provides mediation, or solely relying on the help of others. Rather, it is “co-regulation which centers on the idea that learners themselves are active regulating mediator’s behavior through both verbal and non-verbal means and in ways that may be quite explicit or much more implicit” (Lantolf & Poehner, 2014, p.158).

As a pedagogical implementation of sociocultural theory (SCT), DA studies in English language learning take an interactionist approach to mediation, where mediation is not predetermined, but is negotiated with the learner and highly sensitive to the learner (Lantolf, 2008; Poehner, 2009; Lantolf & Poehner, 2004; Poehner & Lantolf, 2005). Due to its spontaneous nature, the proposed mediation scale might seem to lack systematicity and fluctuate greatly. A comparison of mediation scales used in each study is provided in Table 2.1.:

**Table 2.1.****Mediation Scales in Teaching Grammar**

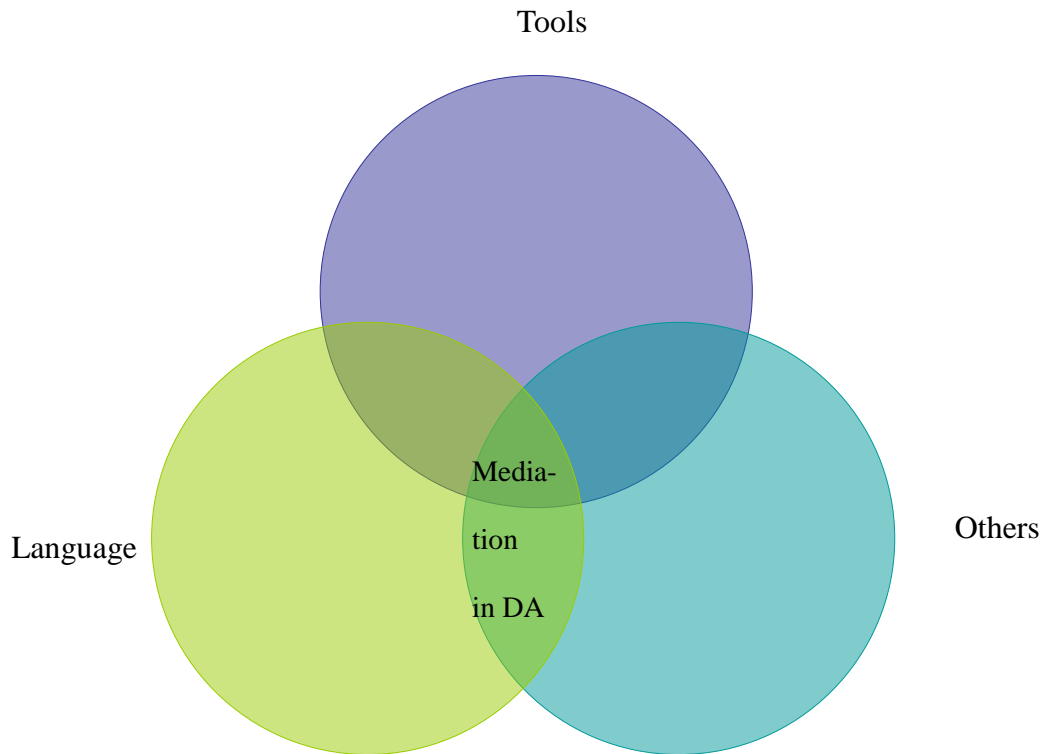
<b>Studies</b>	<b>Language Focus</b>	<b>Mediation Scales</b>	<b>Approach</b>
Aljaafreh & Lantolf (1994)	Articles, tense marking, use of prepositions, modal verbs	12-point scale implicit-explicit	Interactionist
Siekmann & Charles (2011)	Yupik' grammar	Scale adapted from Aljaafreh & Lantolf (1994) with asking ques- tions, discussing problems	Interactionist
Poehner (2007)	French verbal tense and aspect	Intervention tailored to learner's individual needs	Interactionist
Poehner (2012)	French tense	Dialogue between mediator and par- ticipant	Interactionist
Son & Kim (2017)	Past tense, overgenerated 'be', negatives, subject, object, possessive adjectives, possessive pronouns, adjectives and verbs, sentence constructions, resultative constructions	11-point scale adapted from Aljaafreh & Lantolf (1994), but flexibly adopt- ed to include hints, prompts, ques- tions, suggestions, explanations	Intervention- ist+interactionist

Aljaafreh and Lantolf (1994) provided a 13-point mediation scale which moved from most implicit to most explicit, and this scale was then adopted by subsequent stud-

ies. In addition, the researchers proposed general principles of mediation. First, mediation should be graduated until the mediator reaches the appropriate level of help. The purpose of graduated mediation is to encourage the learner to function at his or her potential level of ability. Second, it should be contingent, and when the learner does not need any help, it should be diminished. Last, it should be based on collaborative dialogue, and the mediator should negotiate the help with the learner. Furthermore, they included not only a scale for linguistic aspects, but also one for affective aspects such as Scale 1 “construction of a ‘collaborative frame’ prompted by the tutor as a potential dialogic partner” (Aljaafreh & Lantolf, 1994, p. 471). With the interactionist approach, Poehner (2012) did not specify the type of mediation used, stating “mediation during these sessions were dialogic and negotiated, with mediator and learner working jointly to complete the narrations” (p. 614). Son and Kim (2017) took an eclectic approach in their study by utilizing an interactionist approach and various types of input used in second language acquisition, such as hints, prompts, and questions.

In summary, studies on DA in teaching grammar do not clarify a specific mediation scale, and rather, rely on spontaneous interaction between the mediator and the student. However, the concept of mediation in DA could be elaborated in relation to the definition of mediation in sociocultural theory. As noted previously in this section, mediation is a major tool used to induce the development of human mental activity. As a pedagogical implication of mediation in sociocultural theory, mediation in DA can be defined using the following figure.

**Figure 2.1. Relationship Between Mediation in SCT and Mediation in DA**



Tools, language, and others are mediational tools to induce high-order mental activity in SCT. Mediation in DA is the combination of two mediational tools: language and others, and for the current study, as the study relies on an individual DA approach (See Section 2.1.2.), others are limited to the teacher, who plays the role of the mediator in DA. The overlapped section that includes tools is not excluded because tools, in combination with the mediator's competence to use them appropriately, can function as a form

of mediation in DA. Computerized DA (C-DA) is an example of the inclusion of tools within the boundary of mediation. Mediation is delivered via computers (Heidar & Afghari, 2015; Pishghadam, Baradi, & Kamrood, 2011; Poehner & Lantolf, 2013; Poehner & van Compernelle, 2013; Teo, 2012; Zhang, & Lu, 2015). However, this definition is not specific enough to be applied to the language classroom. In order to provide the specific form of mediation used in DA, the mediation scale proposed by Aljaafreh and Lantolf (1994) presented in Table 2.2. was used in the current study.

**Table 2.2. Aljaafreh and Lantolf's (1994) Mediation Scale (p. 471)**

Scale	Explanation
0	The mediator asks the learner to read, find the errors and correct them independently, prior to the tutorial
1	Construction of a collaborative frame prompted by the presence of the tutor as a potential dialogic partner
2	Prompted or focused reading of the sentence that contains the error by the learner or the tutor
3	The mediator indicates that something may be wrong in a segment (e.g., sentence, clause, line)-“is there anything wrong in this sentence?”
4	The mediator rejects unsuccessful attempts at recognizing the error
5	The mediator narrows down the location of the error (e.g., tutor repeats or points to the specific segment which contains the error)
6	The mediator indicates the nature of the error, but does not identify the error (e.g., “There is something wrong with the tense making here”)
7	The mediator indicates the error (e.g., “You can’t use an auxiliary here”)
8	The mediator rejects learner’s unsuccessful attempts at correcting the error
9	The mediator provides clues to help the learner arrive at the correct form (e.g., “It is not really past but something that is still going on”)
10	The mediator provides the correct form
11	The mediator provides some explanation for use of the correct form
12	The mediator provides examples of the correct pattern what other forms of help fail to produce an appropriate responsive action

Aljaafreh and Lantolf (1994) grouped previous literature into controlled experimentation and ethnographic research, and discussed the research gap found in the previous studies on error correction. Controlled experimentation told little about how learners use or failed to use feedback to change their interlanguage, while ethnographic research did not provide evidence that feedback led to learning. Another finding was that with the consideration of the ZPD, feedback provided to learners cannot be decided beforehand, but many previous studies clarified the role of the ZPD in determining types of feedback.

Although the two researchers did not explicitly state that they modified the types of feedback that were used in the language classroom, the mediation scale suggested by the two researchers took the form of corrective feedback. For instance, type 10, providing the correct form, could be explicit correction which provides the correct form directly. In this regard, the core of the mediation scale, although presented in other terms, was feedback widely used in the language classroom. However, mediation in DA differentiates itself from traditional feedback in that it breaks the dichotomy of implicitness and explicitness, solely focusing on enhancing the learner's development.

In conclusion, mediation in DA is the combination of others and language in the form of corrective feedback widely used in the language classroom by English language teachers without the dichotomy of implicitness and explicitness. Furthermore, mediation in DA is not concrete in form; rather, it is open to changes, depending on the student's needs and the focus of the DA program, as previous studies have reported. In the following chapter, the methodology of the present study is introduced.

## **CHAPTER 3.**

# **METHODOLOGY**

This chapter introduces the participants and their characteristics in Section 3.1, the instruments used for the experiment in Section 3.2, procedures in Section 3.3, and data analysis in Section 3.4.

### **3.1. Participants**

Two 9<sup>th</sup> graders participated in the study who have never been abroad to study English. There is a rationale for selecting middle school students as the participants of the study. As the focus of the study was to observe students' syntactic development through dynamic assessment (DA) with writing tasks, grammatical competence to perform the task was required. To meet this condition, students who had completed the middle school part of the Korean National English Curriculum were sought. They were recruited through the researcher's acquaintance who was working in a private institute. They were from two different middle schools in the northeastern part of Seoul. In the following sections, detailed background information of the two students is provided.

#### **3.1.1. Student A**

Student A was a male student. When the researcher asked about his English learning experience, he said that he could not recall how he learned English. During his middle school years, he had studied English in school for four hours per week, mainly



focusing on reading and writing among the four skills, and learned language through reading passages from a textbook and analyzing them. In addition, there was no native English-speaking teacher in his school, so he was rarely had to the language input except for the instruction he received. In addition to regular lessons, he studied English through private tutoring which was held twice or three times per week for approximately one and a half hours per session.. During his private tutoring, he solved mock College Scholastic Ability Test (CSAT) items, memorized new words, and studied English grammar. Apart from private tutoring, he never studied English by himself. When the researcher asked about any difficulties or further points he wanted to study, he said nothing.

### **3.1.2. Student B**

Student B was a female student. When she was an elementary school student, she experienced a communicative approach to learning English by native a English-speaking teacher in school. She learned English by participating in activities and playing games during which the Korean English teacher rarely intervened. However, she considered the approach to be unhelpful for learning English. Moreover, she attended a private English kindergarten when she was five and six years old. During her middle school years, she learned English for four or five hours per week, mainly focusing on reading skills and learning grammar and vocabulary. She relied mostly on private education to study English. She visited a private institute twice per week, for two to three hours per session, and studied English by solving mock CSAT items and listening to lectures provided by the lecturer at the institute.

What made student B distinctive from student A was her lack of confidence in her

English competence, particularly in her grammatical competence. The researcher's acquaintance reported that she once achieved a perfect score on her midterm exam in school, but the student said that she sometimes refers to commercial grammar books when she cannot fully comprehend some grammatical points. She thought her grammatical competence was incomplete because she made many errors when constructing response items in performance-based assessments at school. She mentioned that she experienced difficulties in understanding the subtle differences between Korean and English and translating Korean into English in a contextually appropriate manner. Furthermore, she reported that she was learning and using only a limited range of vocabulary.

## **3.2. Instruments**

In this section, the instruments used for the present study are described including the picture description task and the mediation scale.

### **3.2.1. Picture Description Task**

Each session focused on a picture description writing task. Each task was developed by the researcher based on the target form verified from the pre-test in the first week of the procedure (See Section 3.3.1.). Each task contained three to five pictures and required the students to write a paragraph constructing a narrative from the images. The pictures used to develop the picture description task changed each week and were taken from Korean middle school level textbooks. Regarding the content of the pictures

used for the tasks, pictures used for student B's task included more information and required more cognitive processing because at the beginning of the DA program, student B had a higher level of actual development. The students were asked to complete the task without anyone else's help. There was no time limit to ensure the students' best performance and students were asked to freely write as much as they could. There was no opportunity for revision after the student completed the task until the individual session with the mediator began. Eight essays in total were obtained from each learner, including two uncorrected essays and six essays used for the individual sessions with the mediator. One uncorrected essay was from the pre-test and the other was from the post-test.

### **3.2.2. Mediation Scale**

In the present study, the mediation scale by Aljaafreh and Lantolf (1994) was used for two reasons. The first reason for selecting the mediation scale from this study was that it was the first study that attempted to take a new approach to feedback within the sociocultural theory framework, and other DA-related studies have followed with modified versions of their mediation scale. Furthermore, it was the sole study which verified the mediation scale in teaching grammar. The mediation scale proposed by Aljaafreh and Lantolf (1994) is presented in Table 3.1.

**Table 3.1.**

**Aljaafreh & Lantolf's (1994) Regulatory Scale-Implicit (strategic) to explicit  
(p. 471)**

Scale	Explanation
0	The mediator asks the learner to read, find the errors and correct them independently, prior to the tutorial
1	Construction of a collaborative frame prompted by the presence of the tutor as a potential dialogic partner
2	Prompted or focused reading of the sentence that contains the error by the learner or the tutor
3	The mediator indicates that something may be wrong in a segment (e.g., sentence, clause, line)- "Is there anything wrong in this sentence?"
4	The mediator rejects unsuccessful attempts at recognizing the error
5	The mediator narrows down the location of the error (e.g., tutor repeats or points to the specific segment which contains the error)
6	The mediator indicates the nature of the error, but does not identify the error (e.g., "There is something wrong with the tense marking here")
7	The mediator indicates the error (e.g., "You can't use an auxiliary here")
8	The mediator rejects learner's unsuccessful attempts at correcting the error
9	The mediator provides clues to help the learner arrive at the correct form (e.g., "It is not really past but something that is still going on")
10	The mediator provides the correct form
11	The mediator provides some explanation for use of the correct form
12	The mediator provides examples of the correct pattern when other forms of help fail to produce an

Although Aljaafreh and Lantolf (1994) did not set the mediation scale in advance and instead elicited from transcription data, the researchers noted that the lowest numbers in the scale denoted the most implicit and the highest numbers denoted the most explicit forms of mediation. The researcher adopted the mediation scale proposed by Aljaafreh and Lantolf (1994) and observed which types of mediation were more frequently used and whether the mediation scale was effective in treating students' problematic English grammatical areas. During individual sessions with the students, mediation was provided in Korean for two reasons. First, as the student's first language was Korean, providing mediation in Korean could avoid potential misunderstandings. Another reason was, as the students were not familiar with the DA program, the researcher did not want to frighten the students with the foreign language.

### **3.3. Procedures**

#### **3.3.1. Research Design**

In this section, the research design of the study is provided in Table 3.2.

**Table 3.2. Research Design of the Study**

Phase	Content	Time
Pre-test	<ul style="list-style-type: none"><li>- To determine the student's problematic areas.</li><li>- Multiple choice grammar test and picture description task based on the content of the textbook the students had studied in middle school.</li><li>- Interview with each student to gather information about their English learning history and difficulties they had experienced in learning English.</li></ul>	10-20 min.
DA program	<ul style="list-style-type: none"><li>- Lasted for six weeks.</li><li>- A picture description task based on the target form clarified from the pre-test with three to five pictures.</li><li>- The content of picture description task changed each week.</li><li>- No time limit for the task completion.</li><li>- Individual sessions with the students, providing mediation following Aljaafreh and Lantolf (1994)'s mediation scale (See Section 3.2.).</li><li>- Each session recorded and transcribed for further analysis.</li></ul>	5-20 min.
Post-test	<ul style="list-style-type: none"><li>- Picture description task.</li><li>- No individual session with the mediator was provided.</li></ul>	5-10 min.
Posterior	<ul style="list-style-type: none"><li>- One month after the entire procedure ended.</li></ul>	10 min.
Interview	<ul style="list-style-type: none"><li>- To track the long-term effects of the DA program.</li></ul>	

The research consisted of a pre-test, the DA program, a post-test and a posterior interview. The purpose of the pre-test was to verify weak grammatical items which could become the focus of the DA program. It included a multiple-choice grammar test and a picture description task. It was followed by a semi-structured interview with each student to track their English learning history and to clarify difficulties in learning English. The DA program consisted of two parts, a picture description task and an individual session with the mediator. The student performed the picture description task freely with the provided pictures and the target grammar forms verified from the pre-test. After this, the mediator provided mediation based on the scale from Aljaafreh and Lantolf (1994). Each session was recorded and transcribed for further analysis. After the DA program was completed, the students took a post-test in the form of a picture description task, but no individual session with the mediator was provided. One month after the entire procedure ended, the researcher had a semi-structured interview with the students to track the long-term effects of the DA program. In the following section, information of each phase is provided in detail.

### **3.3.2. Pre-Test**

Two types of tasks were used for the pre-test. First, a multiple-choice item grammar test was developed by the researcher based on the content of the textbook used in the students' schools. As the students were from two different schools in the northeastern part of Seoul, two tests were made with reference to the textbooks that each student used. The test contained 20 items, with item types included filling in the blanks using the appropriate forms and selecting ungrammatical forms in various contexts, such as dia-

logues or written text (See Appendix A and B). Another task was a picture description task that required the students to write freely about the provided pictures. The pictures for the task were selected from Korean middle school textbooks (See Appendix C and D).

Students performed the pre-test by themselves and there was no time limit in performing the pre-test to ensure their best performance. The purpose of the pre-test was to verify grammatical forms that each student had difficulty with in order to effectively design the DA program to match the students' needs. After the students completed the prepared items, the researcher conducted an individual interview with each student to gather information about their English learning history and to better understand the students. The interview questions included topics about students' English learning history, types and length of private education received, and specific difficulties each student had experienced when learning English (See Appendix E).

### **3.3.3. Target Forms**

From the results of the pre-test, two target forms were selected for each student. Past tense and conjunctions were selected for student A. Even though student A answered all of the items in the multiple-choice grammar test correctly, some grammatical errors were found in the results of his picture description task, such as using 'didn't heard' as opposed to 'didn't hear' and overusing 'so'. Present and past participle adjectives and conjunctions were chosen for student B because she responded incorrectly to the related items in the multiple-choice grammar test and she used conjunctions incorrectly in the picture description task.



Furthermore, the researcher drew from some of the errors that were naturally observed in the students' writing and treated them as was deemed necessary by the researcher. This was particularly the case for student B. Such errors included past tense, hypothetical conditional clauses, and articles. Specifically, the most frequently observed errors were omissions of the indefinite article *a* and the definite article *the*, and the use of the definite article in specific references. However, errors of the use of articles were not selected to be the focus of the DA program for the following rationale. First is that Brown (1973) mentioned that in relation to the analysis of Jacobs and Rosenbaum (1968, as cited in Brown, 1973), articles contain more lexical and segmental structure features than irregular past tense and regular past tense even though children acquire articles earlier than regular past tense. In addition, Master (1997, as cited in Park & Song, 2008) indicated that mastery of the article system does not occur until quite late in the interlanguage, and even advanced speakers continue to have problems. Furthermore, previous studies reported that acquisition of the English article system was difficult for advanced Korean EFL adult learners (Bae & Kim, 2016; Bae & Park, 2016; T.-S. Park, 2005; T.-S. Park & Song, 2008). In this regard, student B, who had only completed Korea's National English Curriculum up to the middle school level, was considered to be developmentally unready to acquire the English article system.

