인터넷 도구와 소프트웨어 활용 쓰기 학습 연구

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요 약

본 연구의 목적은 영어 쓰기 학습 향상을 위한 도구로서 인터넷 활용과 소프트웨어의 영어 수업에 도입함으로써 얼마나 효과적이고 효율적인 교육이 될 수 있는지 연구하고자 한다. 첫째로 영어 쓰기에 관한 기존 연구들의 비교 분석과 연구 배경을 기술하고 둘째, 인터넷 도구들을 이용하여 영어 쓰기 과제 학습에 얼마나 효율적인지 기술하고자 한다. 이것은 인터넷 게시판에 주어진 어휘나 동사들을 가지고 문장을 완성해가는 과제를 예로 들 수 있다. 셋째, 이 연구는 인터넷 도구와 소프트웨어를 이용할 경우 오프라인 수업과 비교하여 학습자의 수업 태도와 적극성에 어떠한 변화가 있는지 비교 분석하고자 한다. 오프라인 수업에서와는 달리 웹사이트, IRC (Internet Relay Chat), 다양한 인터넷 도구와 여러 영어 말하기 및 듣기 실력향상을 위한 다양한 소프트웨어 활용이 학습자의 쓰기 실력 향상과 태도에 있어서 매우 중요한 영향을 미치고 있음을 알 수 있다.

키워드: 인터넷 도구, 소프트웨어, 쓰기 학습, 인터넷 활용

English Writing Education based on Internet Tools and Software

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Abstract

The purpose of this paper is to explore how effectively can learners improve their written skills in English language classrooms with the application of internet tools and software. First, the study compares and analyzes existing research on English writing and describes research background. Second, the study describes how internet tools can be used effectively in the English writing classrooms. For example, learners pick up vocabulary on the internet bulletin board and create sentences using the vocabulary. Third, the study analyzed changes in learners' in-class attitudes towards software and internet tools using comparative measures of performance. Unlike with offline instrumented classes, the in-class application of diverse software and internet tools such as websites and IRC (Internet Relay Chat) had a major impact on the improvement of learners' writing skills.

Keywords : Internet tools, Software, English writing, Instrumented classes

1. Introduction

This existing study for English writing has been designed to encourage individual teachers to make effective use of the internet tools and software. Including the internet in an effective writing environment can enhance the quality of children's writing.

It increases English class to be motivated to learn. The magic that technology holds for students provide enjoyment, impact, and appeal. It provides another way in which students can enjoy learning.

Internet tools empowers the writer and enhances self-esteem. As students develop their skills in using the computer, they

increase their independence and control in developing their own writing skills. The software can allow students to take control of their learning and set their own goals.

Writing is enhanced when the optimum conditions for language learning are established, and when using the internet tools is integrated with the writing process.

Students must be the relevance of the technology to writing. They should see computer technology as a natural part of their school and classroom environment and have ready access to it.

The Internet tools and software for English learning is a powerful writing medium. Its, however, must be integrated within quality writing program that include sound management techniques and good teaching practice.

By using interactive multimedia, a student is able to engage his or her mind fully while receiving immediate feedback. Best of all personal software provides flexibility, making it possible to learn on your own terms.

2. Writing with Technology

2.1 Writing Technology

In the last decade there has been a dramatic shift in the way teachers teach writing. This has come about through an increased awareness of how students learn and how "real writers" write.

In recent studies, positive findings have been reported that students had positive attitudes toward using the Internet for learning (Choi, 2011; Abedalaziz, 2013). In the past teachers invariably responded to the finished product, and marked it in terms of its weakness. Understanding the processes involved in writing was not usually considered important and teachers provided little help while students were writing.

The teaching of writing was seen as introducing students to a set of discrete skills that could be taught in isolation and then applied to their own writing (Flynn, 1997).

Writing is not seen as an interactive and development learning process where students are helped to go through a number of stages from forming intentions, to drafting, to revising, to publishing (Sullivan & Pratt, 1996). As shown in Table 1, young learners think that computer-based writing instruction in class would enhance their overall writing skills. Overall, 88% of teens feel that computer-based writing tools would improve their writing abilities, similar to the 76% who feel the same way about non-computer based writing class.

<Table 1> Computer-based Writing Class

	Improved a lot	Improved somewhat	Improved a little	Not improved
Computer based writing class	38%	40%	10%	11%
Non-Computer based writing class	28%	33%	15%	23%

Internet tools can contribute to an interesting and lively environment where students will want to write, the teacher continues to have the central role in establishing an environment that encourages writing as a valued means of communication (Tella, 1992). This kind of technology allows the students to write their essay and to change text easily searching for the information from the aid of software and many websites.

2.2 Pragmatic competence

This study seeks to investigate whether pragmatic competence can be successfully taught in EFL classrooms. That is to say, pragmatics is defined as the study of communicative action in its sociocultural context. From this definition, we can see that pragmatics plays a quite important role in SLA. Moreover, in order to communicate successfully in a target language, L2 learners need to develop pragmatic competence. Kasper (1997) reports that L2 learners, especially adult NNSs, do possess a lot of pragmatic information through positive transfer of their L1 and some pragmatic knowledge is universal.

