ผลของการใช้เทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์ที่มีต่อ
การเรียนภาษาอังกฤษของนักเรียนไทย

นางสาวลาวัลย์ อยู่วิวัฒน์

THE EFFECTS OF STUDENT TEAMS ACHIEVEMENT

DIVISION ON THAI STUDENTS' ENGLISH

LANGUAGE LEARNING

Lawarn Yoowiwat

A Thesis Submitted in Partial Fulfillment of the Requirements for

the Degree of Master of Arts in English Language Studies

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Master of Arts.

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ลาวัลย์ อยู่วิวัฒน์ : ผลของการใช้เทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์ที่มีต่อการเรียน
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273 หน้า.

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการเรียนแบบร่วมมือโดยใช้เทคนิคแบ่งกลุ่มคละ
ผลสัมฤทธิ์ที่มีต่อการเรียนภาษาอังกฤษของนักเรียนไทย   กลุ่มตัวอย่างในการวิจัยครั้งนี้ประกอบ
ด้วยนักเรียนทั้งหมด 67 คน โดยแบ่งออกเป็น 2 กลุ่ม คือกลุ่มควบคุมจำนวน 34 คน และกลุ่ม
ทดลองจำนวน 33 คน กลุ่มตัวอย่างเป็นนักเรียนชั้นประถมศึกษาปีที่ 5 ซึ่งกำลังศึกษาอยู่ในโรงเรียน
ประถมศึกษาแห่งหนึ่งในภาคตะวันออกเฉียงเหนือของประเทศไทย ในภาคเรียนที่ 2 ปีการศึกษา
2549   โดยกลุ่มตัวอย่างที่อยู่ในกลุ่มควบคุมนั้นได้รับการสอนด้วยวิธีการสอนไวยากรณ์และแปล
โดยครูสอนภาษาอังกฤษชาวไทยที่โรงเรียน ส่วนกลุ่มทดลองนั้น สอนด้วยวิธีการเรียนแบบร่วมมือ
โดยใช้เทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์ และสอนโดยผู้วิจัย เครื่องมือที่ใช้เก็บผลการวิจัยครั้งนี้ได้แก่
แบบทดสอบก่อนเรียนและหลังเรียน   แบบทดสอบตามแผนการสอนในใช้เทคนิคแบ่งกลุ่มคละ
ผลสัมฤทธิ์ แบบสอบถาม การสัมภาษณ์ และการบันทึกภาพวีดีโอในการเรียนการสอน ทั้งนี้
นักเรียนทั้งสองกลุ่มจะทำแบบทดสอบก่อนเรียนและหลังเรียนเพื่อที่จะเห็นถึงผลลัพธ์ของการเรียน
ด้วยวิธีที่ต่างกัน นอกจากนี้นักเรียนทั้ง 2 กลุ่มจะถูกบันทึกภาพวีดีโอในการเรียนการสอน แต่กลุ่ม
ทดลองจะทำแบบทดสอบตามแผนการสอน ทำแบบสอบถาม และเข้ารับการสัมภาษณ์เพื่อการเก็บ
ข้อมูลในครั้งนี้ด้วย โดยผลการวิจัยพบว่า

1. นักเรียนในกลุ่มทดลองที่ได้รับการสอนด้วยวิธีการเรียนโดยใช้เทคนิคแบ่งกลุ่มคละผล
    สัมฤทธิ์มีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ สูงกว่านักเรียนที่ได้รับการสอนด้วยวิธี
    การสอนไวยากรณ์และแปลอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

2. นักเรียนในกลุ่มทดลองรับรู้และเข้าใจในการเรียนแบบเทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์
    ในแง่ดี โดยให้มุมมองต่อการเรียนว่าเทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์นั้น มีประโยชน์
    สนุก น่าสนใจ มีคุณค่า และชัดเจน นอกจากนี้นักเรียนยังอยากที่จะแนะนำเทคนิค
    แบ่งกลุ่มคละผลสัมฤทธิ์ในวิชาอื่นๆอีกด้วย โดยขั้นตอนที่ 2 ของเทคนิคแบ่งกลุ่มคละ

ผลสัมฤทธิ์ คือ กลุ่ม เป็นขั้นตอนที่นักเรียนชอบมากที่สุด เพราะนักเรียนสามารถ
ปรึกษาเพื่อนในกลุ่มในระว่างเรียนได้

สาขาวิชาภาษาอังกฤษ   ลายมือชื่อนักศึกษา _____

ปีการศึกษา 2550   ลายมือชื่ออาจารย์ที่ปรึกษา _____

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม _____

LAWARN YOOWIWAT : THE EFFECTS OF STUDENT TEAMS

ACHIEVEMENT DIVISION ON THAI STUDENTS' ENGLISH

LANGUAGE LEARNING. THESIS ADVISOR : JITPANAT

SUWANTHEP, Ph.D., 273 PP.