### **3.3.4. DA Program**

The DA program lasted for six weeks from the end of December 2016 to mid February 2017. The content for the DA program consisted of each student's weak grammatical areas identified from the pre-test, as well as those that emerged as the program pro-

ceeded. A picture description task was used for the DA program. The picture description task proceeded in the following order. First, students performed the picture description task by themselves by writing a narrative using the target forms and given pictures. No opportunity for revision was provided before the individual session began. However, if the student did not perform the task completely (e.g., failing to include all of the content the picture provided), the researcher asked him or her to include more content. If the students asked questions, the researcher responded freely only when it was not pertinent to the target form. In performing this activity, there was no time limit. After the students completed the task, the researcher silently read the writing and identified the errors, but never directly corrected them. After this, the mediation session began with the researcher asking the student to read and find any errors he or she wanted to correct. If the student failed to correct his or her own errors, then the researcher induced him or her to correct the errors, using the mediation scale. However, no mediation for the content, structure, and other writing-related issues were provided. The entire sessions were recorded and transcribed for further analysis. Time spent for each session decreased as the student became more familiar with the sessions. Each session took approximately five to twenty minutes, including time spent on performing the task and on providing mediation to the student.

### **3.3.5. Post-Test**

After the DA program was completed, the researcher administered the post-test. During the post-test, the students performed a picture description task as they had done during the DA program (See Appendix R and S). However, there was no individual ses-

sion provided. The results were used to observe changes in the students' performances after the DA program. It took each student approximately five minutes to complete the post-test.

### **3.3.6. Posterior Interview**

One month after the entire session was over, the researcher conducted individual semi-structured interviews with the students. The purpose of the interviews was to track the long-term effects of the DA program. The content of the interviews included the following: 1) how the students were learning or studying English after entering high school, 2) the impact of the DA program in learning English, including English grammar, 3) changes in approaching English assessment, and 4) any other meaningful changes in their attitudes in learning (See Appendix T). The researcher asked the questions that were prepared in advance, but when some responses emerged which required clarification and the researcher wished to gain more information, the researcher asked additional probing questions. The interview took twelve minutes for student A and ten minutes for student B.

## **3.4. Data Analysis**

This section illustrates the data analysis. The researcher decided to analyze the transcribed recordings of the interactions between the researcher and the students. The data analysis procedure involved the following phases. First, the researcher drew upon all Language-Related Episodes (LREs), reflecting on the grammatical points of focus

observed in the pre-test and those which emerged during the individual sessions. An LRE is a dialogue where the students talk about the language they are producing, question their language use, or correct it (Swain & Lapkin, 1995, as cited in Gutierrez, 2008). In the study, an LRE was defined as an episode containing errors of past tense, conjunctions, present and past participle adjectives, and any other forms that emerged during the sessions and subsequent mediation. Twenty-one LREs were identified, ten LREs for student A and eleven LREs for student B. Second, the LREs were analyzed to answer the two research questions (See Section 1.2). The data analysis procedures are given in Table 3.3.

**Table 3.3 Data Analysis Procedure**

Research Questions	Question	Analysis
RQ1	How does mediation from the mediator improve the student's problematic areas in learning English grammar in the Korean EFL situation?	- Microgenetic analysis - Macrogenetic analysis - Developmental criteria proposed by Aljaafreh and Lantolf (1992)
RQ2	How do Korean middle school students use their L1 and L2 English to regulate their interlanguage development?	The framework proposed by Brooks et al. (2010), Knouzi et al. (2010), Lapkin et al. (2008) and Swain et al. (2009)

To answer the first research question, the researcher adopted three terms: microgenetic analysis, macrogenetic analysis, and developmental criteria suggested by Aljaafreh and Lantolf (1992). A microgenetic analysis was used to observe the student's responses to the mediator's mediation during a single session. This was observed by the following procedure. First, the researcher compared episodes containing error correction encountered more than once in the same session. If the learner produced two or three tokens of the same error in one composition, the interactions between the mediator and the student were compared. In conducting a microgenetic analysis, the researcher focused on the following aspects of the individual sessions: the type of mediation the researcher provided to the student and the student's response to the mediation.

A macrogenetic analysis was used to observe the students' changes over time. It was measured through a comparison of one session to (an)other subsequent one(s) and to the changes in the number of errors students made on the target forms in the production tasks (Aljaafreh, 1992; Nassaji & Swain, 2000).

Aljaafreh and Lantolf's (1992) developmental criteria was adopted to analyze the students' developmental stages and to demonstrate changes in the students' development. The developmental criteria are given in the Table 3.4.

**Table 3.4.**

**Developmental Criteria (adapted from Aljaafreh & Lantolf, 1992, p. 282)**

Level	Description	The level of regulation	
1	The student is not able to notice or correct the error, even with intervention from the mediator. The student probably has no awareness that there is even a problem. The mediator should take full responsibility for correcting the error.	Other regulation	
2	The student is able to notice the error, but cannot correct it, even with intervention. Even though the student must rely heavily on the mediator, an opening is provided for the mediator and the student to begin negotiating the feedback process and for the student to begin to progress toward self-regulation.		
3	The student is able to notice and correct the error, but only under other-regulation.		
4	The student notices and corrects the error with minimal, or no obvious feedback from the mediator. However, development has not yet been completed, since the student produces the target form incorrectly and needs the mediator to confirm the adequacy of the correction. The student may reject feedback from the mediator when it is unsolicited (e.g., "Let me see if I can do it alone").	Partial self-regulation	
5	The student becomes more consistent in using the target structure correctly in all contexts. Whenever aberrant performances do arise, however, noticing and correcting of errors does not require interven-	Self-regulation	

	tion from someone else.	
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Aljaafreh and Lantolf (1992) describe that three parameters were taken into consideration: noticing the error, correcting it, and the need for help. Furthermore, they elaborate that the developmental criteria represents three general stages of development. Stage 1, 2, and 3 represent other-regulation, in which the student should rely on the mediator. Stage 4 represents partial self-regulation, the interim stage between other-regulation and self-regulation. Stage 5 represents self-regulation.

To answer the second research question, the functions of the students' private speech were analyzed based on the framework proposed by Brooks et al. (2010), Knouzi et al. (2010), Lapkin et al. (2008) and Swain et al. (2009).<sup>3</sup> As the context where the taxonomy of private speech was in the Concept-Based Instruction unit proposed by Galperin (1969, 1992, as cited in Swain et al., 2009), the researcher adapted the taxonomy to fit the context of the DA framework, where the individual interactions occurred between the students and the mediator.

The adapted taxonomy of private speech is presented in Table 3.5.

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<sup>3</sup> There are various terms to represent 'private speech', private speech (DiCamilla & Antón, 2004; McCafferty, 1992, 1994a, 1994b; Saville-Troike, 1988), verbalization (Gánem-Gutiérrez & Harun, 2011) and languaging (Brooks, Swain, Lapkin, & Knouzi, 2010; Knouzi, Swain, Lapkin, & Brooks, 2010; Lapkin, Swain, & Knouzi, 2008; Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009). The term 'private speech' is used in this thesis as proposed by Vygotsky (1978).

**Table 3.5. Taxonomy of Private Speech**

Taxonomy	Description	
Paraphrasing	The student rephrases what he or she wrote	
Inferencing	Integration	Use of information from previous learning experience, such as regular English lessons in school. The most frequent instance of integration is the participant's use of metalinguistic terms when attempting to understand the structure of sentences
	Elaboration	Goes beyond what is presented by the mediator or synthesizes several chunks of information from the mediator
	Hypothesis formation	Forms a hypothesis based on what he or she has already learned or understood
Analyzing	The student analyses a sentence	
Self-assessment	The student monitors his or her understanding.	
Re-reading	The student re-reads part (or all) of what he or she wrote.	

The instances of private speech were analyzed in the following manner. First, the researcher drew upon Language-Related Episodes (LREs) containing instances of private speech. Among twenty-one LREs, four instances of private speech were found. Three were from the interactions with student A and one was from those with student B. After this, the researcher analyzed the functions of the private speech. The results of the analysis are presented in Chapter 4.



## **CHAPTER 4. RESULTS**

This chapter describes the Language Related Episodes (LREs) from the individual sessions between the researcher and each of the two participants. It is divided into two main sections, and each section provides an in-depth description of the learning experiences of each participant. Section 4.1. describes student A's acquisition of past tense and conjunctions. Section 4.2. examines student B's acquisition of conjunctions, past tense, and other relevant forms which emerged during the session.

### **4.1. Student A: A Talkative Initiator**

The number of the student's errors and mediation used in the DA program is provided in Table 4.1.

**Table 4.1.**  
**The number and type of mediation used for each target form**

Type	Description	Past Tense	Conjunctions
0	Asking the student to read and correct the error	1	0
1	Constructing a collaborative frame	1	1
2	Focused reading of the sentence	2	2
3	Indicating that something is wrong	2	1
4	Rejecting unsuccessful attempts at recognizing the error	0	2
5	Narrowing down the location of the error	1	5
6	Indicating the nature of the error	1	5
7	Indicating the error	0	3
8	Rejecting unsuccessful attempts at correcting the error	7	2
9	Providing clues toward the correct form	3	2
10	Providing the correct form	0	1
11	Providing an explanation	0	1
12	Providing examples	0	0
Total		18	25

The mediator used a greater amount of mediation to treat conjunctions than to treat past tense and a greater number of explicit types of mediation, such as type 9, 10, and 11, where the mediator provides clues to help the student reach the correct form (type 9), the mediator provides the correct form (type 10), and the mediator provides some explana-

tions for use of the correct form (type 11), respectively. As previous studies have noted, using conjunctions grammatically is difficult for Korean EFL learners (Y. Kang, 2008; S. K. Park, 2013). This is particularly true because the student who participated in the study had limited exposure to English, excluding English lessons in school and private tutoring. What was distinctive in the analysis was the use of type 4, where the mediator rejects unsuccessful attempts at recognizing the error, and type 8, in which the mediator rejects the student's unsuccessful attempts at correcting the error. This shows that the mediator and the student formed a collaborative frame to treat the problematic areas and the student actively participated in the frame. In the following sections, the interactions between the mediator and the student will be discussed more thoroughly with concrete examples.

#### **4.1.1. Learning Past Tense**

##### **Data Excerpt 4.1 Writing Sample 2A**

Yesterday sumin went to the school. She lated for school so she ran very fast. She didn't see snow. She slide on the snow. so she was upset. her classmate suhun saw sumin. Suhun help Sumin so Sumin said "thank you"<sup>4</sup>

##### **Data Excerpt 4.2 Revised Writing Sample 2A**

Yesterday sumin went to the school. She was late for school so she ran very fast. She didn't see snow. So she slided on the snow. So she was upset. her classmate suhun saw

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<sup>4</sup> Writing samples in this study are from what the students wrote during the DA program. Errors in each writing sample are originally from the students' writing.

sumin so that suhun helped sumin. So sumin said “thank you”

**Data Excerpt 4.3 Episode 1 (Session 2)<sup>5</sup>**

1 M<sup>6</sup>: From now on, we are going to correct your writing. Before I give you the answers, can you read and correct any wrong places?<sup>7</sup>

2 S: Okay.

3 M: Would you correct it? Which one do you think is wrong?

4 S: This one...I didn't use the past form.

5 M: Right. Then, how can we say this in the past tense?

6 S: *Lated*? Oh, this is not the correct form.

7 M: Um...I think you are close...but you cannot remember. Can we move to the next one? Is there anything you can point out at first?

(...)

10 S: Uh...*helped*?

11 M: Right. You need *-ed* after *help*.

12 S: I don't know any others...

13 M: Um...I don't mind if you take more time, actually. Would you take a close look at it and think about it again? If you are in hurry, you cannot come up with the correct answer.

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<sup>5</sup> The number beside the episode represents the number of discovered LREs and the number beside the session in parenthesis refers to the number of the session in which the LRE was observed.

<sup>6</sup> M represents the mediator and S represents the student who participated in the session.

<sup>7</sup> As the researcher, who was also a mediator in the session, and the student used Korean, the recording of the individual sessions were transcribed and translated into English. Sentences within quotation marks are from the student's writing. Italics refer to when the mediator and the student used English during the session. The expressions in parentheses refer to the mediator and the student's non-verbal actions (e.g., the tone of the utterance) accompanied by their utterances. Other parts in English are all the translations of the mediator and the student's utterances.

14 S: Can I change it? This one? Uh, with other things?

15 M: Uh? Of course.

16 S: Um...*slided on the snow?*

17 M: *Slided on the snow.*

18 S: Here, *so* and then, she couldn't see it, *So she slided on the snow.*

19 M: Right, right.

The mediator, as a potential dialogic partner, prompted the construction of a collaborative frame to treat the past tense, which was selected from the results of the pre-test, but the student was not ready to participate in the collaborative frame, particularly for the past tense of copular *be*. Moreover, the student was on a different level for different usage of the same target form (i.e., past tense). When the mediator asked the student to read and correct the error by himself with type 0 (turn 1), he noticed that the past tense morpheme – *ed* could not be used with the adjective ‘late’ by pointing out the sentence with the error (turn 4), but he failed to produce the correct form, ‘was late’ (turn 6). From the developmental criteria suggested by Aljaafreh and Lantolf (1992, See Section 3.4.), the student was situated at level 2. However, for the past tense form of full regular verbs such as ‘slide’ and ‘help’, he used the correct form for ‘slide’ to write ‘slided’ and corrected the error ‘help’ with ‘helped’ (turn 10 and 16). Therefore, the student was at level 4 or 5 when using the past tense of full regular verbs. Although the student chose the correct answer on the multiple-choice item in the pre-test, the student failed to internalize the rule and knowledge about the past tense enough to use it correctly in a production task. This showed that he had declarative knowledge of past tense, but not procedural knowledge to use it in a pro-

duction task. In the episode, the student lacked the understanding of English parts of speech, using the adjective 'late' as a verb. As the student failed to provide the correct form in response to type 6, indicating the nature of the error, the mediator rejected the student's unsuccessful attempts at correcting the error with type 8 and decided to return to the problem at a later time (turn 7). After this, the student moved up in the scale, which is presented in Episode 2.

#### **Data Excerpt 4.4 Episode 2 (Session 2)**

21 M: From here (pointing to the sentence) can you take a look at this sentence? This is the one you tried once but you could not correct well, "She lated for school, so she ran very fast" There's something strange in this sentence. Can you figure it out?

22 S: *She run...*

23 M: *She run...*No, that part is okay, and in front of "so". Before "so"?  
Until "She late for school".

24 S: *She lated to school?*

25 M: *To school?*

26 S: Ah, what is it?

27 M: What would be the correct form?

28 S: *Late?*

29 M: Right. *Late*. Then, how can we change the form of *late*?

30 S: Late for school.

31 M: She late for school?

(...)

33 M: In Korean, there is the verb ‘be late’ or ‘being late’.

34 S: Yes...

35 M: However, in English, if you translate a Korean expression in English literally, sometimes, it does not make sense. This is a typical one. For example, when native speakers say “being late” they explain it with a condition. In this picture, I am not sure why Sumi was late, but Sumi was late, because, for instance, she was doodling in the morning, she got up late in the morning. How can we express this situation? Do you have any ideas?

36 S: *She had...*

37 M: *She had?* (with rising intonation)

38 S: *She has lated...*

39 M: *Has lated?* Um...When we describe the condition in English, there is the notion of the ‘part of speech’. There are a variety of words and a ‘part of speech’ is a group of words, right? Then, what kind of part of speech do we use? When we want to describe the condition? For example, you...

40 S: Adjectives.

41 M: Right, adjectives. Then, I already said there are many instances when we describe conditions, right?

42 S: Yeah.

43 M: Then, if you want to describe the condition, what would be possible for us?

44 S: Be late.

45 M: Be late. How can we say the condition of ‘being late’ in English? Using what? We would use adjectives. Then can you make a sentence?

46 S: *She late for school?*

47 M: *Late for school?*

48 S: No?

49 M: What is it? *Late*. You are close to the correct form. You are really close to it.

50 S: *Late to school*.

(...)

87 M: And then...“So Sumin said ‘thank you’”, then, let’s try this again! “She lated for school, so she ran very fast”. Native speakers of English love to describe conditions, but adjectives cannot stand alone. For example, in Korean, we just say ‘being late’, then we can say the condition of being late or something happens because we are late, but in English...

88 S: *She was late for school...*

89 M: Yes, that is the correct one.

As the mediator could not elicit the correct form ‘was late’ from the student with mediation and considered that the student needed time to get used to the DA program, she decided to deal with the issue later. Turns 87, 88, and 89 presented the later part of the collaboration to elicit the correct form. This excerpt shows microgenetic development within one session, as the mediator moved in the mediation scale from the most implicit to the most explicit, depending on the student’s response. The mediator used type 2, focused reading of the sentence to make the student pay attention to the wrong form ‘lated’ and she directly moved up to type 3, indicating that something was wrong (turn 21). But, the student was not confident about the correct form ‘ran’ in his writing so he changed it into the base form ‘run’ (turn 22). The student’s error ‘lated’ could be



both overgeneralization and interference. Due to the Korean grammar system, the student used the adjective 'late' like a verb, by adding the past tense morpheme *-ed* (turn 21). After the student's failed attempts to elicit the correct form, the mediator rejected the student's unsuccessful attempts at correcting the error, using type 8, and narrowed down the location of the error with type 5 (turn 23). As the student consistently struggled to reach the correct form, the mediator continued to reject the student's unsuccessful attempts to correct the error with type 8 (turns 25, 31, 37, & 39). The mediator provided clues to help the student arrive at the correct form using type 9. She explained the difference between Korean and English to enable the student to understand the requirements for using copular *be* and its agreement (turns 33,35,39, & 87). At last, with repeated failed attempts to reach the correct form, the student succeeded to produce the correct form 'was late' (turn 88). Thus, he was at level 3, which indicated that he could correct his error through other-regulation. As the episode took place at the beginning of the DA program, interactions between the mediator and the student were mostly mediator-centered and the student was guided by the mediator. But, as time passed, changes in the student's attitude were observed in the later part of the program.

#### **Data Excerpt 4.5 Writing Sample 4A**

Sean had a great holiday. He did many things and It's weather was very good. Sean's family went camping to the beach. they ate meat. he went fishing with Sean's dad he harvested fruit with Sean's mom. He went picnic with Lena. He rode a bike with Tyler, he played soccer with Philip he went jogging with his dog, he played valleyball with Ujin. His holiday was very tired.

#### **Data Excerpt 4.6 Revised Writing Sample 4A**

Sean had a great holiday. Because he did may things and It's weather was very good. Sean's family went camping to the beach. and they ate meat. After that he went fishing with his dad he harvested fruit with Sean's mom. Next, he went picnic with Lena. He rode a bike with Tyler, he played soccer with Philip he went jogging with his dog, he played valleyball with Ujin. When he went to the bed, he thought his holiday was very tired.

#### **Data Excerpt 4.7 Episode 3 (Session 4)**

52 M: A while ago, you were writing "family go..." but you corrected it to "went", right? While you were writing...

53 S: Isn't *went* the correct form?

54 M: Right, *went* is the correct form, but I wanted to check what you corrected while you were writing...

As the student self-corrected the past tense morphology error when he was performing the task, the mediator confirmed the fact that the student self-corrected the past tense morphology error (turn 52). This showed that the student had reached level 4, which indicated that he could notice and correct errors with no feedback and had begun to move to the self-regulation stage, with improved accuracy in using the morpheme. However, it did not mean that the student completely acquired the past tense morpheme. In the following session, he demonstrated "U-shaped learning" in his interlanguage.

#### **Data Excerpt 4.8 Writing Sample 6A**

Tom's family went to the Pacific sea. They played valleyball and swam into the ocean. When sharks came to the Tom's family so that Tom's family was in danger. Fortunately dolphin protected Tom family from sharks. So Tom's family was safe. they thanked for dolphins.

#### **Data Excerpt 4.9 Revised writing Sample 6A**

Last summer vacation, Tom's family went to the Pacific sea. They played valleyball and swam into the ocean. At that time sharks came to the Tom's family so that Tom's family was in danger. Fortunately dolphin protected Tom family from sharks. As a result, Tom's family was safe and they thanked for dolphins.

#### **Data Excerpt 4.10 Episode 4 (Session 6)**

13 S: "They all...and swim...swam...swam into the ocean?" *Swam, swam.* The time. *When. When?* The shark appeared, right?

14 M: Right, it is the shark.

15 S: *When sharks come to* (inaudible) It is better to use *at that time* than *when*?

16 M: Right.

(...)

23 S: Uh..."dolphins...protected...Tom's family..."what, "from shark...so...Tom's family...was safe...they...they...thanks...thanked?" Is there the expression *thanked*?

(...)

26 M: Is there anything you want to correct or add? You can add more content, correct the expression, or if you think something is grammatically awkward, I don't mind if you

correct it. Is there any part?