The studies (e.g. Olshtain and Cohen, 1990; Morrow, 1996) that examined whether the selected pragmatic features were teachable found it indeed to be the case, and comparisons of instructed students with uninstructed controls reported an advantage for the instructed learners. Some other studies (e.g. House and Kasper, 1981; Tateyama, 2001) comparing the relative effect of explicit and implicit instruction found that students' pragmatic abilities improved regardless of the adopted approach, but the explicitly taught students did better than the implicit groups.
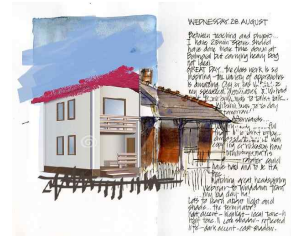
3. Resources of Internet Tools and Software

3.1 Internet tools

While the focus of this resource is on making use of internet tools, other software is available which can also enhance writing and learning across the curriculum.

As illustrated in figure 1, sometimes called adventure games, interactive fiction is a computer version of the familiar pick-a-path story in which the user becomes the main character, selecting options to be taken and facing the consequences of decisions made (Halio, 1990). Interactive fiction stimulates ideas for writing across the curriculum and provides a model for students to develop their own twist-a-plot stories.

(Figure 1) Example of Student's Work using Graphics Software

It need not use the familiar dungeons stereotypes but can incorporate real-life situations and raise problems of ethical choice. It enables the development of a range of skills, including reading and study skills and problem-solving strategies.
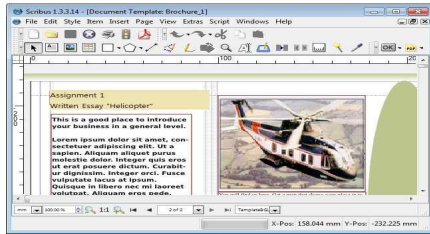
3.2 Database and software

A database is a program which stores information as separate records or fields. Using a database enables to search, gather, organize, manipulate, and store information which may be used across the curriculum in investigative research reports and projects.

(Figure 2) Example of Student's Graphic Project

Graphics software can be used to create students' original art, or to modify pictures which already exist. These pictures can be used as motivation for writing, in desktop

publishing, or printed out and used to illustrate writing (Schultz, 2000). However, it is often preferable to use students' own hand-drawn pictures.

(Figure 3) Example of Student's Written Project using Graphic Program

Spreadsheets and graphing programs allow students to generate graphs of their collected data which they can include in their writing.

Students' own adventure stories can be written either internet tools or a specific adventure story writing program. Such programs enable students to write branching stories which can combine graphics, pictures, or drawings.

4. Data Instruments

A quasi-experimental, pretest/posttest design is adopted. Discourse completion test (DCTs) were employed to elicit the main data in the pretest and posttest sessions. The follow-up written retrospection data are collected from the participants after the posttest. The situations in Takahashi (1995, 1996) were adopted as the target situations to be assessed in the pretest and posttest, but only one type was included: situations in which English NSs supplied (through DCTs) biclausal forms as the appropriate request strategies.

4.1 Participants

The participants are 24 university students. They are all English majors (junior or senior). They have received formal classroom instruction in English for about 7 to 10 years in Korea. None of them are supposed to have any experience of staying in English-speaking countries. In order to know the exact English proficiency of the participants, an English proficiency test is conducted to determine equivalence of the two groups in terms of their English proficiency before the pretest.

Two types of treatment materials are prepared for the study. One is handouts in which details metapragmatic information on the target request forms is provided. And the other type of treatment is a short video which involves two English NSs, giving a NS' example in the situation of APO and MAE. The transcript of the video is also prepared to the students so they can get the explicit information about the video.

4.2 Data Collection Instruments

The data are collected by another teacher, who teaches another subject of the same class. He/she is present during all the three classes as a non-participant observer and is supposed to observe classroom interactions and make notes but not get involved in the classroom interactions. He/she also needs to collect all the classroom test papers for the researcher.

<Table 2> Computers Impact Students' Writing

DO YOU THINK USING A COMPUTER FOR WRITING MAKES YOU ..	Strongly Agree	Agree	Disagree
Can write better as I can edit easily	67%	12%	20%
Can present ideas clearly	40%	18%	41%
Can be creative	46%	23%	30%
Can write fast and save time	75%	21%	3%

Data were analyzed both quantitatively and qualitatively. Differences between means were

tested to establish whether the groups were of a similar composition and if they differed with respect to participant recall and reading comprehension of the text. Chi-Square tests were used to examine the effect of format difference on the participants reported extent of understanding the text, and whether the format of the text had an impact on the way in which the participants read the material.

The first step of the study is to give a 1-hour pretest, in which the students are supposed to cope with the situation of the APO and MAE by using their own knowledge. The APO situation is given to students directly. They need to write down on the test papers what they think is the proper way to communicate in this situation. After this, they need to perform in groups of 2 in the situation of the MAE (role-play).

5. Discussion and Conclusions

In the rest of the first class, the teacher explains briefly about the target request forms by using the handouts for about 1 hour. Secondly, in the next day's class, the teacher explains thoroughly about English requesting by using the handouts for about 1.5 hours, including a briefly review of what has been taught on the day before. Then, the video about the APO and MAE is presented to the students to improve their understanding of this specific speech act.

For many, learning any new technology can be quite intimidating. However, using the computer in the classroom does not require any special technological skills. Nor is it essential for the teacher to undertake a crash course in using the computer before it is used in the classroom.

Developing skills in using internet tools and software in learning programs is a gradual process requiring time and regular opportunities for using the technology. Using

the computer in the classroom provides opportunities for co-operation and discovery for both teachers and pupils who are in essence co-learners in the process.

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