STUDENT TEAMS ACHIEVEMENT DIVISION/ENGLISH LANGUAGE/

LANGUAGE LEARNING/ENGLISH LANGUAGE LEARNING

This research aims to investigate the effects of STAD in increasing students'

English learning achievement and to examine students' perceptions of STAD in the

English language classroom. There were 67 participants in this study who were

divided into one control group of 34 students and one experimental group of 33

students. They were grade five students who were studying at one primary school in

Northeastern Thailand in the second semester of the academic year 2006. The

students in the control group were taught by the grammar translation method and by

their non-native English teacher. The students in the experimental group were taught

by the STAD method and by the researcher. The instruments for collecting the data in

this study were as follows: pre-test and post-test, quizzes of STAD lessons,

questionnaires, interviews and video-tapes. Both groups of students were given the

same pre-test and post-test in order to see the effects of learning by the different

methods, moreover, they were also video-taped in order to see the actual classroom

situation and method of instruction. The quizzes from the STAD lesson plans,

questionnaires and interviews were only used with the experimental group. The results of the research findings are as follows:

1. As regard to the students' English learning achievement, the students who studied using STAD had significantly higher achievement than those students who studied through the grammar translation method at 0.01 level of significance.

2. The students in the experimental group showed positive perceptions on using STAD in the English language classroom. They viewed STAD as 'much' useful, fun, interesting, worthwhile and clear. Moreover, they would like to recommend STAD to other classes. The teams component was their most favorable component because they consulted each other while studying.

School of English   Student's Signature _____

Academic Year 2007   Advisor's Signature _____

                                                      Co-advisor's Signature _____

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Lawarn Yoowiwat

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CHAPTER 1

INTRODUCTION

This chapter consists of nine sections. The first section explains the background and the rationale of the research study. Next, a statement of the problem is presented in the second section. The third section presents the purposes of the study. Also, research questions and hypotheses are provided in the fourth section. The fifth section explains the significance of the study. The sixth section consists of the scope of the study. Then, the expected outcomes are presented in the seventh section. The eighth section consists of the definitions of the terms used in the research. Finally, the last section is a summary of this chapter.

1.1 Background and rationale

English has been taught as a foreign language for a long time in Thailand. English education was firstly start in Thailand during the reign of KING RAMA IV, although only for the royal family. Then, English language teaching spread into the Thai educational system and was firstly taught as a foreign language in public schools in 1978 (Prapaisit, 2003). Traditionally, a typical English classroom in Thailand was conducted by a teacher using the grammar translation or audio-lingual method (Saengboon, 2003). Most English language classrooms in the Thai educational system focused traditionally on the teachers rather than the students.

Students were taught to be passive, obedient and to listen to their teachers (Nonkukhetkhong & Baldauf, 2006).

According to a Ministry of Education regulation in 1997, students have to study English from grade 1 and English instruction should be based on a learner-centered approach. As a result, there was a change from the traditional curriculum to a learner-centered curriculum. However, as the learner-centered curriculum is a collaborative effort between teachers and learners, the learners are involved in the decision-making process regarding the content of the curriculum and how it is taught (Nunan, 1988). Given this, the learner has power and responsibility in controlling his own learning. On the other hand, in a teacher-centered approach, the teacher has more control, power, as well as responsibility, and also is seen as the instructor and decision-maker. To see the differences between teacher-centered and learner-centered approaches, Theroux (2001) compares the differences between teacher-centered and learner-centered approaches as follows:

Table 1.1: Comparison of the teacher-centered and learner-centered approaches
(Theroux (2001): http://www.cssd.ad.ca/tech/learn/collaborative.html)

Teacher-centered approach	Learner-centered approach
1. The environment is teacher-centered.	1. The environment is learner-centered.
2. The teacher is in control.	2. Students are in control of their own learning.
3. Power and responsibility are primarily teacher-centered.	3. Power and responsibility are primarily student-centered.
4. The teacher is the instructor and decision-maker.	4. The teacher is a facilitator and guide. The students are decision-makers.
5. The learning experience is often competitive in nature. The competition is usually between students. Students resent others using their ideas.	5. Learning may be co-operative, collaborative, or independent. Students work together to reach a common goal. Students compete with their own previous performance, not against peers.