27 S: In front of this sentence...It is strange to say directly that Tom's family went somewhere.

28 M: Okay.

29 S: Uh...*summer vacation*.

30 M: Okay, you can insert that expression.

31 S: "Last...summer vacation..." Uh? This is strange. Am I correct?

32 T: Yes.

33 S: (Whispering) "went to the...swam into the ocean...safety".

34 M: Huh?

35 S: Ah, I think *safe, safe* is correct...Yes, I don't think I have any.

Episode 4 showed that student A was completely used to the presence of the mediator as a potential dialogic partner. He consistently asked questions while performing the writing task (turns 13, 15, & 23). Turn 13 of Episode 4 shows that the student understood the notion of a time relationship between the two events presented in the pictures, but he still experienced difficulty in making form-meaning mapping. He was able to use the expression 'at that time' to denote the time relationship. However, he felt confused between 'swim' and 'swam' and this continued when he asked about the presence of the expression 'thanked' (turn 23). His confusion seemed to be due to the frequently-used formulaic expression 'thanks'.

In addition, Episode 4 represents an instance of private speech during the self-correction process before the individual session with the mediator. That is, a type of

speech or language that children use to gain control over task performance when faced with difficulties encountered during goal-directed activities. As the child becomes an adult, private speech becomes inner speech, but the vocalized forms resurface when he or she experiences cognitive stress (McCafferty, 1994a). Compared to social speech, which has an interlocutor, private speech has two characteristics. First, it is social and communicative in appearance, but psychological in function. Another characteristic is that it is more abbreviated than social speech (DiCamilla & Antón, 2004). The student's turns in Episode 4 demonstrate various instances of private speech. "They all...and swim...swam...swam into the ocean?" in turn 13 and "went to the...swam into the ocean...safety" in turn 33 showed the student re-reading his writing aloud. "The time. *When. When?*" in turn 13 was integration of his previous lexical knowledge. "Ah, I think *safe, safe* is correct." in turn 35 was self-assessment of his understanding. However, the distinction between private speech and mediator-directed questions blurred in some turns (turns 13, 15, 23, 31, & 33). Turns 33 and 34 are examples of the overlap between two functions of language. The student read his writing to himself (turn 33) and the mediator signaled that something was wrong in the writing, (i.e., the preposition 'into'). In contrast to the mediator's intention, the student corrected the noun 'safety' into 'safe' (turn 35). The following episode presents more types of private speech which were congruent with the findings of previous studies.

#### **Data Excerpt 4.11 Writing Sample 7A**

Jack's family was poor They only have a cow. Jack's mom ordered to Jack "sell the cow"  
But Jack exchanged the cow for beans. his mom was very annoyed and throw the beans

outside. one days later A tree grew out of the beans that his mom thorn out. It was very surprised. He wanted to climb up the tree. so he used to branch and climbed up the tree. Surprisingly, There was many gold. As a result Jack's family became rich.

#### **Data Excerpt 4.12 Revised Writing Sample 7A**

Jack's family was poor so that They only had a cow. One day Jack's mom ordered to Jack "sell the cow". But Jack exchanged the cow for beans. His mom was very annoyed and threw out the beans. One days later A tree grew out of the beans that his mom thorn out. It was very surprised. He wanted to climb up the tree. he used branch and climbed up the tree. surprising, There was many gold. As a result Jack's family became rich.

#### **Data Excerpt 4.13 Episode 5 (Session 7)**

7 S: "Ordered to...Jack...change..." she told Jack to sell the cow. *Sell...Sold? Sold?*  
"Sell the cow..." Is it better to use something other than *so*...So, I use *so*, it seems better.  
"So Jack's mom 'sell the cow'. But Jack changed the...the cow for beans? Her mom..."  
No, "his mom...was very annoyed...and..." *throw...thrown? Threwed?*

8 M: Uh?

9 S: What was the past tense form for the verb *throw*? *Threw!* Is it correct? Why can't I remember? No, this is wrong. Am I correct?

10 M: Yes.

11 S: Am I correct?

12 M: Yes.

13 S: "threw the beans...outside...One days later...A tree...grew out...(correcting his writing) throw, thrown out. He was very surprised...He...wanted to climb...up the...the? the (inaudible) the tree...so...he used...branch?"

The student was still at stage 4, which indicates that he could notice and correct an error with minimal or no obvious feedback from the mediator. But, he still felt confused between 'sell' and 'sold' used in indirect speech in narratives. However, he was ultimately able to use the correct form, 'sell'. For the following part, he was confused between 'throw', 'threwed', and 'thrown', making overgeneralization errors (turn 7). In turn 7, various types of private speech overlapped. "Ordered to...Jack...change..." is private speech of the student reading his own writing. Following, "she said Jack to sell the cow" was private speech of the student self-monitoring his understanding of the content presented in the picture. "Sell...Sold? Sold?" was private speech of the student hypothesis testing because he confronted the problem of selecting the correct form of 'sell' and he soon used the correct form "sell the cow". "It is better to use something other than *so*...So, I used 'so'" showed his thinking process when choosing the conjunction 'so' in his writing. "throw...thrown? Threwed" was another example of hypothesis testing. Two types of private speech were also found to be overlapping in turn 13. "threw the beans...outside...One days later....A tree...grew...out..." was private speech of the student reading what he wrote and experiencing difficulties in recalling the correct past tense form of the verb 'throw' in "throw" and "thrown out".

In addition, the above excerpt showed two different functions of three questions: "Is it correct?" and "Am I correct?" in turns 9 and 11 and "Why can't I remember?" in turn 11. "Is it correct?" in turn 9 and "Why can't I remember?" in turn 11 are part of private speech and show the student's feelings of frustration for his failed attempt to reach the correct form. This type of question was also observed in Son and Kim (2017). Son and Kim (2017) found seven types of the learner's interactional moves from transcriptions of their DA program with a student including hypothesis testing, contextualization,

elaboration, languaging, verbalization, discovering learner misconceptions, and challenging for higher cognitive functioning. Even though limited instances of private speech, or in Son and Kim's (2017) terms, the learner's interactional moves, were observed, student A's private speech is an example of languaging, following Son and Kim's (2017) terminology. Languaging ranges from some common expressions of frustration to revealing thinking processes. "Is it correct?" in turn 9 and "Why can't I remember?" in turn 11 were languaging as expressions of the student's frustration from being unable to recall the correct form.

"Am I correct?" in turn 9 is classified as self-initiation, but it was in the presence of the expert mediator. He considered the mediator to be an expert, or at least a resourceful person, to help him test his language hypothesis, and wanted confirmation from the mediator. The same function of questions was found in Aljaafreh and Lantolf (1994). A Spanish learner of English used questions which functioned as clarification requests and confirmation checks. Questions, initiated by the learner, were signs of self-correction, but in the presence of the expert tutor. Furthermore, the learner recognized the potential that the tutor's presence had for testing and confirming hypotheses.

Episode 5 showed two conflicting states in student A. While he was still relying on the mediator, as observed in turns 9 and 11, he showed signs of self-regulation by reading his writing aloud and correcting his errors. Through two modes of language, written language to correct his errors, and spoken language to verbalize his thoughts, he was moving toward self-regulation. Spoken and written language, other than the mediator's mediation scale, functioned as mediation tools for the student. Compared to the earlier sessions, which focused on microgenetic development of the student, the following episode, Episode 5 from Session 7, shows another example of private speech and



macrogenetic development of the student over time.

#### **Data Excerpt 4.14 Episode 6 (Session 7)**

37 S: It is done for this part, and then, “Jack’s mom, one day, Jack’s mom ordered to Jack ‘sell the cow’. But, Jack exchanged the cow for beans. his mom was very annoyed and threw the beans outside. One days later...Climbed up the tree. he used to branch. he used to...branch ”. Oh, this is wrong. Just *he used*.

38 M: Right, it is correct to use *used* there.

(...)

46 M: Okay, but can you find the sentence you corrected a while ago “Jack’s family was poor so that They only have a cow” can you find something strange?

47 S: *Only had a cow...*

48 M: Right, you rarely made mistakes on past tense, but you made one for the first time today...After that, you wrote “threw the beans outside”, and it means ‘dump’, right? Outside the window?

49 S: Right.

50 M: Then, it is just...*throw out. Throw out.* Or you can use *throw away* or *throw out*. Right, you used the wrong form of the past tense, but you self-corrected.<sup>8</sup> It is right to use *threw away*. You did a good job.

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<sup>8</sup> When the student was performing a picture description task, even though the mediator did not require him to self-correct his errors during the writing process, he corrected the errors in the writing by himself.

Episode 6 demonstrated macrogenetic development of the student. In the earlier sessions, he required more explicit types of mediation and took longer turns to use the correct form (See Episodes 1, 2, & 3). But, as the DA program proceeded, the student responded to type 2, prompted reading of the sentence with the error by the mediator, to correct ‘They only have a cow’ into ‘They only had a cow’ (turn 46). Furthermore, the episode shows another instance of private speech in turn 37. The student felt difficulty in distinguishing the modal verb ‘used to’ and the past tense form of the verb ‘used’ but he successfully read and corrected the error on his own. In the following section, the way that the student learned conjunctions will be discussed.

#### **4.1.2. Learning Conjunctions**

Compared to the student’s acquisition of past tense, learning conjunctions showed different patterns. This will be explored in further detail in the following episodes.

##### **Data Excerpt 4.15 Writing Sample 2A**

Yesterday sumin went to the school. She lated for school so she ran very fast. She didn’t see snow. She slide on the snow. so she was upset. her classmate suhun saw sumin. Suhun helped Sumin so Sumin said “thank you”

##### **Data Excerpt 4.16 Revised Writing Sample 2A**

Yesterday sumin went to the school. She was late for school so she ran very fast. She didn’t see snow. So she slided on the snow. So she was upset. her classmate suhun saw

sumin so that suhun helped sumin. So sumin said “thank you”

**Data Excerpt 4.17 Episode 7 (Session 2)**

57 M: Can you find something awkward in these two sentences? Here, from “Her classmate...” to “Sumin”. Is there anything wrong?

58 S: Su-hyun helped Sumin directly. It is strange for him to go for help. Because, she never asked for help.

(...)

61 M: Well, it is not something completely wrong, but rather awkward. For instance, Koreans use Korean in this way, but imagine that you have a foreigner friend and you saw a foreigner write a sentence. You saw your foreigner friend write a sentence. At that time, you can think that sentence is not grammatically wrong, but it is somewhat strange. Here, there is that kind of sentence. Can you point it out?

62 S: “Her classmate...”

63 M: *Her classmate?* Um, take a look at this. You can see two similar sentences, right?

64 S: Yes.

65 M: There are two sentences which can function as a complete sentence, right?

66 S: Yes.

67 M: In this case, if you want to connect two...

68 S: Yeah.

69 M: What kind of conjunctions can we use? I want to make two sentences smooth...  
What type of conjunctions can we use?

70 S: Um...(pause) what should we use?

71 M: Um...In this case...

72 S: Yes?

73 M: If Su-hyun was,

74 S: Yeah

75 M: He was going somewhere.

76 S: Yes.

77 M: I don't know where he was going, but...

78 S: Yes.

79 M: If Su-hyun did not meet Sumin, he wouldn't help her right? So, in this case, there was a cause that Su-hyun saw Sumin and as a result, he helped Sumin on the street.

80 S: *So*?

81 M: *So*? Um. But there is something other than *so*. There is something very like *so*. What is it?

82 S: Um...

83 M: There is something really, really looking like it. Like a cousin. It is something to describe cause and effect. What is it?

84 S: *So that*?

85 M: Right! *So that*. It is right. So, "Her classmate Su-hyun saw Sumin so that Su-hyun helped Sumin." That's how the sentence makes sense.

86 S: *So that*.

Turn 57 showed that the same student was at different developmental levels for the different target forms. At first, the student misunderstood the intention implied under type 5 mediation, narrowing down the location of the error, so he answered using his content schemata (turn 57). The mediator signaled that he had misunderstood her inten-

tion by rejecting unsuccessful attempts at recognizing the error (turn 61). For the past tense form of copular *be*, he was at level 2, which indicated that he could notice the error even though he could not provide the correct form (See Episode 1), but for conjunctions, he was at level 1, in which he could not notice or correct the error, even with intervention from the mediator. As the mediator noticed that he was at a different developmental level, she decided to use more explicit mediation. Then, the mediator moved to a more explicit type of mediation, indicating the nature of the error with type 6 (turn 65). She used type 7 to indicate that the student had used an incorrect conjunction (turn 69). This shows that the student was not equipped with the grammatical awareness to detect errors from his own writing. This is complicated by the fact that the use of conjunctions is highly context-dependent, in contrast to the use of the past tense form, where judgment of grammaticality is generally clearer. Although the concept of conjunctions was in his lexicon, the student's elicitation of 'so' (turn 80) showed that, similar to other Korean students, he uses colloquial forms of conjunctions (Back, 2012; Heidar & Afghari, 2015; Kim, 2004; S. K. Park, 2013; Ryoo, 2007; Yoon, 2006). At the end of the session, the mediator succeeded in eliciting 'so that' from the student (turns 84 & 85).

#### **Data Excerpt 4.18 Writing Sample 3A**

Yujin has a final exam next month. She wants to get good grade so she went to the library. However seats were very dirty or filled with belongings there. Then she didn't study in the library. so she was very upset. she thought It is not fair.

### Data Excerpt 4.19 Revised Writing Sample 3A

Yujin has a final exam next month This Final exam, she wants to get good grade, so that she went to the library. However seats were very dirty or filled with belongings there. Then she didn't study in the library. As a result (therefore) she was very upset and she thought It is not fair.

### Data Excerpt 4.20 Episode 8 (Session 3)

23 M: Um...You used *so* very frequently, right?

24 S: Uh, I could change that...

25 M: It is five sentences long, and *so* is used five times?

26 S: I want to avoid *so*, but it comes up.

27 M: Any other expressions?

28 S: Instead of *so*, I used *then*...

29 M: I see. You used *then*, here.

30 S: But, is there another expression other than *so*?

31 M: Wouldn't there be any other expressions? For example, look here, "This final exam, she wants to get good grade. So she went to the library"...

32 S: Yes.

33 M: What if we don't use *so* here, and try to find another expression. What can we use here?

34 S: *Accordingly*.

35 M: A conjunction, please.

36 S: *Therefore*...?

37 M: *Therefore*, Right, *Therefore*. You can use *therefore*, and this is about the conjunc-

tion to show cause and effect.

38 S: *So that*.

39 M: *So that*, Right. You can use *So that, therefore*. And she went to the library. “However, seats were very dirty or filled with belongings there. Then she didn’t study in the library.” Then, here, this is where the new sentence begins. Can you use something else other than *so*?

40 S: *So that*?

41 M: *So that*? Um...But, *so that* is for connecting two sentences, it means, it occurs in the middle of the sentence. But this is the beginning of the new sentence. Where the new sentence begins. Here?

42 S: Yes.

43 M: Then, as a result, she got angry. I managed to go to the library to study. But, there was nobody, with mountains of their belongings. There are tons of books. I got angry. This denotes the result. Then, to denote the result, is there anything else, other than *so*? The thing we can use in front of the sentence...

44 S: I have no idea.

45 M: How can we say ‘something that happens or exists because of something else that has happened’ in English?

46 S: ‘something that happens after something’?

47 M: How can we say ‘something that happens or exists because of something else that has happened’ in English?

48 S: Uh...Uh...

49 M: Uh...It is on the tip of your tongue...

50 S: Uh, What is it?

51 M: *Result?*

52 S: Ah, right.

53 M: You already know the word 'result'. If you want to use it as a conjunction...

54 S: *As a result.*

55 M: Uh, Right. You can use *as a result* and *therefore*, as we mentioned earlier. So, "Therefore, she was very upset. And, here, two sentences are connected. We can use commas, of course, but what if we use conjunctions, which one can we use? Between two sentences? "She was upset" and, as a result, she thought 'it's not fair' right now.

56 S: Can we use *therefore* and *as a result* here?

57 M: Sure. You can use *therefore* and *as a result*. Or you can use a simpler one like *and*.

Compared to Episode 6 in Session 2, Episode 7 showed two changes. First, the student began to become aware of his frequent use of 'so' in his writing (turns 24 & 26). Another change was that, through mediation from the mediator, the type of conjunctions that the student could use increased. However, as the student lacked the ability to use conjunctions appropriately, he still relied on the colloquial style of the conjunction, 'so' as the umbrella term for every conjunction. Turns 40-41 showed that he had no concept of various positions of conjunctions, such as sentence-initial or sentence-medial positions. Episodes 6 and 7 show the student's confused state when attempting to use conjunctions appropriately because he was preoccupied with recalling conjunctions in his mental lexicon which were not used properly in the writing task. However, Session 4 became the turning point of the interaction between the mediator and the student. The changes observed in the interaction are discussed in relation to Episode 9.



#### **Data Excerpt 4.21 Writing Sample 4A**

Sean had a great holiday. He did many things and It's weather was very good. Sean's family went camping to the beach. they ate meat. he went fishing with sean's dad. He harvested fruit with Seans mom. He went picnic with lena he rode a bike with Tyler, he played soccer with Philip he went jogging with his god, he played valleyball with Ujin. His holiday was very tired.

#### **Data Excerpt 4.22 Revised Writing Sample 4A**

Sean had a great holiday. Because he did may things and It's weather was very good. Sean's family went camping to the beach. and they ate meat. After that he went fishing with his dad he harvested fruit with Sean's mom. Next, he went picnic with Lena. He rode a bike with Tyler, he played soccer with Philip he went jogging with his dog, he played valleyball with Ujin. When he went to the bed, he thought his holiday was very tired.

#### **Dara Excerpt 4.23 Episode 9 (Session 4)**

72 M: The next one is, Sean spent time with mom and dad. Then, taking the timeline into account, eating meat together occurred at first, and spending time with parents followed it. Then, to show the time sequence, what kind of conjunction can we use?

73 S: (Pause)

74 M: Time relationship.

75 S: *And then.*

76 M: *And then? And then, yeah, we can use it. What else?*

77 S: *Next.*

78 M: *Next, And, what's the next one?*

79 S: Is there anything else?

80 M: *After that?*

81 S: Aha.

82 M: What I mean is, *that* refers to whole events in the past. So, it refers to the point when Sean went camping and enjoyed the barbeque with his family members, it makes the sentence flow more smoothly. After that, he was full. And, as he was full, he needed to enjoy himself. Sean spent some time with his father and mother. He went fishing with his father and he helped his mom pick up some fruits. Then, here goes the story of his friends, “He went for a picnic with Rena. He played soccer with Philip”. Look here, until now, it was about the time with his family, and then here comes the story of his friends and dog. Can you use other types of conjunctions? You can use what we learned, *and then, next, after that*, but there is something else.

83 S: It is done for this, and, I could insert *after that* here... Um...This is the end. “He went picnic with Rena”. “Next, he went picnic with Rena”. And, by the way, what was it?

84 M: Uh?

85 S: After writing this, and when the sentence ends, should I insert conjunctions everywhere?

86 M: You don't need to insert them everywhere.

87 S: Okay.

88 M: But, taking the flow of the content into account, I think it consists of two parts. First, Sean spent time with his family, and then, there is the time Sean spent with his friends. I think it is better to make a distinction between the two...

89 S: Then, cut the sentence before “Sean's mom” and then put one here...

90 M: I think that's much better.

91 S: Mhm...

92 M: And here, the content is all over, and as the concluding mark, to say that it is the result of what Sean did, is there anything you can insert between the two? The sentence ended at “Ujin...”, but, if you insert something before you move to the next sentence, which one can you use?

93 S: Um...When he reflected on today before he went to bed, it was really hard. “When he go...went to the bed?”

94 M: Right. “Went to the bed....

95 S: “he thought his holiday was very tired”.

96 M: Right, that is how it works.

Even though the student succeeded in naming the appropriate conjunction, the mediator provided some explanation for the use of the correct form with type 11 (turn 82). This was due to the fact that the student named several conjunctions which were outside the scope of the textbook such as ‘and then’, ‘next’ and noticed ‘after that’ as the conjunction to denote a time relationship after listening to the mediator (turns 75, 77 & 81). The textbook he used throughout middle school included conjunctions such as ‘because’, ‘when’, ‘as well as’, ‘not only but also’, ‘since’, ‘because of’, ‘so that’, ‘however’, ‘therefore’, ‘although’, and ‘even though’. However, as well as other conjunctions he learned, he failed to use them meaningfully in the task.

As the enrichment proceeded the student showed signs of self-initiation, instead of listening to the mediator’s explanation, he asked some questions regarding the use of conjunctions (turns 83 & 85). After this, he used the appropriate conjunction, ‘when’ af-

ter the mediator's description of the context. Compared to other conjunctions, such as 'and' or 'or', the use of 'when' is more complicated due to its nature as a subordinator. In student A's verbalization of his first draft, "When he went to the bed, he thought his holiday was very tired", the *when*-clause has a very short duration and the event described in the main clause occurs simultaneously right after the event described in the *when*-clause. As the student had to infer the time relationship between the two clauses and the nature of the time duration in the *when*-clause, using 'when' appropriately is considered far more difficult than using other conjunctions such as 'and' or 'therefore'. However, after the DA program with the mediator, the student was successfully able to use the subordinator appropriately. This showed that he was moving above his level of actual development, building a new level of potential development, forming a new Zone of Proximal Development (ZPD). In the following episode, compared to earlier episodes, different interactional patterns were observed.

#### **Data Excerpt 4.24 Writing Sample 7A**

Jack's family was poor They only have a cow. Jack's mom ordered to Jack "sell the cow" But Jack exchanged the cow for beans. his mom was very annoyed and throw the beans outside. One days later A tree grew out of the beans that his mom thorn out. It was very surprised. He wanted to climb up the tree. So He used to branch and climbed up the tree. Surprisingly, There was many god. As a result Jack's family became rich.

#### **Data Excerpt 4.25 Revised Writing Sample 7A**

Jack's family was poor so that They only had a cow. One day Jack's mom ordered to

Jack “sell the cow”. But Jack exchanged the cow for beans. His mom was very annoyed and threw out the beans. One days later A tree grew out of the beans that his mom thorn out. It was very surprised. He wanted to climb up the tree. he used branch and climbed up the tree. Surprisingly, There was many gold. As a result Jack’s family became rich.

#### **Data Excerpt 4.26 Episode 10 (Session 7)**

50 M: It is just...*throw out*, *Throw out*. You can use *throw away* or *throw out*. That’s it. You used the present form for the past tense, but you corrected it a while ago, and *threw away* is correct. You were doing well. And here, this sentence is a little bit long, “he wanted to climb up the tree. So he used branch and climbed up the tree”, Can you find something wrong? Or something awkward?

51 S: I don’t know.

52 M: You’re not sure? You corrected *so* as *so that* here.

53 S: Should I use *so that*?

54 M: But, I think *so that* at this point makes the sentence awkward. It is better to delete *so*.

55 S: Aha.

56 M: It is because there are three sentences connected. In this case, we wouldn’t use conjunctions for the second sentence. We just distinguish it from other sentences, using a comma, and use the conjunction at the end. So, it is natural without *so*.

The mediator rarely intervened with lexical errors but she provided feedback on the student’s lexical error, “throw the beans outside” in Episode 10. This is because of the fact that the expression made the sentence awkward even though the mediator could

guess the meaning. Thus, the mediator considered that her mediation on the lexical error was substantial enough to provide the correct expression, ‘throw out’ and ‘throw away’ (turn 50). Compared to previous episodes, Episode 10 shows different interactional patterns. Instead of using implicit mediation types, the mediator used type 7 to indicate the error (turn 50), type 10 to provide the correct form (turn 54), and type 11 to provide some explanation for use of the correct form, because it seemed more effective to provide the correct form and present an explanation to treat the student’s use of conjunctions (turn 56). The following section presents the long-term effects of the DA program identified from the posterior interview with the student.

### **4.1.3. Posterior Interview**

The mediator had an individual semi-structured interview with student A one month after the DA program was completed. The English learning environment of student A did not change compared to the time when he was a middle school student. Consistent with when he was in middle school, his regular English class in school focused mainly on reading skills to prepare students for the College Scholastic Ability Test (CSAT). He noted that, excluding the increased amount of textbook reading, he could not feel any difference compared to the time when he was a middle school student. Other than English lessons at school, he studied English through private tutoring, which he once mentioned during the interview at the beginning of the study. However, there was one change in his self-study, because he began solving mock CSAT items by himself and memorizing unfamiliar words he found. As long-term effects of dynamic assessment, there were several noteworthy changes observed during the interview with him.

First, he noted that he could learn grammar more efficiently through the writing task, compared to when he passively solved mock CSAT items and applied his grammatical knowledge to solve them. When the researcher asked about any specific kinds of changes he had experienced, he said that he had become aware of conjunctions when writing sentences even though he mentioned that he did not feel any influential impact in learning English grammar. Given that the student did not have much awareness on the use of conjunctions, and the student and mediator struggled to treat conjunction-related errors, improvement in conjunction-related errors appeared to be one of the effects of DA..

Another point that was mentioned was that the student perceived static assessment in the form of midterms or final exams in middle school as irritating because he had to study more to prepare for them. When the researcher asked about the differences between the static assessment he had experienced and the DA program the researcher provided, he named some of the distinguishing characteristics of the DA program. These included item types, time limits, and hints provided during the individual sessions with the researcher, who was also the mediator during the DA program. However, it seemed that he failed to notice the fundamental aim of DA, which is helping the learner's development, instead focusing on superficial characteristics of DA. The following section summarizes student A's development.

#### **4.1.4. Summary of Student A's Development**

Student A's development shows several characteristics. First, the number and type of mediation used can be discussed in relation to the target form. The number of media-

tion to treat past tense-related errors decreased, and the student reacted more quickly to more implicit types of mediation. However, it took more mediation to elicit the appropriate conjunctions from the student and a greater number of explicit mediation was used. Second, the student's use of target forms was generally enhanced, and was supported by the student during the interview and through the student's improved writing. The student gained regulation on the use of past tense while he gained partial control on the use of conjunctions. This is observed in the following excerpt:

**Data Excerpt 4.27 Writing Sample 2A**

yesterday Sumin went to the school. She lated for school so she ran very fast. She didn't see snow. She slide on the snow. So she was upset. her classmate Suhun saw Sumin. Suhun help sumin so sumin said "thank you"

**Data Excerpt 4.28 Writing Sample 8A**

red riding hood was going to see her grandmother, who was sick. At that time, A wolf heard red riding hood was going to her grandmother. So A wolf helped red riding hood. Because he missed his grandmother. Red riding hood thanked to A wolf. When they arrived grandmother's house, grandmother said "It's important for friends to help each other".

Excerpt 4.28 shows that the student did not make any errors in using the past tense, whereas his use of conjunctions appeared to need more improvement. However, he used



‘so’ as the alternative term to denote cause and result. In addition, he did not understand that the conjunction ‘because’ is used in a complex sentence and is not capitalized. However, the posterior interview demonstrated that he had gained awareness of conjunctions when it was required in context. While it may take more time and effort to gain complete control of conjunctions, he seems to be moving toward self-regulation of conjunctions.

Last, the student used spoken language, which was presented as private speech, and written language as mediational tools to regulate his language use, with preference to spoken language over written language. Even though only several instances were observed, he used various functions of private speech, as observed in Episodes 4, 5, and 6. With written language as a mediational tool, he read and self-corrected his errors, even though the mediator had not included self-correction in the instructions of the picture description task. In the following section, the development of student B will be discussed.

## **4.2. Student B: A Silent, Cautious Learner**

The number and the type of mediation used for each target form are summarized in Table 4.2.

**Table 4.2. The number and type of mediations used for each target form**

Type	Description	Con junction	Other forms	
			Past Tense	hypothetical conditional clause
0	Asking the student to read and correct the error	0	0	0
1	Constructing a collaborative frame	1	1	1
2	Focused reading of the sentence	2	3	1
3	Indicating that something is wrong	1	1	1
4	Rejecting unsuccessful attempts at recognizing the error	0	0	0
5	Narrowing down the location of the error	1	6	0
6	Indicating the nature of the error	1	1	0
7	Indicating the error	3	0	0
8	Rejecting unsuccessful attempts at correcting the error	2	1	1
9	Providing clues toward the correct form	6	1	0
10	Providing the correct form	1	0	1
11	Providing an explanation	0	0	0
12	Providing examples	0	0	0
To- tal		18	14	5

**Table 4.2. The number and type of mediations used for each target form  
(continued)**

Type	Description	Other forms	
		Participial adjectives	Modal verbs
0	Asking the student to read and correct the error	0	0
1	Constructing a collaborative frame	1	1
2	Focused reading of the sentence	0	1
3	Indicating that something is wrong	0	1
4	Rejecting unsuccessful attempts at recognizing the error	0	0
5	Narrowing down the location of the error	0	0
6	Indicating the nature of the error	0	0
7	Indicting the error	0	0
8	Rejecting unsuccessful attempts at correcting the error	2	0
9	Providing clues toward the correct form	3	0
10	Providing the correct form	0	0
11	Providing an explanation	0	1
12	Providing examples	0	0
Total		6	4

Compared to the amount of mediation used to treat conjunctions, the mediator used less mediation to treat errors related to hypothetical conditional clauses, present and past

participle adjectives, and modal verbs. This is because there were fewer episodes which treated the errors related to hypothetical conditional clauses, participle adjectives, and use of modal verbs than which treated conjunctions and past tense-related errors. What is noticeable in Table 4.2 is that type 4, rejecting the student's unsuccessful attempts at noticing the error, and type 6, indicating the nature of the error, were rarely used. This was because the student rarely initiated the interaction from her side. The interactions between the mediator and the student is presented in the following sections.

### **4.2.1. Learning Conjunctions**

At the beginning of the experiment, the level of actual development was higher for student B than student A, as was demonstrated by her ability to understand complex sentences and her vocabulary level. However, she was experiencing difficulties in using conjunctions appropriately. Furthermore, due to her cautious personality, she showed different interaction patterns from student A, relying on the mediator as a resource, rather than initiating it herself.

#### **Data Excerpt 4.29 Writing Sample 2B**

1. Minji was hitten the ball by Minsu, so Minsu was so worried about that.
2. Minsu run to chulsu so Minsu push Chulsu. and Chulsu fell down his books. But Minsu dind't say 'sorry' to Chulsu. so chulsu is very angry with him.
3. one day, Jisu late for school so Jisu say 'sorry' to everyone in class. Maybe Jisu was

very shamed at that time.

1. two students who were back to them must be surprised to see surprising situation.
3. Teacher was disappointed with her because it isn't first time that she late for class. And other classmates are not also surprised at this situation. <sup>9</sup>

#### **Data Excerpt 4.30 Revised Writing Sample 2B**

1. Minji was hitten the ball by Minsu, and Minsu was so worried about that.
  2. Minsu run and push Chulsu. As a result Chulsu drop his books. But Minsu didn't say 'sorry'to Chulsu. After that, Chulsu is very angry with him.
  3. One day, Jisu was late for school so that Jisu say 'sorry' to everyone in class. Maybe Jisu was very shamed at that time.
1. Two students who were back to them must be surprised to see surprising situation.
  3. Teacher was disappointed with her because it isn't first time that she was late for class. And other classmates are not surprised at this situation, too.

#### **Data Excerpt 4.31 Episode 11 (Session 2)**

8 M: You used *so* a lot? For example, here, you have *so* at number one and here we have another *so*...

9 S: I think...I have to connect the sentences...

10 M: Of course, we do. But, can you try any conjunctions other than *so* for number one? Surely, we can use *so* to connect sentences when we speak, or we can earn time when there is something on the tip of our tongue, like, "So...". While we can use *so* in writing,

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<sup>9</sup> As the student did not include information described in the picture, the researcher asked her to write more about the details in the picture.

sometimes it seems awkward. Can you change *so* with any other conjunctions?

11 S: (After thinking for a while) *And*?

12 M: *And*? We can use *and* and what else?

13 S: ...*Then*?

14 M: *Then*? Is there anything else?

15 S: Huh.

16 M: Then, here, we will see the picture and the context. Min-su threw the ball. Maybe he was throwing the ball. He may be playing baseball. With friends. At the moment, the ball hit Minji's head. This is the cause of Minji's pain. And, as a result, Minji is acting like this because she feels pain.

17 S: (Laugh)

18 M: For the moment, there is a conjunction for cause and result. What is it?

19 S: Cause and result?

20 M: Cause and result.

21 S: *Because*.

22 M: Yeah, *because* is okay, but it focuses on the cause only.

23 S: Um.

24 M: When you represent cause and effect, for example, here, everything occurs in one sentence, right? Cause and effect, what kind of conjunctions can we use? Is this a little bit difficult?

25 S: (Silence)

26 M: *As a result*?

27 S: Aha.

28 M: Do you know it? *As a result*?

29 S: As a result.

30 M: As a result of, when something occurred.

31 S: (Silence)

32 M: Right, we can use it.

(...)

36 M: Here, the second sentence? “Minsu run to Chulsu so Minsu push and Chulsu drop his books”. Can you find something awkward?

37 S: (Erases one of the sentences in her writing and writes something else)

38 M: You can say, “ran and push Chulsu”, uh, for *and* there are several kinds of conjunctions, some require the conjuncts and others do not. But for *and*, it is for connecting conjuncts for *because*, if you use *because of*, or...

39 S: Ah...

40 M: These kinds do not require strict coordination. So, when we connect the coordinated things, we should fit what we call ‘function’. Then, *ran*?

41 S: *run*.

42 M: “run and push Chulsu” so this is correct. “And Chulsu drop his book”. Here, you use *and* very much, is there anything else instead of *and*? For example, you make a new sentence, or you can divide it into two...

43 S: *Because*...

44 M: Um. *because*? In the picture, Minsu ran, the teacher told him not to run in the corridor, but he didn’t obey. And he pushed Chulsu like this. And he dropped the book in his hand...

45 S: *As a result*.

Even though using conjunctions appropriately was difficult for both students, they had different developmental stages. Student B was at level 3 because she noticed something was awkward in her writing, and under other-regulation in the form of the mediator's mediation, she corrected her error. As the mediator noticed that she had already passed the level where the mediator could begin to negotiate feedback, the mediator began to work on correcting the error with the student. The student's quick, accurate responses to the mediator's mediation, which were observed from turns 11 to 13, and from turns 16 to 21, showed that she already had a list of conjunctions in her lexicon. But, as these were in isolated forms, she lacked the ability to use them in context. In turn 10, the mediator used type 5 to indicate that something was wrong. Episode 11 showed microgenetic development. At first, similar to student A, student B used 'so' as the "silver bullet" to denote cause and result relationships without considering the context. The student failed to notice the result relationship in the picture and the mediator used type 2 to turn the student's attention to it (turn 16), moving to type 6 to make the student focus on the relationship between the two sentences (turn 18). But the student could not provide what the mediator intended, and the mediator rejected the student's attempts to provide the correct form (turn 22). Instead, she elaborated more with type 9 to provide clues leading to the correct form (turns 22 & 24). Then, the mediator moved to type 10 to elicit more potential conjunctions for the context (turn 26). Following the types of conjunctions, the mediator began to discuss coordinated sentences (turn 36). The student noticed the mediator provided mediation to correct the sentence "Minsu run to Chulsu so Minsu push and Chulsu drop his books" into "Minsu ran and push chulsu" (turn 37). However, her correction was not perfect, so the mediator used type 7 to indicate the error (turn 40). The following episode demonstrates failed communication between the mediator and the



student.

**Data Excerpt 4.32 Writing Sample 4B**

One day, Hanna was watching the animation in TV and she suddenly got accident which was dangerous. and parrot show this situation and he was shouting loud to her mom. fortunately her mom come and help her Because of smart parrot, Hanna's family can be happy.

**Data Excerpt 4.33 Revised Writing Sample 4B**

One day, Hanna was watching the animation in TV and she suddenly got accident which was dangerous. And parrot saw this situation. Then he was shouting loud to her mom to help her. Because of smart parrot, Hanna's family can be happy.

**Data Excerpt 4.34 Episode 12 (Session 4)**

17 M: So, this sentence is, “and she suddenly got accident which was dangerous. and Parrot saw this situation...” Is this the end of the sentence?

18 S: Yes.

19 M: “then he was shouting loud to her mom to help her”.

20 S: Speaking parrot.

21 M: Right, speaking parrot...

Using type 7, the mediator indicated the error, (i.e., the repeated use of ‘and’) and encouraged the student to write the sentence using an appropriate conjunction (turn 17). However, despite the explicit nature of the mediation, the student failed to notice the

mediator's intention and corrected the sentence using *to*-infinitive to show the result of the parrot's behavior (turn 19). Even though the student did not respond as the mediator intended, she did not interrupt the student because the sentence itself was very natural.

#### **Data Excerpt 4.35 Writing Sample 5B**

three ducks bother one swan. It's because swan is different with them. But finally swan grows and becomes a handsome bird I think difference isn't bad thing, just a own character.

so swan alway depressed. wondered why his surface is different with them.

three ducks see him. and They are very surprised with this. and the feel sorry to him.<sup>10</sup>

#### **Data Excerpt 4.36 Revised Writing Sample 5B**

three ducks bother one swan. It's because swan is different with them. But finally swan grows and becomes a handsome bird. I think difference isn't bad thing. It can be just a own character.

So that swan always depressed. and He wondered why his surface is different with them.

Three ducks see him. then They are very surprised with this. Additionally, they feel sorry to him.

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<sup>10</sup> As the student did not include the content of all the pictures provided, the mediator asked her to write more to include the content of the provided picture.

**Data Excerpt 4.37 Episode 13 (Session 5)**

5 M: Then, here, you wrote “So Swan always depressed. And wondered why his surface is different with them” Then, Um...here is the cause and here is the result. In this case, can you use another conjunction instead of *so*?

6 S: (Silence)

7 M: We keep talking about this, and I told you *so* is for colloquial language.

8 S: *So that?*

9 M: *So that?* Right. *So that.* And? Um...And can you divide this sentence into two? You wrote this as one sentence, but can you try to divide it into two?

10 S: (Silently corrects the sentence)

11 M: Right, using *and*, we can divide it into two. “and wondered why his surface is different with them”.

12 S: (Silence)

13 M: Then, here. “But finally, swan grows and becomes a handsome bird.” And then you wrote “Three ducks see him”. This is the end of the sentence. But, um...could you divide the sentence a little bit differently? What I mean is, from “But”? Right now, “three ducks see him” is one sentence and “and they are very surprised with this” is connected to the following sentence, right? You made two sentences, but could you divide the sentence in a different way? From “But” to “to him”?

14 S: Are *and* and *then* similar?

15 T: Uh? Yes.

16 S: (Silently corrects the sentence).

Student B corrected the original sentence “so swan alway depressed. wondered why his surface is different with them.” into “so swan always depressed. And he wondered why his surface is different with them” (turn 10). Student B showed signs of self-initiation under the form of a self-initiated question, but it did not lead to further interaction with the mediator (turn 14). The student simply silently corrected the sentence “But finally swan grows and becomes a handsome bird. Three ducks see him. and They are very surprised with this. and they feel sorry to him” into “But finally swan grows and becomes a handsome bird. Three ducks see him. then They are surprised with this. Additionally, they feel sorry to him” (turn 16).

Episodes 10, 11, and 12 show macrogenetic development in using conjunctions. It took fewer turns to elicit the context-appropriate form from the student and the student reacted more quickly to the mediator’s mediation. Compared to student A, who took longer turns to elicit the appropriate form, student B generally reacted more quickly.

#### **Data Excerpt 4.38 Episode 14 (Session 5)**

17 M: Look, we have similar contents here. Then what kinds of conjunctions can we use for this case? When the similar contents come close? You suggested the feeling of being sorry, in addition to what you said before. Then, what kinds of conjunctions can we use to add something in our writing?

18 S: *a, add...*

19 M: Ung?

20 S: *add, add...*

21 M: *Additionally?*

22 S: (Silence)

23 M: Do you know that, too?

24 S: Ah, really? Is *additionally* a conjunction?

25 M: Uh? Right.

26 S: Ah...

27 M: Right. We can use that one. Is there something easier? There is something easier. You can use *additionally*, but we have something easy, what can we use?

28 S: (Laughing) *plus*...

29 M: *Plus*? We can use *plus*. What do we use to make comparatives in English?

30 S: *Than*.

31 M: No. What we attach to the front. There is something we attach to the front.

32 S: *More*?

33 M: Yes, we have *more*, but, if we want to use it like a conjunction, *moreover*?

34 S: Ah...

35 M: Right. We can use *moreover*. So, we can use *plus*, *additionally*, *moreover*, all of them.

Even though connecting adverbials such as ‘*additionally*’ and conjunctions such as ‘*plus*’ and ‘*moreover*’ were not included in the currently published middle school English textbook and the National Curriculum, these conjunctions were in the student’s lexicon.

What distinguished student B from student A was lack of evidence of self-regulation or signs of self-regulation with little confidence. In turn 14 of Episode 12, she

asked a question about the similarity of ‘and’ and ‘then’ because she felt safe enough to ask questions. From turn 18 to turn 20 of Episode 13, the student mouthed the connecting adverbial ‘additionally’, but, as she lacked confidence, she could not speak aloud (turns 18, 19 & 20). However, when her hypothesis was confirmed by the mediator, she felt relaxed (turn 23). Even after reaching the half point of the DA program, she rarely initiated conversation from her side. Rather, she chose to silently correct what the mediator pointed out. In the following sections, episodes to treat other relevant forms that emerged during the DA program are presented.

#### **4.2.2. Learning Other Relevant Forms**

Even though some forms were not detected from the pre-test, they emerged as the DA program proceeded. Some noteworthy Language-Related Episodes are introduced in the following subsections. These forms are hypothetical conditional clauses, present and past participle adjectives, and modal verbs. The first three episodes showed the negotiation between the mediator and the student to treat errors in using the past tense.

##### **Data Excerpt 4.39 Writing Sample 2B**

1. Minji was hitten the ball by Minsu, so Minsu was so worried about that.
  2. Minsu run to chulsu so Minsu push Chulsu. Chulsu fell down his books. But Minsu dind’t say ‘sorry’ to Chulsu. After that, chulsu is very angry with him.
  3. one day, Jisu late for school so Jisu say ‘sorry’to everyone in class. Maybe jisu was very shamed at that time.
1. two students who were back to them must be surprised to see surprising situation.

3. Teacher was disappointed with her because it isn't first time that she late for class. And other classmates are not surprised at this situation, too.

#### **Data Excerpt 4.40 Revised Writing Sample 2B**

1. Minji was hitten the ball by Minsu, and Minsu was so worried about that.
2. Minsu run and push Chulsu. As a result Chulsu drop his books. But Minsu didn't say 'sorry' to Chulsu. After that, Chulsu is very angry with him.
3. One day, Jisu was late for school so that Jisu say 'sorry' to everyone in class. Maybe Jisu was very shamed at that time.

#### **Data Excerpt 4.41 Episode 15 (Session 2)**

56 M: Next, "Jisu late for school" Here, can you find something strange? "Jisu late for school." It is not weird at all in Korean, but in English, it's a little bit strange, you know? So, when native speakers of English see it, they may say, 'oh, what is this'? Do you have any idea?

57 S: *Was?*

58 M: Right. "Jisu was late for school". It is because, in Korean we use adjectives like verbs. 'be late', 'being late' like this. But, this is not true for English. The distinction between adjectives and verbs is very clear. So, when you don't use copular *be*, they may think something is weird. "Teacher was disappointed with her because..." Here, too, we have another sentence in one sentence.

59 S: (Corrects the sentence)

60 M: "it isn't first time that she..." here, too, "Jisu late for school"

61 S: *Was.*

62 M: Right. *Was* is necessary.

#### **Data Excerpt 4.42 Writing Sample 3B**

Marie drew city in France and she show it to Tom. Marie think the drawing which was drawn by herself was very prouded. But Tom didn't know well culture of France. He just want to say good. But Marie thought he think his drawing is bad. Because Marie's country's culture was different with, Tom's country's culture.

#### **Data Excerpt 4.43 Revised Writing Sample 3B**

Marie drew city in France and she showed it to Tom. Marie thought that the drawing which was drawn by herself was very proud. But Tom didn't know well culture of France. He just wanted to say good. But Marie thought he thought this drawing is bad. It is because Marie's country's culture was different with Tom's country's culture.

#### **Data Excerpt 4.44 Episode 16 (Session 3)**

20 M: Right. It was Marie who felt the feeling, You connected two sentences "Mary was very proud" and this sentence? I mean the one from "Marie think..." to "by herself" and "was very prouded". Two sentences.

21 S: Yes. This is an ellipsis.

22 M: But, when we coordinate two sentences...

23 S: Ah, past tense again?

(...)

43 M: And, can you find something awkward in the verb form? Verb? I think it is better to match the form of the verb into one. About the tense.

44 S: (Corrects the verb form) *thought. Thought.*

45 T: *Want...*

46 S: (Continues to correct the verb form) I am done.



47 M: What about this sentence? “And she show it to Tom” The sentence is over, here, right? The verb form?

48 S: *Showed*.

#### **Data Excerpt 4.45 Writing Sample 4B**

One day, Hanna was watching the animation in TV and she suddenly got accident which was dangerous. and parrot show this situation and he was shouting loud to her mom. Fortunately her mom came and help her Because of smart parrot, Hanna’s family can be happy.

#### **Data Excerpt 4.46 Revised Writing Sample 4B**

One day, Hanna was watching the animation in TV and she suddenly got accident which was dangerous. And parrot saw this situation. Then he was shouting loud to her mom to help her. Because of smart parrot, Hanna’s family can be happy.

#### **Data Excerpt 4.47 Episode 17 (Session 4)**

7 M: This sentence. “And parrot *show*”...? *show*?

8 S: *Showed*.

11 M: Can you rewrite this sentence? “And Parrot showed”... (with rising tone) *showed*?

12 S: (Looks embarrassed) *showed... showed...*

13 M: Parrot showed this situation.

14 S: Ah! It is wrong. *Watched? Sawed?*

15 M: *Saw*?

16 S: *Sawed? Sawed?* (Silently corrects the new sentence)

In Episode 14, even though the student was a high-intermediate level learner, she made the same type of error observed in the individual session with student A, “Jisu late for school”, omitting the copula *be* after the adjective ‘late’. But, the error which looked at the surface showed that two students were at different actual level of development, as in the case of conjunctions. At the beginning of the program, student B was at higher a developmental stage, stage 3, because she noticed and corrected an error under other regulation.

A similar pattern was observed in subsequent episodes. In Episode 16, the student made errors of omission, such as ‘And she show it to her’ and overgeneralization errors, such as ‘sawed’. Episodes 15 and 16 show two different responses to the same type of mediation. Student B noticed the error relatively quickly and corrected it in turns 59 and 61 of Episode 14, and in turns 23, 44, 46 and 48 of Episode 15.

Compared to when learning conjunctions, which showed little sign of self-regulation, student B showed signs of self-regulation, in the form of private speech, when learning past tense morphology in turn 16 of Episode 16. While integrating the signal the mediator provided, she silently corrected the error. Student B preferred written language as her meditational tool. In the following episode, the mediator treated errors of using past subjunctive in hypothetical conditional clauses.

#### **Data Excerpt 4.48 Writing Sample 7B**

Mike’s dream showed what will be happened when we polluted environment. Because of Bad air He had to be carrying air tank. It’s very hard to carry a heavy air tank every-day whenever he went out. He was very tired in his dream.

When He read the today's newspaper he was very surprised. I think it maybe Bad news. for example, The air is getting worse and worse.<sup>11</sup>

#### **Data Excerpt 4.49 Revised Writing Sample 7B**

Mike's dream showed the thing that would happen when we polluted environment. Because of bad air He had to carry air tank. It's very hard to carry air tank every day whenever he went out. he was very tired in his dream. When He read the today's newspaper he was very surprised. I think it maybe Bad news. For example, the air is getting worse and worse.

#### **Data Excerpt 4.50 Episode 18 (Session 7)**

32 M: "For example, The air is getting worse and worse"... "What will be happened when we polluted environment". Can you find something strange from the sentence? "What will be happened when we polluted environment".

33 S: Is *polluted* an adjective or a verb?

34 M: A verb.

35 S: Ah, really?

36 M: We have the noun *pollution*. It is derived from the word *pollute*.

37 S: Then, can we say *environmental pollution*?

38 M: Right. Or, just *pollution*.

39 S: Ah, right. Then, can we change this like this? *The thing that...*

40 M: Um...But, in fact, you can use *what* and *the thing that*, both. Here? "Will be happened..." this part. Can you find something strange?

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<sup>11</sup> As student B missed describing the last two pictures among the pictures provided, the mediator asked her to add more detail to her writing after she completed the task.

41 S: Just *happen*.

42 M: Uh, right. Just *will happen*?

43 S: *Will happen...would happened*?

44 M: *would...*

45 S: *would happen*.

Episode 18 showed different interactional patterns between the mediator and the student. The mediator reacted differently to the error compared to the patterns shown in the preceding episodes. As the error was pertinent to using past subjunctive, the mediator provided the correct form (turn 46) as it seemed difficult for the student to complete form-meaning mapping for the target form on her own.

#### **Data Excerpt 4.51 Writing Sample 3B**

Marie drew city France and she showed it to Tom. Marie think the drawing which was drawn by herself was very prouded. But Tom didn't know well culture of France. He just want to say good. But Marie thought he thought his drawing is bad. Because Marie's country's culture was different with, Tom's country's culture.

#### **Data Excerpt 4.52 Revised Writing Sample 3B**

Marie drew city in France and she showed it to Tom. Marie thought that the drawing which was drawn by herself was very proud. But Tom didn't know well culture of France. He just wanted to say good. But Marie thought he thought this drawing is bad. It

is because Marie's country's culture was different with Tom's country's culture.

**Data Excerpt 4.53 Episode 19 (Session 3)**

4 M: Now, you are done with the task, and so is there anything you want to correct? Maybe you could not notice it when you were writing, but do you think that any expressions are awkward, is there anywhere you want to make a revision?

5 S: I think there is something awkward...

6 T: You think something is awkward....

7 S: I don't know.

8 M: You don't know? (pause) Um...here, I cannot understand the meaning clearly, "Mary think the drawing which was drawn by herself was very prouded", then you are talking about this scene. The second picture. Then, what is Marie's feeling here? What kind of feeling are you talking about in detail? What did Marie feel in this situation?

9 S: Um...feeling very proud of something.

10 M: Very proud. Um...Then, how can we say that state in English?

11 S: *Proud of.*

12 M: *Proud of?* You can use *proud of*...Or, what if you want to write the sentence like this?

13 S: Um...just very good .

14 M: Very good, right, you can use that one, too. Um...for example, the picture cannot feel the feeling of being proud, but the human, for what he or she did, in this case, Marie, saw the picture she drew and thought 'Oh, my drawing is perfect. I am good at drawing' so she felt very proud. Then, "Marie think the drawing which was drawn by herself was very prouded" is...

(...)

49 M: Then, this sentence is really complicated. “Marie thought that the drawing which was drawn by herself” But, what you wanted to say is, the picture is very good. But, when we read this sentence, there is the fact that the picture was drawn by her, and there is no information about what Marie thinks about the picture. Did you see that point?

50 S: *was very prouded...*

51 M: *was very prouded...?*

52 S: I don't know...

In Episode 19, the mediator experienced difficulty in figuring out the structure of what the student wrote (turn 8). The mediator provided clues to help the student use a predicative adjective in the sentence, but the student could not notice the intention of the mediator's mediation (turn 12). The provision of the clues for using the correct form was repeated in the following turns (turns 14 & 49), but the mediator failed to elicit the correct form 'proud' from the student. The clue the mediator provided may have been too abstract and may have been more effective if it were explained with greater elaboration. For instance, the mediator could have tried to explain attributive and predicative functions of adjectives and their respective positions in the sentence. In the following episode, errors of modal verb use were treated.

#### **Data Excerpt 4.54 Writing Sample 7B**

Mike's dream showed what will be happened when we polluted environment. Because of Bad air He had to be carrying air tank. It's very hard to carry a heavy air tank every-day whenever he went out. He was very tired in his dream.

When He read the today's newspaper he was very surprised. I think it maybe Bad news. for example, The air is getting worse and worse.

#### **Data Excerpt 4.55 Revised Writing Sample 7B**

Mike's dream showed the thing that would happen when we polluted environment. Because of bad air He had to carry air tank. It's very hard to carry air tank every day whenever he went out. he was very tired in his dream. When He read the today's newspaper he was very surprised. I think it maybe Bad news. For example, the air is getting worse and worse.

#### **Data Excerpt 4.56 Episode 20 (Session 7)**

46 M: Here? Right now you wrote *must* and changed it into *had to*. Actually, it is not that of a big deal to use *must*. It doesn't matter. Instead, the difference between *must* and *had to* is, *must* has a stronger meaning. It means that it is mandatory to do something. For Mike, as the air is so dirty that if Mike does not carry an air tank, he cannot return to his home. So, *must* is appropriate for the context. Here, isn't there something strange? When we assume there is *must*, we can say *he must be carrying air tank*.

47 S: *Must...just carry?*

48 M: Right. Here, we can just use *carry*. Usually, it is correct to have the bare form after modal auxiliaries.

Compared to the preceding episodes, Episode 20 shows a different approach to treating the student's errors. She used type 6, which provided the correct form and explanation. As contextually appropriate use of modal verbs is difficult even for advanced learners of English, the mediator provided the correct form directly with an explanation (turn 46). However, at the end of turn 46, she used type 2 to indicate that there was something wrong with the verb form. As the student was an intermediate level student, the mediator assumed that she could reach the correct verb form.

### **4.2.3. Posterior Interview**

The researcher had a semi-structured interview with student B after completing the DA program. Several changes were observed in the student. First, she mentioned that she learned about her lack of experience in English writing, as it caused difficulty in performing tasks at the beginning of the program. Second, she noted that she learned a lot about conjunctions by writing tasks since her English teacher did not pay much attention to conjunctions during English classes in school when she was a middle school student. Third, Student B showed a drastic change of attitude in learning English. Data excerpt 4.57 demonstrates her changed attitude in learning English.



#### **Data Excerpt 4.57 Interview with Student B**

6 S<sup>12</sup>: Particularly, when I am in the native English teacher's class, speaking skill is the most important, it is applicable everywhere. But, if I learn English in the same way as I did during middle school, by focusing on growing my reading skills and learning grammar, at that moment, I accept the explanation, but I don't think it is applicable. I only memorize them short-term.

7 R: When you say 'low applicability', does that mean you are not confident enough to use them outside the classroom?

8 S: Yes, I am not that confident.

9 R: You think so? You told me that you study English alone at a private institute. Can you feel any changes in learning English after this program?

10 S: Hm...

11 R: You continue learning and studying English by yourself, right? As long as you need? Do you feel any changes in your attitude toward studying in English?

12 S: Uh, that means...

13 R: When you are studying English...

14 S: Um...Actually, I performed the task by myself. Even though I got some help from you...I gained some confidence in performing the task by myself. I think it is better to do it by myself and get some help from others.

15 R: When you were learning English at the private institute, in what way did you study?

16 S: I just, the class, take the class. That's all.

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<sup>12</sup> "S" refers to student B and R refers to the researcher who was simultaneously the mediator during the DA program.

17 R: You just took the class.

18 S: Yes. I just took the class. Just cramming my head with grammatical knowledge...

19 R: You told me that you had assignments.

20 S: Yes, I had assignments, but they are...too obvious.

21 R: What do you mean when you say 'obvious'?

22 S: Just, what I learned...It was just related to what I learned.

23 R: Only what you learned?

24 S: It never required me to expand on what I learned...

25 R: No expansion of what you learned? Does that mean you just solved grammar items when you learned a form?

26 S: Only grammar, uh...

27 T: You did not have the opportunity to apply it to other contexts. Then, do you think you used what you learned more when you were writing?

28 S: Yes. When I was writing, because I needed them...I used what I learned, and it was very helpful to me...

At the beginning of the program, she said that learning English through activities seemed less effective than learning English through translation, memorization of grammar rules, and studying vocabulary. However, after the DA program, she mentioned that learning English with a focus on reading skills and grammar was not designed for authentic use of language. In addition, she added that when she learned English in that way, she felt less confident in using the language in real communication contexts. As she was exposed to a new way to learn the language, learning grammar through written tasks for six weeks in the

DA program with the researcher functioned as meaningful input to expand her viewpoint of learning English. Furthermore, she highly appraised the value of performance on her own, and of the mediation she received after her independent performance, compared to the instruction she received at her private institute. She elaborated that she passively took the class in the institute and the homework from the institute was limited to rote practice of what she had learned, without providing any opportunities to expand her grammatical knowledge. In this regard, though she did not mention technical terms, such as transcendence, as Feurestein, Rand and Rynder (1998, as cited in Poehner, 2007) did, she was unconsciously able to apply the grammatical knowledge she had already learned when she completed the writing tasks during the DA program. That is, transcendence is related to the learner's ability to recontextualize their learning and apply it to new, more demanding problems (Poehner, 2007). Furthermore, as she gradually gained more control of her grammatical knowledge, she used enhanced parts of her grammatical knowledge in the writing tasks, which further led to her development.

#### **4.2.4. Summary of Student B's Development**

To summarize, student B showed several characteristics, some of which could be discussed in comparison with student A. First, the target forms which became the foci of the individual sessions emerged after the mediator had previously decided on two forms, conjunctions and present and past participle adjectives (determined by the pre-test). These included past tense, hypothetical conditional clauses and modal verbs. Compared to student A, where other grammatical errors were not observed except the target forms, various types of errors were observed in student B's writing. Second, even after the in-

tensive treatment, some of the errors remained untreated. The following excerpt shows instances of these untreated errors.

#### **Data Excerpt 4.58 Writing Sample 2B**

1. Minji was hitten the ball by Minsu, so Minsu was so worried about that.
  2. Minsu run to chulsu so Minsu push Chulsu. Chulsu fell down his books. But Minsu dind't say 'sorry' to Chulsu. After that, chulsu is very angry with him.
  3. one day, Jisu late or school so Jisu say 'sorry'to everyone in class. Maybe jisu was very shamed at that time.
1. two students who were back to them must be surprised to see surprising situation.
  3. Teacher was disappointed with her because it isn't first time that she late for class. And other classmates are not surprised at this situation, too.

#### **Data Excerpt 4.59 Writing Sample 8B**

One day, 승욱 was late for school. So, he run to school. Suddenly, he meet a new student who is very cute. He was late but he helped her to pick something. Later, he wondered about her.

Student B, who had a higher level of actual development than student A, still showed confusion when using the past tense in her writing. At the beginning of the DA program, she had previously received a perfect score on her midterm exam, and she used more complex structures and a broader range of vocabulary compared to student A.

Even though the student understood the semantics of past tense, her use of irregular past tense varied depending on the nature of the verb. For auxiliary verbs like copular *be*, she reached level 5, which became consistent in using the form correctly and acquired it completely, as seen in her writing. However, for full verbs she remained at level 3 when she got mediation from the mediator during session 3. It appeared that in contrast to student A, using past tense for irregular full verbs was more difficult than using past tense for copular *be* and for regular full verbs. She reached level 5 for using conjunctions, as she showed consistency in using conjunctions appropriately, including connecting adverbs like ‘suddenly’ and ‘later’.

Third, student B relied more on the mediator rather than initiating interaction with the mediator. When the mediator provided the mediation, she responded when she felt confident about what she said. Fourth, she preferred written language to spoken language as her meditational tool to regulate her linguistic development, which was observed in turn 37 of Episode 11, turns 10 and 16 of Episode 13, turn 59 of Episode 15, turns 44 and 46 of Episode 16 and turn 16 of Episode 17.

Last, student B became more open-minded to a variety of approaches to learning English. The DA program provided an opportunity for her to reflect on her previous learning experiences and confidence in using language in a meaningful way. As a result, she perceived learning English through production tasks to be meaningful and helpful to her. Moreover, she gained autonomy in her language learning because students who solely rely on private institutions place meaning on independent performance and learning.

In sum, several characteristics of the results can be discussed through the comparison of the two students. First, errors which looked similar at the surface represented

different developmental stages of the two students. For past tense, both student A and B were at level 4 or 5 for using past tense of full verbs like 'go' or 'help'. It was supported by the fact that both students corrected the errors when the mediator pointed them out. However, for using past tense of copular *be* such as 'was late', the two students were at different developmental stages. Student A was at level 2 because he was able to notice the error but could not correct it, even with the mediator's intervention. Moreover, at the beginning of the DA program, student A relied heavily on the mediator and took many turns and mediation to use the correct form. Student B fluctuated between stages 3 and 4 because at the beginning of the DA program, she could notice and correct an error only under other-regulation in the form of mediation. Later she noticed and corrected the errors with minimal mediation.

Second, student A and B showed different interlanguage development processes. Student A showed "U-shaped learning" for past tense, as the number of errors decreased gradually, increased suddenly and disappeared eventually. But he showed a zigzag pattern for conjunctions. The interlanguage development process of student B was more dynamic. Although conjunctions and past and present participle adjectives were the foci of the DA program, during the program, errors which were not observed in the pre-test emerged. Those included past tense, hypothetical conditional clauses, and modal verbs. Student B showed a linear process for past tense, hypothetical conditional clauses, and modal verbs, but a puzzling pattern for conjunctions and present and past participle adjectives.

Third, different interactional patterns were observed for the two students. Student A was a talkative initiator and felt no reluctance to ask questions when he had any. As the DA program proceeded, he showed several instances of private speech during the inter-

action with the mediator. However, student B was a more cautious learner and rarely initiated interaction from her side. Even when she took an active part in the interaction, it was only when she felt safe.

Last, student A and student B reached similar levels of actual development. With the degree of development, student A showed a greater amount of development. It seemed to be due to the different initial state of the two students. To elaborate, student B was at a higher level of actual development, as seen in her complex syntax and wide range of words in her writing. It seemed that there was a limit to lead student B to move beyond her current level. However, student A, who was at a lower level of actual development, had more room for further improvement, resulting in a greater degree of development. In the following section, the variables influencing the effects of the mediation scale are presented.

### **4.3. The effect of mediation scale on grammar learning of two target forms**

At first, the researcher proposed a thirteen-point mediation scale for the study (See Section 3.2.2). The effectiveness of each form of mediation varied significantly, depending on the characteristics of the target form and the student-related factors. The frequency of each form of mediation used in the study is summarized in Tables 4.3. and 4.4.

**Table 4.3.**

**The frequency of mediation types for student A**

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Type	Past Tense	Conjunctions	Frequency (%)
0	1	0	1 (2)
1	1	1	2 (4)
2	2	2	4 (9)
3	2	1	3 (6)
4	0	2	2 (4)
5	1	5	6 (13)
6	1	5	6 (13)
7	0	3	3 (6)
8	7	2	9 (20)
9	3	2	5 (11)
10	0	1	1 (2)
11	0	1	1 (2)
12	0	0	0 (0)
Total	18	25	43 (100)

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**Table 4.4.****The frequency of mediation types for student B**

Type	Conjunction	Other forms				Frequency (%)
		Past	Hypothetical	Participle	Modal	
		Tense	condition	adjectives	verbs	
0	0	0	0	0	0	0 (0)
1	1	1	1	1	1	5 (10)
2	2	3	1	0	1	7 (15)
3	1	1	1	0	1	4 (8)
4	0	0	0	0	0	0 (0)
5	1	6	0	0	0	7 (15)
6	1	1	0	0	0	2(4)
7	3	0	0	0	0	3 (6)
8	2	1	1	2	0	6 (13)
9	6	1	0	3	0	10 (21)
10	1	0	1	0	0	2(4)
11	0	0	0	0	1	1 (4)
12	0	0	0	0	0	0 (0)
<b>Total</b>	<b>18</b>	<b>14</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>47(100)</b>

Two characteristics are observed in Table 4.3. and Table 4.4. First, five types of mediation are more frequently used by the mediator than other types: type 2, the prompted reading of the sentence, type 5, narrowing down the location of the error, type

6, indicating the nature of the error, type 8, rejecting unsuccessful attempts at correcting the error, and type 9, providing clues toward the correct form. However, the specific patterns of using mediation varied depending on the student.

Second, some types of mediation were not used at all, which included type 4, rejecting unsuccessful attempts at recognizing the error, type 7, indicating the error, type 10, providing the correct form, type 11, providing the explanation and type 12, providing examples of the correct form. Type 4 was not used since attempts at recognizing the error is the initial step to noticing and correcting the error for the student. The mediator considered that if she rejected the students' trials too often, it would not be helpful to build a collaborative frame to negotiate and tackle the errors with the students. Moreover, the mediator did not want to hurt the students' feelings, taking the context into account in which the individual sessions were based on the close relationship between the student and the mediator. Type 10, 11, and 12 were not used because before the mediator used these types of mediation, the students were able to reach the correct form. Table 4.5. and 4.6. demonstrate the effectiveness of the mediation on each student's syntactic development depending on the target form.

**Table 4.5.**

**The effectiveness of mediation on the student A's syntactic development  
depending on the target form**

Type	Past Tense			Conjunctions			Total No. (PSM, %)
	S <sup>13</sup>	U	PSM	S	U	PSM	
0	1	0	-	0	0	0	1 (-)
1	1	0	-	1	0	-	2 (-)
2	1	1	50	1	1	50	4 (50)
3	1	1	50	0	1	0	3 (66)
4	0	0	N	0	2	0	2 (0)
5	0	1	0	3	2	60	6 (50)
6	0	1	0	2	3	40	6 (33)
7	0	0	N	2	1	66	3 (66)
8	3	4	42	1	1	50	8 (50)
9	2	1	66	2	0	100	5 (80)
10	0	0	N	1	0	-	1 (-)
11	0	0	N	1	0	-	1 (-)
12	0	0	N	0	0	N	N
<b>Total</b>	<b>9</b>	<b>9</b>	<b>50</b>	<b>14</b>	<b>10</b>	<b>58</b>	<b>23 (53)</b>

<sup>13</sup> The labeling "S" stands for successful mediation where the student responded as the mediator intended and "U" stands for unsuccessful mediation where the student did not respond as the mediator intended. PSM stands for percentage of successful mediation, the proportion of mediation the students responded to according to the mediator's intention. "N" represents null, indicating that the percentage of successful mediation cannot be computed because the specific type of mediation was not used. A dash indicates that the percentage of successful mediation cannot be computed because the whole number of mediation was not sufficient.

**Table 4.6.****The effectiveness of mediation on the student B's syntactic development depending on the target form**

Type	Conjunctions			Past Tense		
	S <sup>14</sup>	U	PSM	S	U	PSM
0	0	0	N	0	0	N
1	1	0	-	1	0	-
2	2	0	-	3	0	-
3	1	0	-	1	0	-
4	0	0	-	0	0	N
5	1	0	-	4	2	4 (66)
6	1	0	-	1	0	-
7	3	0	100	0	0	N
8	1	1	-	1	0	-
9	4	2	66	1	0	-
10	1	0	-	0	0	N
11	0	0	N	0	0	N
12	0	0	N	0	0	b
Total.	15	3	83	12	2	

<sup>14</sup> The labeling "S" stands for successful mediation where the student responded as the mediator intended and "U" stands for unsuccessful mediation where the student did not respond as the mediator intended. PSM stands for percentage of successful mediation, the proportion of mediation the students responded to according to the mediator's intention. "N" represents null, indicating that the percentage of successful mediation cannot be computed because the specific type of mediation was not used. A dash indicates that the percentage of successful mediation cannot be computed because the whole number of mediation was not sufficient.

**Table 4.6.****The effectiveness of mediation on the student B's syntactic development depending on the target form (continued.)**

Type	Participle adjectives			hypothetical conditional clauses			Total No. (PSM, %)
	S <sup>15</sup>	U	PSM	S	U	PSM	
0	0	0	N	0	0	N	0 (N)
1	0	0	N	1	0	-	4 (100)
2	0	0	N	0	1	-	8 (87)
3	0	0	N	0	1	-	5 (80)
4	0	0	N	0	0	N	N
5	0	0	N	0	0	N	5 (71)
6	0	0	N	0	0	N	2 (100)
7	0	0	N	0	0	N	3 (100)
8	0	2	100	0	1	N	6 (33)
9	0	3	100	0	0	N	10 (50)
10	0	0	N	1	0	N	2 (50)
11	0	0	N		0	-	1 (-)
12	0	0	N	0	0	N	N

<sup>15</sup> The labeling "S" stands for successful mediation where the student responded as the mediator intended and "U" stands for unsuccessful mediation where the student did not respond as the mediator intended. PSM stands for percentage of successful mediation, the proportion of mediation the students responded to according to the mediator's intention. "N" represents null, indicating that the percentage of successful mediation cannot be computed because the specific type of mediation was not used. A dash indicates that the percentage of successful mediation cannot be computed because the whole number of mediation was not sufficient.

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Total.	0	5	0	2	3	50	29 (50)
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Generally, students reacted to the mediation the mediator provided as the mediator intended. However, some of the mediation was not accepted by the students following the mediator's intention. For example, type 4, rejecting the student's unsuccessful attempts at recognizing the error, and type 6, indicating the nature of the error, did not work for student A. In addition, type 8, rejecting the student's unsuccessful attempts at correcting the error, was not efficient for student B.

Furthermore, as reported previously in the literature, the specific effects of corrective feedback are influenced by various variables, such as learner variables and language variables. As mediation is the combination of two mediational tools in sociocultural theory realized in the form of corrective feedback (See Section 2.2.3.), a variety of variables influence the efficiency of mediation. For the present study, the observed variables are the nature of the target form and the student's proficiency level.

First, the effectiveness of mediation varied depending on the nature of the target form. R. Lyster et al. (2013) already reported that the effects of feedback varied depending on the nature of linguistic targets, whether grammatical targets, as the present study intended, or other targets, such as lexical targets and pragmatic targets. For treating grammatical errors, Long et al. (1998) and Ellis (2007) noted that the nature of the target structure, particularly the saliency of the structure, was an influencing factor. The results of the present study were congruent with previous studies. Mediation worked for treating the targets forms in which both the mediator and the students could clearly judge the grammaticality, such as the past tense. However, it demonstrated less effectiveness in

treating target forms in which the judgment of grammaticality varied depending on the context, such as using conjunctions.

Another factor is the student's proficiency level. Student B, who had a higher actual level of development, understood the mediator's intention and the larger number of mediation used for treating student B's grammatical errors were more successful than student A. This is particularly true in treating errors related to using past tense and conjunctions. A similar amount of mediation was used, but student B responded to the mediation as the mediator intended. Furthermore, student B responded more successfully to relatively implicit types of mediation, such as type 2, prompted reading of the sentence, type 3, indicating that something is wrong, and type 4, rejecting unsuccessful attempts at recognizing the error. Previous studies support the notion that learners with high proficiency levels benefit from corrective feedback because they are equipped with knowledge of the English language and the awareness of negative feedback (Ammar & Spada, 2006). This shows that the student's proficiency level is an influencing factor for the effectiveness of mediation, even though student A showed great improvement in using the target forms. In the following section, discussion regarding the role of language, one component of mediation, is presented.

In Chapter 5, implications based on the results of the study are discussed.

## **CHAPTER 5.**

### **DISCUSSION**

This chapter discusses the important issues raised by the findings in the previous chapter. In Section 5.1, language as the mediational tool is described. In Section 5.2, the role of the teacher as the mediator is discussed.

#### **5.1. Language as the Tool For Mediation**

In this study, language played two roles. First, it functioned as a tool for the mediator to lead students to self-regulation. Language was also an effective tool for the students to control or regulate their linguistic behavior. The comparison between the use of language as the tool for mediation by the mediator and the students is worth noting. The mediator relied on L1 spoken language as the sole mediational tool, but the students used both their first language and second language differently. Student A relied on L1 spoken language and L2 written language, with a larger portion of spoken language, while student B used mostly L2 written language.

Gánem-Gutiérrez and Roehr (2011) reported that the use of discourse markers, L1, and metalanguage as a regulatory tool during language learning varies due to three factors: the participant's command of their second language, individual preference, for instance, the amount of verbalization, and orientation to the task. They discussed two separate functions of the second language. It is used to focus on the task, translating L1 into English, and to have metalinguistic functions. Furthermore, Gánem-Gutiérrez (2009) noted individual differences to be an important factor in the use of L1. The differences



between the two students in the present study are attributable to the students' second language command and personality. As noted in the results section, student B had a higher level of actual development and was equipped with enough communicative competence to produce her intended meanings. This is supported by several characteristics of the student's writing, such as complex syntax and vocabulary, and her quick, immediate responses to the mediation provided by the mediator. As she already had a proficient command of the second language, she chose to rely on L2 written language. This was observed in previous literature under various names: mental short hand and inner speech writing (V. John-Steiner, 1992), and written speech (V. P. John-Steiner, 2007). V. P. John-Steiner (2007) mentioned that private speech transforms into inner speech as the child's cognitive functioning develops, but it sometimes emerges under two forms: inner speech and written speech. In this regard, student B, with a higher proficiency of English, could rely on written language as the tool to regulate her linguistic development. Regarding personality, student A was very talkative and did not feel reluctant to ask questions to the mediator when he had any. But, student B was more cautious and highly sensitive to grammatical accuracy, so she chose to listen carefully to the mediator.

## **5.2. The Role of the Teacher in Dynamic Assessment**

Teachers play a variety of roles in the language classroom, and one of their roles is to be a professional in language assessment. There has been extensive discussion about the role of the teacher in classroom-based assessment. These include the discussion of formative assessment and language for testing (Leung, 2007). Dynamic assessment is in line with the previous discussion in that it attempts to integrate learning and assessment,

and targets for learner development at the end. As presented in the results section, DA is based on the interaction between the mediator and the student and it is very dynamic, interacting with the learner variables and language variables. In this regard, it is undoubtedly true that the role of teachers is important in the implementation of DA. Previous literature emphasized several prerequisites to apply DA in the Korean context, including suggestions for English teachers in the classroom. First, teachers as the examiners of classroom-based assessments should have sufficient information about the learner's development and an understanding of the learner. This includes knowledge about the language and the variables influencing the learner's linguistic development. However, there are an insufficient number of studies concerning the learner's interlanguage development, specifically in the development of Korean secondary level students. To provide sufficient information about learners' linguistic development, more studies should be conducted (Kang, 2011; Pyo, 2010).

Second, teachers should change their perceptions about language assessment. To date, assessment was perceived as the last process of language learning to summarize the content of the lesson. However, teachers need to understand assessment and learning are not separate, but integrated. Training targeted for English teachers and distribution of successful cases of DA in Korean public schools are necessary to change teachers' perceptions about language assessment. Furthermore, the theoretical framework of DA, prioritizing the construct of development, needs to be more openly addressed in classroom-based language assessment (Kang, 2011; Pyo, 2012).

Third, the teacher needs to be an expert in language testing sufficient to provide rationale for implementing DA in his or her classroom. Previous studies raised the issue of fairness to actualize DA in the Korean EFL context (Pyo, 2012; Son & Kim, 2017). Son

and Kim (2017) discussed the issue of fairness through the results of a survey questionnaire. The researcher asked for opinions on the feasibility of DA to in-service teachers and pre-service teachers. Most respondents provided a positive answer to the feasibility of DA, while some mentioned DA could be attacked for unfairness due to parents' excessive concerns about students' grades. In Pyo (2012), many participants perceived that DA is a fair assessment tool, while some questioned the fairness of DA and whether DA could represent students' speaking competence with a smaller number of items. This shows expertise of the rater, who was the researcher of the study, and the faculty of the university at the same moment could not alleviate the student's doubt regarding the rater's qualification. In line with the discussion from the two previously mentioned studies, teachers need to equip themselves with the expertise to explain the necessity and significance of DA in the Korean EFL context. Furthermore, teachers need to constantly persuade stakeholders of the significance of DA in this context.

Last, two more teacher expertise are suggested for successful application of DA: consideration of students' affective aspects and the teacher's patience. Consideration of students' affective aspects is included because students need time to become adjusted to DA, and it is pre-requisite to build and maintain rapport in a one-to-one relationship with the student, while simultaneously not hurting the student's feelings. Moreover, patience is included because students do not develop in a linear way, but rather in an idiosyncratic way.

## **CHAPTER 6.**

# **CONCLUSION**

This chapter is composed of three sections. Section 6.1 summarizes the major findings of the present study. In Section 6.2 the implications are presented. Finally, Section 6.3 reports the limitations of the present study and makes suggestions for further research.

### **6.1. Major Findings**

This study investigated how a mediation scale helped two Korean middle school students' acquisition of English grammar and what kinds of mediation were effective to treat their problematic areas. A mediation scale from the previous literature was found to be effective in teaching English grammar in the Korean EFL context. The mediator provided mediation to help students learn past tense, conjunctions, and other relevant forms. But the learning processes were not linear. Student A showed "U-shaped learning" for the past tense and a zigzag pattern for conjunctions. Student B experienced a linear process for past tense and modal verbs, but puzzling patterns for conjunctions and present and past participle adjectives. Through the DA program, the students reached a certain level of self-regulation. To elaborate, student A reached level 5, which indicated that he could use the target form automatically for past tense, and level 4 for conjunctions, which indicated that he had gained partial control of the form. Student B reached level 5 for both target forms. With regard to frequency of mediation type 2, prompted reading of the sentence, type 5, narrowing down the location of the error, type 6, indicating the na-

ture of the error, type 8, rejecting unsuccessful attempts at correcting the error, and type 9, providing clues toward the correct form, were frequently used. Nevertheless, some mediation, such as type 4, rejecting unsuccessful attempts at recognizing the error, and type 7, indicating the error and explicit types of mediation, were not used. Even with the varying degree of successfulness, students reacted to mediation following the mediator's intention and mediation was successful in leading the students to self-regulation of the target forms.

However, the nature of the target forms and the students' proficiency levels, functioned as the mediating factors in the effect of the mediation scale in learning English grammar. Mediation was more effective to treat target forms when both the mediator and the student could judge the grammaticality. In addition, the student with a higher proficiency level benefitted more from the mediation.

## **6.2. Implications**

Some pedagogical implications can be drawn from the results of this study. First, concerning the role of mediation in the Korean EFL context, mediation has a pedagogical impact on enhancing students' linguistic development. With the consideration of individual students' zone of proximal developments, and the nature of DA, which integrates teaching and assessment, mediation can be an option for individualized instruction in order to lead a student into a stage of self-regulation, or what is traditionally called "autonomy" in second language acquisition research.

Second, the current study is the first study to implement DA to Korean middle school students and to integrate teaching grammar with writing. DA is worth the imple-

mentation in the Korean EFL context, but there are several constraints for realization of DA in the Korean context. These include real-world conditions, such as the number of students in one class to ensure a sufficient amount of time per student, and the design of the DA program to provide the most suitable mediation for each student. Furthermore, subjective constraints are more serious than objective conditions, which include lack of understanding of important concepts in DA, the students' and parents' excessive sensitivity to grades, and concerns about fairness of DA (Kang, 2011; Pyo, 2012; Son & Kim, 2017). Previous studies have suggested several ways to overcome the shortcomings of DA, which include computerized DA (Heidar & Afghari, 2015; Lantolf & Poehner, 2011; Pishghadam et al, 2011; Poehner & van Compernelle, 2013, Poehner & Lantolf, 2013; Zhang & Lu, 2015; Teo, 2012), group dynamic assessment (Poehner, 2009) and DA in the classroom (Lantolf & Poehner, 2011). Even though computerized DA has several limitations to overcome, such as the inclusion of a wider range of skills and programming of mediation, it shows the potential of DA to be administered to a large number of students. Group dynamic assessment attempts to overcome the limitations of individual DA with the inclusion of peers in the group as potential mediators. Lantolf and Poehner (2011) demonstrated the potential of individual DA with small groups of students. The study compensated for the drawback of individual DA by using a table that could record the development of students in the group while maintaining the benefits of individual DA to provide detailed feedback. Korean secondary level teachers can try the approaches suggested by previous studies to enhance their students' interlanguage development.

Last, DA can function as a tool to develop teacher expertise. As DA provides detailed information about teaching and learning, the teacher can gain information about his or her teaching style through discourse analysis of the transcriptions from DA. Pre-

vious studies on feedback showed the potential of describing classroom discourse in detail, even though different terms were used relevant to each study (Chaudron, 1977; Lyster, 2001; Nikoopour & Zoghi, 2014; Safari, 2013). Thus, DA provides opportunities to reflect on the teacher's English language lessons. Through reflection of the lessons, the teacher can compensate his or her weaknesses and strengthen his or her strengths in order to provide more effective mediation through the consideration of the students' needs. In this regard, DA functions as a tool to form a cycle of developing teacher expertise.

### **6.3. Limitations and Suggestions for Further Research**

The effects of mediation have been the focus in this study, using two Korean EFL students' syntactic development of the past tense, conjunctions and other relevant forms. Furthermore, the study investigated what kinds of mediation interacting with learner variables and linguistic variables are effective for promoting macrogenetic development. However, there are some limitations in this research that could be improved and developed in future research.

The most obvious limitation in this study was that the length of the procedure may not be sufficient to treat the students' problematic areas fully and observe the students' macrogenetic development. Another limitation of the study is that the study lacks generalizability for other forms which Korean EFL students may have trouble with.

The findings and suggestions of the current study can be developed into future research regarding the following research topics. Firstly, it is suggested to try a DA program for a period long enough to observe a student's development and elicit the observ-

able changes. Second, the same procedure can be applicable to other forms that were verified by error analysis so that the effect of mediation in treating Korean EFL learners' problematic areas can be generalizable to other forms. The effects of DA can also be tested on target forms for their various usages, such as deontic meaning of modal verbs and epistemic meaning of modal verbs. Last, even though the present study elicited the target forms through writing tasks, it would be valuable to approach DA using skill integration tasks. These further studies would help provide a clearer picture about how to employ mediation in Korean EFL language classrooms and how mediation can lead students to self-regulation of their problematic areas in learning English grammar.



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## APPENDIX A. Pre-Test: Multiple-Choice Items for Student A

다음 문장들을 읽고 빈칸에 들어가기에 가장 적합한 말을 고르세요.

1. I think “Avengers” \_\_\_\_\_ very strong and brave.

- ① be ② is ③ are ④ to be

2. Sumi sings so beautiful even though nobody taught him.

She taught \_\_\_\_\_ singing!

- ① himself ② herself ③ oneself ④ themselves

3. There are five girls playing in the grass. Two of them, \_\_\_\_\_ are wearing a red sweater, running here and there.

- ① which ② who ③ whom ④ that

4. That is the time \_\_\_\_\_ everybody could enjoy whatever they wanted to do.

- ① when ② where ③ which ④

5. Min-Ah ran to the Daiso \_\_\_\_\_ some present for her brother. She knew that her brother loves stickers sold in the Daiso.

- ① get ② got ③ getting ④ to get

6. After he was diagnosed as lung cancer, he stopped \_\_\_\_\_ .

- ① smoke ② smoked ③ to smoke ④ smoking

7. You might think a red or yellow cards \_\_\_\_\_ at the same time, but it is not true.

- ① is make ② is made ③ are make ④ are made

8. We are in the Music Angels Club. We go to a children’s hospital every Saturday.

we help doctors and nurses? No. Then why \_\_\_\_\_ we go there?

- ① be ② are ③ do ④ have

9. You are \_\_\_\_\_ in sea animals so that when you went to the aquarium,

you felt so \_\_\_\_\_.

- ①interesting, exciting ②interesting, excited ③interested, exciting ④interested, excited

10. The cat was chasing a butterfly and he succeeded to catch it. He knows \_\_\_\_\_.

- ①where to hunt ②why to hunt ③how to hunt ④who to hunt

11. There are a few chestnuts on the ground. However, there are \_\_\_\_\_ leaves on the ground because a park cleaner already swept them.

\*swept: sweep(쓸다)의 과거형

- ①few ②a few ③little ④a little

12. He is one of my favorite actor, Benedict Cumberbach who appeared in “Dr. Strange” He also played Sherlock in drama “Sherlock”. Do you know \_\_\_\_\_?

- ①who is he ②who he is ③who is she ④who she is

13. Yong-Hwan is 178 cm. But, Seok-Jun is 181 cm so that he is \_\_\_\_\_

than Yong-Hwan. However, Jun-ho is 183 cm. He is \_\_\_\_\_ one in the classroom.

- ①taller, a tallest ②taller, the tallest ③taller, a tallest ④taller, the tallest

14. 다음 대화 속에서 빈 칸에 들어갈 것으로 알맞은 것을 고르세요.

A: Look! The Kyobomoongo is having a special sale today.

B: Really? I would like to get a new diary.

A: Then, \_\_\_\_\_ go together now.

B: I am sorry, but I have to go right now. My mom is waiting.

- ①Let's ②Let's not ③Why don't we ④Don't

15. 다음 글을 읽고 빈 칸에 가장 알맞은 것을 고르세요.

On January 12th, Lee's condition got \_\_\_\_\_ . He began to breathe heavily.

and his face turned blue. Doctors tried everything to help him, but nothing

worked.

①good②better③bad④worse

16. 다음 글을 읽고 밑줄 친 부분 중 어법상 틀린 것을 고르세요.

There ①were thousands of trees in a jungle. Many lions ②were living there. The lions killed other animals and ③eated them. Moreover, they made loud noises. The tree ④did not like the lions.

17. 다음 대화 속 밑줄 친 부분 중에서 어법상 틀린 것을 고르세요.

Recent studies show that teens' sleep patterns actually differ from those of adults or kids. This rhythm makes teen ①fall asleep later and ② up later. Some researchers have suggested that school classes begin later in the morning ③to let teens ④to sleep more.

18. 다음 대화를 읽고 밑줄에 들어갈 말로 가장 알맞은 것을 고르세요.

A: I'm looking for a birthday gift for David, our English teacher.  
Do you have any ideas?  
B: Hmm... how about a model of Gyeongbokgung?  
A: Oh, that's a good idea! He like plastic models, \_\_\_\_\_?

①is he? ②isn't he?③does he? ④doesn't he?

19. 다음 글을 읽고 밑줄 친 부분이 틀린 것을 고르세요.

I visited Itaewon in Seoul with my family last weekend. We went to a Turkish restaurant. I saw a waiter ①to serve *dondurma*, Turkish ice cream, with a knife and a fork. ②Eating ice dream with a knife was very strange to me. When I tasted it, it was really chewy and hard. It didn't even melt at all until I ③finished eating it. It was ④the most unique ice cream I've ever had.

20. 다음 부분을 읽고 밑줄 친 부분이 틀린 것을 고르세요.

A: My family ①is going to travel to Bali next weekend.  
B: That sounds great. Are you going to fly there?  
A: Yes. ②Can you go shopping with me? I need a big bag for this trip.  
B: Sorry, but I ③can. I ④have to go and take care of my sister.

## APPENDIX B. Pre-Test: Multiple-Choice Items for Student B

1. One of my friend, Minji looked very frightened. She \_\_\_\_\_ a bug. She really hates a bug.

①see ②saw ③must see ④must have seen

2. As Seok-Joon loved cats, he was very \_\_\_\_\_ to visit a cat cafe.

①excite②excited③exciting④exites

3. Dan gets along with the new dog, Dandy. He loves \_\_\_\_\_ with the dog.

①play②to play③playing④to have played

4. I \_\_\_\_\_ good at playing sports, but my sister, Hyun-Yeong \_\_\_\_\_ good at singing.

①am. is ②am, are ③is. am ④are, am

5. The documentary ①was about a man ②who tried ③to live without doing any harm to ④environment.

6. Giok was born \_\_\_\_\_ January 11, 1901, \_\_\_\_\_ Korea was under the control of Japan.

①on, when ②on, where ③in, when ④in, where

7. Draw a shape on the paper, \_\_\_\_\_ cut it out. Put the shape on your T-shirt. Be careful when you use scissors, \_\_\_\_\_ you will get heart.

①and, and ②then, and ③and, or ④or, and

8. Today \_\_\_\_\_ my first day as a Green Kid. I started my first project day by taking the stairs instead of the elevator. I \_\_\_\_\_ great because my small effort saved electricity.

①was, feeled ②was, felt ③is, feeled④is felt

9. Using headphones can be dangerous \_\_\_\_\_ you can't hear cars coming. Listening to loud music too much is not good for your ears. You would suffer \_\_\_\_\_ hearing loss.

①since, because②because, because of ③because since ④since, since



10. Today, I saw the movie “Don’t cry Tones” in the theater. It was about Father Tae-Seok Lee \_\_\_\_\_built the hospital and the school in Southern Sudan. He was a person sacrificed everything for other people.

①who, who ②who whom ③whom, whom ④who, which

11. Jiho took his dog to the doctor because he thought that his dog looked not well. But the doctor told Jiho that a dog’s temperature is a little bit \_\_\_\_\_than human. And he said that he would get \_\_\_\_\_if Jiho tried to play with his pet more often.

①higher, better ②higher, best ③highest, better ④highest, best

12. “Hello, Ms. Fairchild,” the handsome man said with a smile. “Please excuse my right hand.” Then he raised his right hand a little. It \_\_\_\_\_to the left side of the other man.

①be handcuffed ②is handcuffed ③was handcuffed ④would be handcuffed.

13. 다음은 학교에서 원어민 선생님과 학생이 나누는 대화입니다. 대화를 읽고 빈 칸에 알맞은 말로 짝지어진 것을 고르세요.

A: Hi, Jisu. I \_\_\_\_\_seen you for a while.  
B: Hi, Mr. Williams! It’s so good to see you again! \_\_\_\_\_ you enjoy your vacation?  
A: Sure, I do! I enjoyed skiing at Pyeongchang. The scenary was so great.  
B: Oh, that would great!

①haven’t, Do, be ②have Do, be ③haven’t, Did, be ④have, Did, be

14. 다음 대화를 읽고 빈 칸에 들어갈 말로 알맞은 것을 고르세요.

A; Hey, MinSeo, are you busy today?  
B: Not really, why?  
A: Oh, actually I got two free movie tickets, so why don’t we go to the movies together?  
B: I’m really sorry, but, I am not feeling good today. I think I \_\_\_\_\_take some rest.  
A: Oh, that’s so sorry to hear that. You \_\_\_\_\_get some sleep.

①won't, should ② have to, should ③have to, can ④had better, will

15. 다음 글을 읽고 밑줄 친 부분 중에서 어색한 것을 고르세요.

①On the school boat, 40 seats for children were ②in the front and benches for ③little children were at the back. There ④was even computers and a library.

16. 다음 글을 읽고 밑줄 친 부분 중에서 어색한 것을 고르세요.

New words are ①made in many different ways. One ②interesting way of making new words is ③to use names. An example is *sideburns*, ④that comes from General Burnside. There are many words like sideburns in English.

17. 다음 글을 읽고 밑줄 친 부분 중에서 어색한 것을 고르세요.

This is how to make the bird in the cage. Prepare two ①pieces of paper and a pencil. On ②one piece of paper, draw a bird. On ③another, draw a cage. Then tape ④each piece of paper, back to back, to the top of the pencil. If you spin the pencil quickly between your hands, you can see the bird in the cage.

18. 다음 글을 읽고 밑줄 친 부분 중에서 어색한 것을 고르세요.

A: Excuse me. Is it OK ①if I bring my own food here?  
B: I'm afraid ②not. No food or drink from outside ③are allowed in the amusement park.  
A: You mean I can't take this sandwich with me?  
B: No. I'm sorry, ④but that's the rule here.

19. 다음 글을 읽고 밑줄 친 부분 중에서 어색한 것을 고르세요.

Hello, Hyun-Ah. This is your aunt. You're not ①answering your phone, so I'm leaving a message. Do you still want me ②go to the amusement park with you? We can go this Saturday. By the way, as you think the roller coaster is ③too scary, we'll get on the Ferris wheel instead. I'll try ④calling you back again later.

20. 다음 글을 읽고 밑줄 친 부분 중에서 어색한 것을 고르세요.

One of the most popular jobs for the Jungin class was ①being an interpreter. Interpreters often went to foreign countries with high-ranking officials to help them ②to communicate. People who wanted to be interpreters went to a national interpretation school. Many different languages were taught, but Chinese was ③the most important foreign language. In Chinese class, students studied with *Nogeoldae*, ④the first foreign language textbook in Korea.

## APPENDIX C. Pre-Test: Picture-Description Task for Student A

그림 묘사하기

아래 그림은 승호가 주말에 영화를 보러 갔다가 겪은 일을 순서대로 보여줍니다. 그림을 보고 승호가 어떤 일을 겪었는지 그리고 어떤 일이 일어났을지 상상해서 한 단락 분량으로 써 보세요.



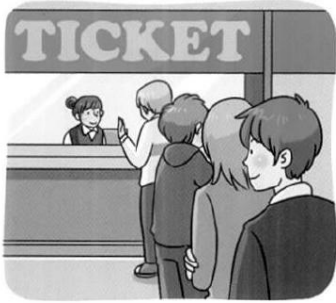
[예시]

Seung-ho went to the library to return his books in weekend. However, when he arrived at the library, he found out that he had left the book. It was on his desk. After that, He asked the librarian what he should do. He noticed that the book was on due date. Then, he explained to the librarian, returning to his home. He picked it up and visited the library again. It was one of the most embarrassing day during his life.

\*librarian: 도서관 사서

\*due date: 반납일

1



2

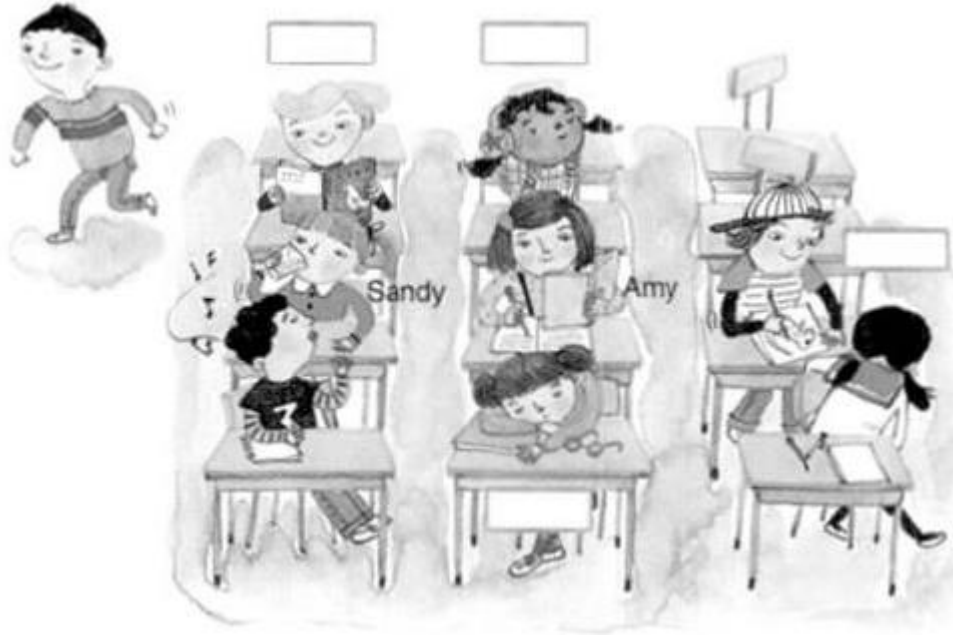


3



## APPENDIX D. Pre-Test: Picture-Description Task for Student B

다음은 주연이네 반의 모습을 보여줍니다. 그림 속 빈칸에 주연이의 친구들의 이름을 적고, 교실 안 풍경을 묘사해 봅시다.



There are nine students in the classroom, including JuYeon. Junho, right in front of Sandy is singing because he loves music. The student who is sleeping is Yumi. She put down her glasses. Amy, who is sitting behind Yumi is studying very hard. It seems that she is a very dilligent student. Yunho is going to somewhere, maybe a restroom. Juyeon is looking as Sam who is drawing a dinosaur on the sketchbook. The seat which is behind Sam is empty. Jane who is sitting behind Amy is listening to the music with her headphone. I am a little bit worried if the loud music would hurt her ears. Tom loves reading books and he reads the book everyday.

다음은 Anne 의 가족이 주말을 맞아 외식을 하고 있는 모습과 그 옆에서 화가가 그린 모습을 보여줍니다. 그림을 보고 한 단락 분량으로 써보세요.



## APPENDIX E. Pre-Test: Interview Questions

1. 학교에서 일주일에 몇 시간 정도 영어를 배우나요?
  - 1-1. 학교에 원어민 선생님은 계시나요? 계신다면 영어 수업 시간에 어느 정도 선생님을 만나나요?
  2. 학교 수업 이외에 따로 학원을 다니거나 과외를 받나요?
    - 2-1. 학원을 가거나/받는다면, 일주일에 몇 번 정도 가나요/받나요?
    - 2-2. 한 번에 얼마나 공부하나요?
    - 2-3. 학원이나 과외를 통해서 공부하는 내용은?
    - 2-4. 학원이나 과외에서 나오는 숙제로는 어떤 것들이 있나요?
  3. 학교 수업과 학원, 과외를 제외하고 혼자 영어를 공부하는 시간은 얼마나 되나요?
    - 3-1. 혼자 공부한다면 어떻게 공부하나요?
  4. 영어를 배우는데 특별히 어렵거나 힘든 점이 있었나요? 있었다면 어떤 점이 힘들었나요?
  5. 지금부터 선생님과 문법을 특별한 방식으로 배우게 될 텐데, 공부해 보고 싶은 문법 사항이 있나요?



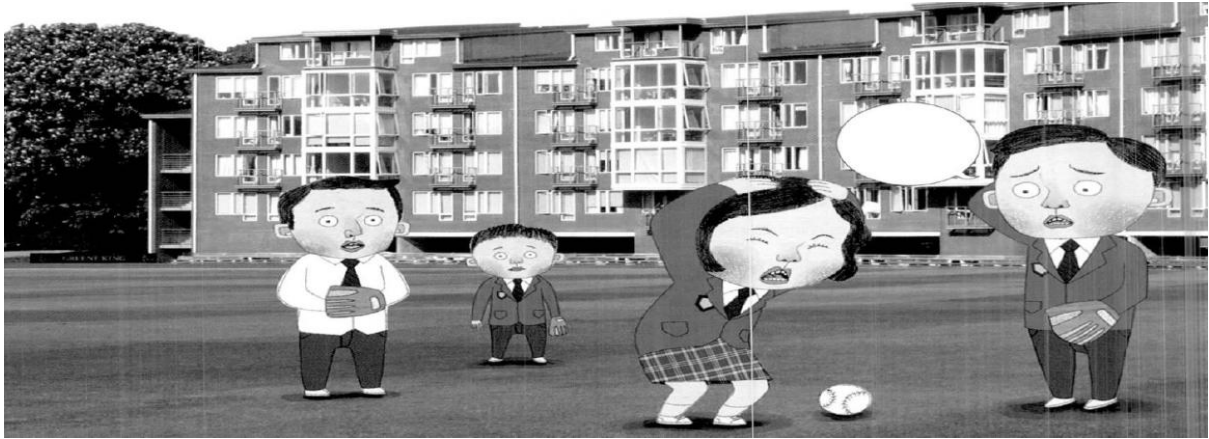
## APPENDIX F. Week 2 DA program for Student A

다음 그림은 수민이가 학교에 가다가 겪은 일을 보여주고 있습니다. 수미에게 어떤 일이 일어났는지 접속사를 사용해서 묘사해 봅시다.



## APPENDIX G. Week 2 DA program for Student B

다음 그림들을 보고 무슨 일이 일어났을지 그리고 등장인물들의 심리상태를 추측해서 묘사해 봅시다.



## APPENDIX H. Week3 DA program for Student A

다음은 여진이가 도서관에 가서 겪은 일입니다. 여진이가 느낀 일과 감정을  
접속사를 이용해서 묘사해 봅시다.

1



2



3



4



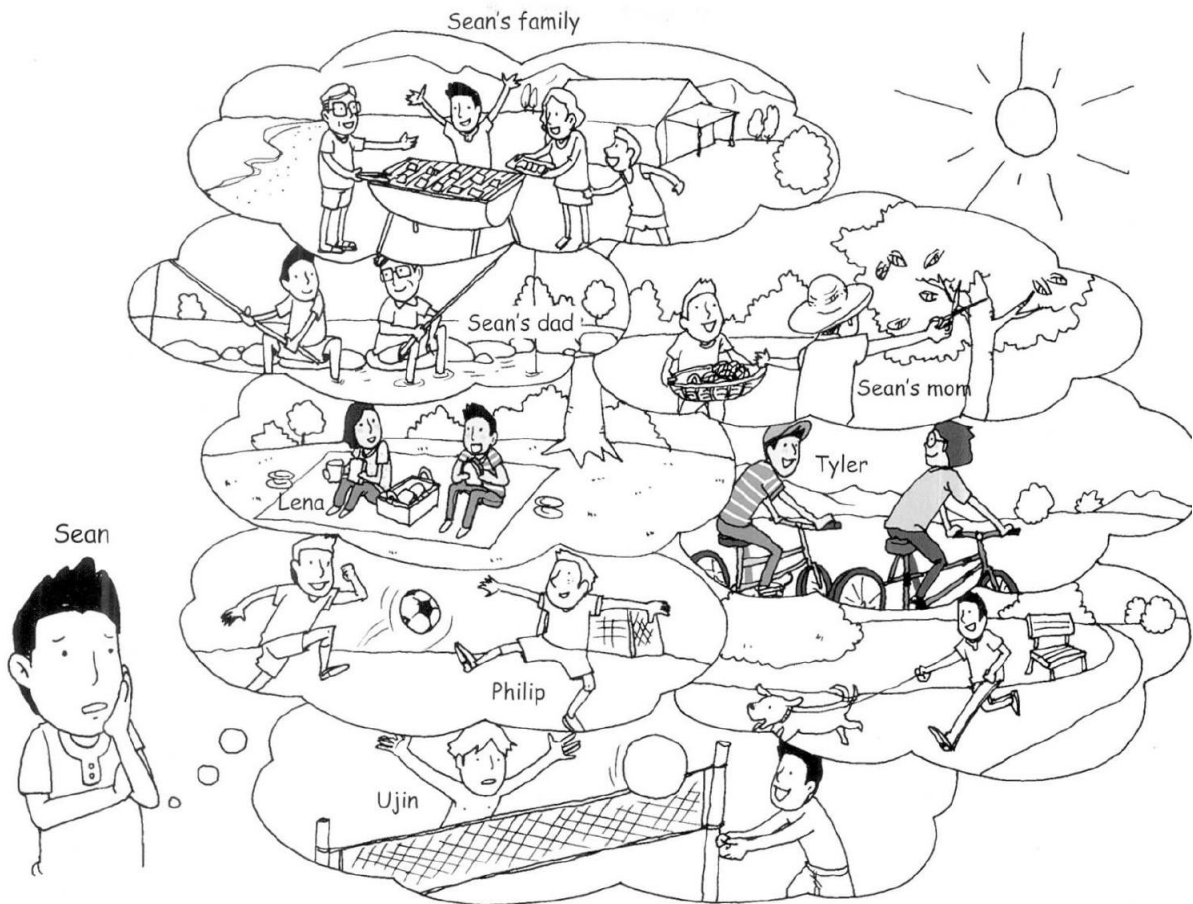
## APPENDIX I. Week 3 DA program for Student B

다음 그림에서 프랑스에서 온 Marie가 자신이 그린 그림을 Tom에게 보여주고 있습니다. 둘 사이에 어떤 일이 일어났는지 접속사와 감정 표현을 나타내는 -ed/-ing 형용사를 이용해서 묘사해봅시다.



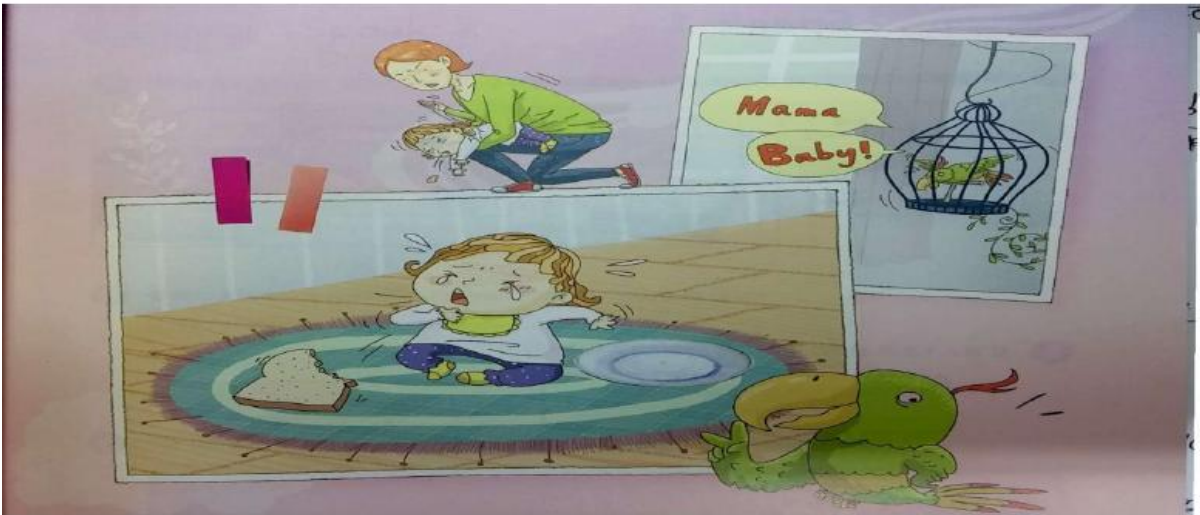
## APPENDIX J. Week 4 DA program for Student A

다음은 Sean이 휴일 동안 한 일을 보여줍니다. Sean이 휴일을 어떻게 보냈는지 접속사와 과거형을 이용해서 묘사해 봅시다.



## APPENDIX K. Week4 DA program for Student B

다음 그림은 한나와 그 가족들에게 일어난 일들을 보여줍니다. 어떤 일이 일어났는지  
접속사와 -ed/-ing 형용사를 사용해서 묘사해봅시다.



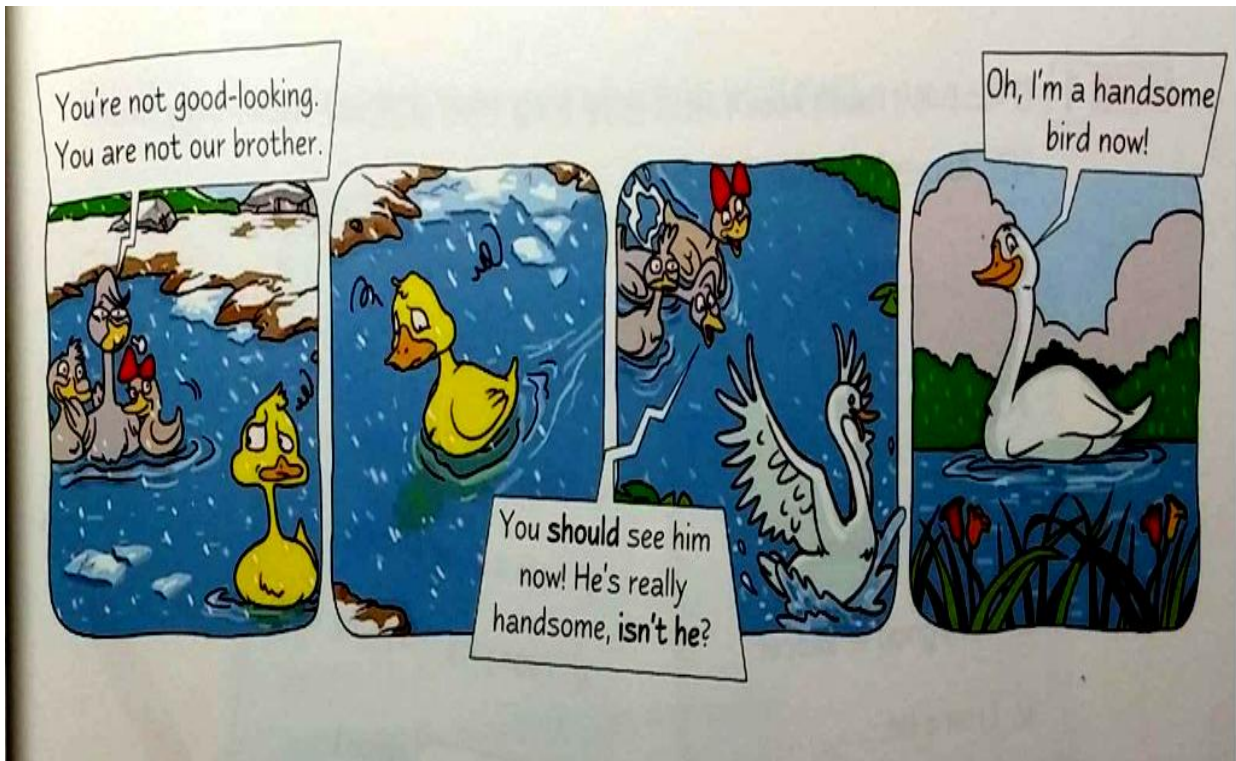
## APPENDIX L. Week 5 DA program for Student A

다음 그림을 보고 접속사와 과거형을 이용해서 등장인물들에게 어떤 일이 일어났는지 그리고 마지막 장면에서 어떤 일이 일어났을지 생각해서 묘사해 봅시다.



## APPENDIX M. Week 5 Enrichment Program for Student B

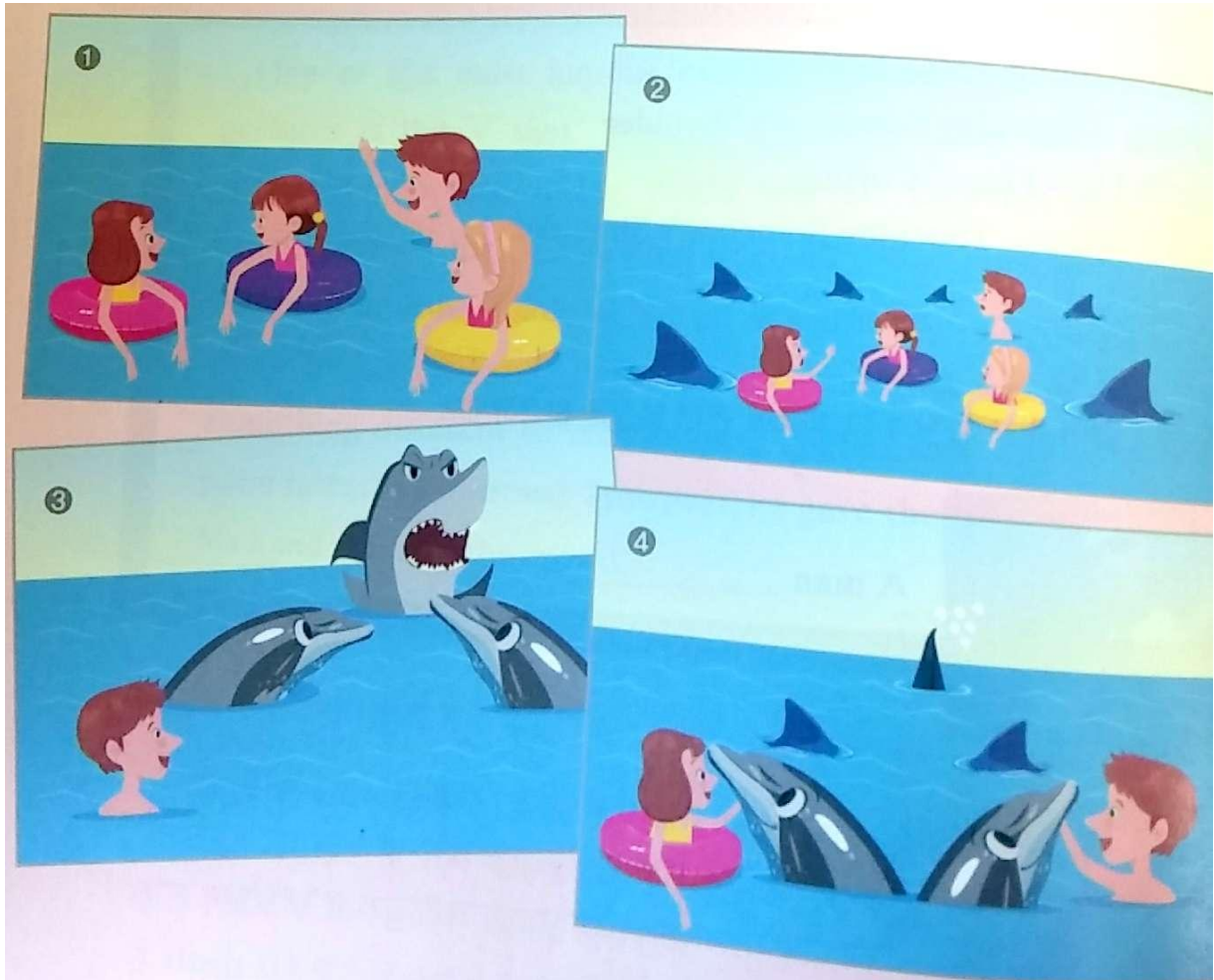
다음 그림을 보고 등장인물들에게 일어난 일을 과거형과 -ed/-ing 형용사를 이용하여 묘사해 봅시다.





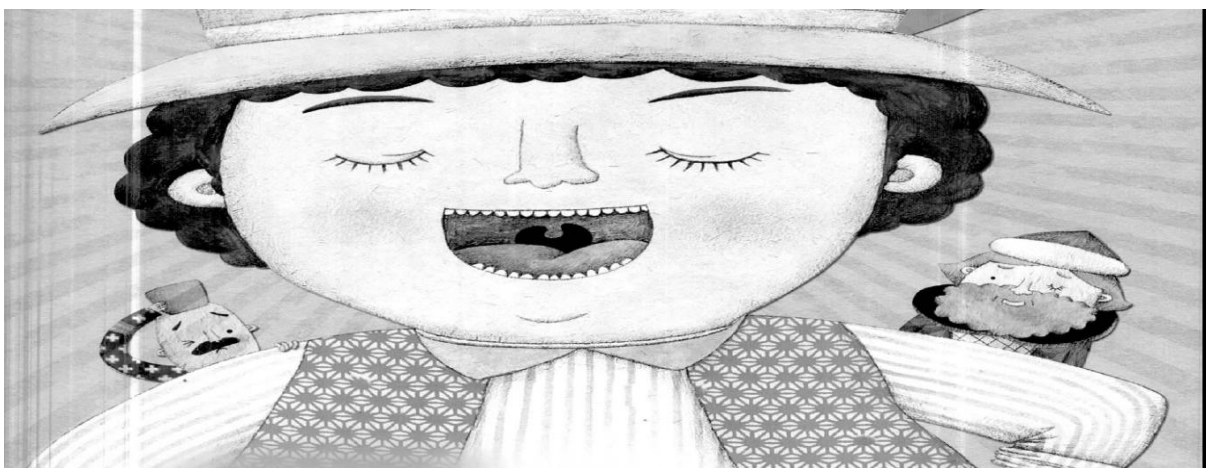
## APPENDIX N. Week 6 DA program for Student A

다음 그림들은 Tom의 가족들이 바닷가에 놀러 갔다가 겪은 일들을 보여줍니다. Tom의 가족들에게 어떤 일이 일어났는지 접속사와 과거형을 이용해서 묘사해 봅시다.



## APPENDIX O. Week 6 DA program for Student B

다음 그림은 양치기를 대신해서 왕과 신하가 양들을 돌보는 모습들을 보여줍니다. 그림을 보고 무슨 일이 일어났고 등장인물들이 어떤 감정을 느꼈는지 접속사와 감정표현을 나타내는 -ed/-ing 형용사를 이용해서 묘사해 봅시다.



## APPENDIX P. Week 7 DA program for Student A

다음 그림은 Jack이 겪은 일들을 보여줍니다. 그림을 보고 Jack이 어떤 일을 겪었는지 접속사와 과거형을 이용해서 묘사해봅시다.



## APPENDIX Q. Week 7 DA program for Student B

다음 그림은 Mike가 꿈 속에서 겪은 일들을 보여줍니다. Mike가 꿈 속에서 어떤 일을 겪었고 어떤 감정을 느꼈는지 접속사와 -ed/-ing 형용사를 이용해서 묘사해 봅시다.



## APPENDIX R. Post Test: Picture-Description Task for Student A

다음 그림은 빨간 모자가 겪은 일들을 보여줍니다. 빨간 모자에게 어떤 일이 있었는지 과거형과 접속사를 이용해서 묘사해봅시다.



## APPENDIX S. Post-Test: Picture-Description Task for Student B

다음 그림은 승욱이가 새 학기가 시작한 첫 날 겪은 일들을 보여줍니다. 승욱이에게 어떤 일이 일어났을지 접속사와 -ed/-ing형용사를 이용해서 묘사해봅시다.

Reading Time

### Meeting New Friends

Oh, no. It's 8:30. I'm late.

Ouch!

Oops! I'm sorry. Are you okay?

Yes, I'm fine.

Thank you.

You're welcome.

Oh, this is not mine. Is this yours?

Yes.

Who is that girl? Is she a new student? She's so cute.

**Questions**

- 1 Where is the boy going?
- 2 Does he know the girl?

**New Words**

late student cute

Meeting New Friends 15

## APPENDIX T. Posterior Interview

1. 지금 고등학교에서는 일주일에 몇 번 영어를 배우고 있나요?
  - 1-1. 고등학교에서는 어떤 방식으로 영어를 배우고 있나요?
  - 1-2. 고등학교에 원어민 선생님은 계신가요?
2. 학교 수업 이외에 영어와 관련해서 사교육을 받고 있나요?
  - 2-1. 받고 있다면 어떤 종류인가요? (과외, 학원 등)
  - 2-2. 일주일에 몇 번, 그리고 한 번에 어느 정도 수업이 이루어지나요?
3. 학교 수업과 사교육을 제외하고 영어를 혼자 공부하는 시간은?
4. 현재 고등학교에 들어가서도 영어를 다양한 방식으로 배우고 있는데, 방학동안에 참여한 프로그램이 영어를 배우는데 어떤 도움을 주었을까요?
  - 4-1. 방학동안에 참여한 프로그램이 영어 문법을 배우는데 어떤 도움을 주었을까요?
5. “영어 시험” 혹은 “영어 평가”라는 말을 들었을 때 떠오르는 생각이나 느낌은?
  - 5-1. 지난 겨울 방학 동안에 선생님이 단서를 제공하는 방식으로 과제를 혼자 해결해 보았는데, 기존의 영어 시험과 비교해 보았을 때 차이점은? 이에 관해 느낀 점은?

## 국 문 초 록

본 연구에서는 문법과 관련하여 역동적 평가 프로그램에 참가한 두 명의 한국 중학교 학생들을 대상으로 사례연구를 실시하였다. 이 2명의 학생들은 서울 출신으로, 해외 학습경험과 쓰기 과업을 수행할 수 있을 정도의 영어 능력을 기준으로 선발되었다. 이 학생들의 통사적 발달을 주의 깊게 살펴보기 위해 질적 연구 방법을 사용하였다. 본 연구에서 사용한 자료 수집 방법으로는 그림 묘사하기 과업을 사용하였으며 소개하면 다음과 같다. 먼저, 학생들은 사전검사를 통해 밝혀진 취약한 문법 형식과 주어진 그림을 이용해서 한 문단 분량의 글쓰기를 하였다. 그 다음에 중재자가 학생들의 글을 읽고 배우고자 하는 문법 사항과 기타 문법 사항에서 학생들이 만든 오류를 파악하였다. 다만, 이 단계에서는 학생들의 오류를 직접적으로 고치지는 않았다. 이후, 미리 설정한 중재 단계에 근거해서 중재를 제공하여 학생들이 스스로 자신의 오류를 고치게끔 유도하였다. 학생과의 개별 면담 시간이 끝난 후, 면담녹음 파일을 전사하여 문법 사항과 관련된 일화들을 분석하였다.

본 연구에서 도출된 결과는 다음과 같다. 첫째, 역동적 평가를 실시하는 동안 중재자였던 연구자는 다양한 중재유형을 다양한 빈도로 사용하였다. 둘째, 학생들의 영어 능숙도와 학생들이 배우고자 했던 목표 문법항목의 특성이 중재유형의 효과에 영향을 미쳤다. 셋째, 학생들은 한국어와 영어를 중재 도구로서 사용했는데, 학생에 따라서 문어와 구어를 다른 비율로 사용하였다. 마지막으로, 교사가 역동적 평가 안에서 학생의 언어 발달을 돕는 중재자로서 역할을 수행하였다.

이러한 연구 결과를 바탕으로 다음과 같은 시사점을 도출할 수 있다. 먼저, 중재는 학생들의 언어발달에 교육적으로 효과가 있다. 둘째, 한국 교육 상황에서 역동적 평가를 시행하기 위해서는 다양한 현실적인 어려움들을 극복해야 한다. 마지막으로, 역동적 평가는 영어 선생님의 전문성을 개발하기 위한 도구가 될 수 있다.



주요어: 역동적 평가, 문법교육, 중재, 자기 조절, 피드백

학 번: 2015-23170