In addition, the 1996 English curriculum (Ministry of Education, 1997) states that each school should have its own program for teaching students. The school should design and plan instructions to teach its students appropriately. Learning may be co-operative, collaborative, or independent. In addition, students work together to reach a common goal, and they willingly help each other by sharing or exchanging skills and ideas (Sanghirun, 2002). Moreover, the English curriculum also states that English in Thailand should be taught based on the communicative approach and should promote the learning of all four skills: listening, speaking, reading, and writing. Students should be able to communicate correctly and appropriately. In fact, Communicative Language Teaching (CLT) has been a part of Thailand's English curriculum for a long time as it was first introduced with the English curriculum in 1978 (The Ministry of Education, 1997). As regard the nature of CLT, Nunan (1988) summarizes its characteristics as follows: firstly, CLT focuses on meaning which is related to communicative functions. Secondly, authentic materials are used in CLT. Thirdly, teaching methods are based on learner-centeredness. Fourthly, learners are negotiators of meaning rather than forms. Finally, there is the use of pair or group work. Even though CLT has been a part of Thailand's English curriculum, Prapaisit (2003) argues that CLT has been the written goal of English teaching in Thailand for many years; however, CLT is not widely implemented in the English language classroom. In reality, many students are still taught by the grammar translation method.

In terms of learning and teaching English, the educational reform of 1999 states that the learning and teaching of English at all levels should be based on a learner-centered approach. Also, the learner-centered approach should be

implemented in the English language classroom, instead of the teacher-centered approach. According to the educational reform (Office of the National Education Commission, 1999), most Thai learners should learn English to improve their communicative competence; they should develop their English competence through communicative activities. From these statements it can be seen that the Ministry of Education has realized the problems and has initiated the educational reform in order to train students to be skilled in both academic and authentic usages of English.

Basically, English is taught as a foreign language to Thai students from grade one. The aims in teaching and learning a foreign language are to increase linguistic competence and communicative competence in various situations or purposes such as daily life or jobs. Moreover, learners should use language effectively and appropriately. Thus, appropriate language teaching and learning in Thailand should encourage learners to use the target language both in and out of the classroom. There should be various activities for attaining the goals in teaching and learning, for example, practicing skills activities and training the learners to learn the language by themselves, which will lead to learner-independence and life long learning. One important goal of the educational learning reform is that learners should be able to use a foreign language as a tool for extending their knowledge and education, as well as their future career.

According to Thai benchmarks (Ministry of Education, 2001), learners in primary and secondary education are divided into 4 levels based on the learners' language ability and proficiency - preparatory level (grade 1 to 3), beginner level (grade 4 to 6), developing level (grade 7 to 9) and expanding level (grade 10 to 12). To teach foreign languages to students, teachers and practitioners should focus on

learning standards which reflect the instructional practice. The learning standards for foreign language learning provide a gauge for measuring the learners' improvement. The learning standards support the ideal of extended sequences of study that begin with elementary education and continue through secondary education and beyond. The learning standards identify four goal areas: communication, culture, connections and communities. Firstly, communication is the ability to communicate effectively and fluently. Learners should not focus only on grammar or vocabulary, but also they should be able to communicate in meaningful and appropriate ways. Secondly, learners should have a knowledge and understanding of the cultures of the foreign language. They should master both foreign language and cultural contexts in the foreign language. Next, learning foreign language provides connections to the learners. They should connect new knowledge to their background knowledge. Finally, learners should be able to participate appropriately in multilingual communities at home and around the world.

In summary, the learning standards provide a base for organizing the curriculum, teaching, and assessing learners' performance. According to the Ministry of Education (2001), schools or institutions should plan their own lesson plans; however, the lesson plans should have the same format and cover the content area prescribed by the Ministry of Education.

1.2 Statement of the problem

From the content stated in the National Education Act in 2002 (Ministry of Education, 2004), there should be a focus on learner-centeredness. In reality, there are

problems that should be considered and resolved concerning the current situation in the teaching and learning English in the classroom in Thailand. Even though English learning should be based on a learner-centered approach, most teachers still function as controllers in the classroom. In other words, teaching and learning are mostly based on the teacher-centered approach. There are differences between the learner-centered approach and the teacher-centered approach. Nunan (1988) claims that the learner-centered approach especially focuses on learners' needs and interests. In terms of the teacher-centered approach, teachers are seen as the major drivers in the classroom. However, Prapaisit (2003) found that there are problems in the implementation of a learner-centered approach in the Thai classroom. It is found that most teachers used no group work or pair work, which is one of the most important features of communicative language teaching. Those teachers were highly teacher-centered.

In reality, it is found that the English classroom in Thailand is still teacher-centered though the teacher tries to implement the learner-centered approach in order to encourage students to learn as indicated in the National Education Act (2002) and English curriculum (Ministry of Education, 2004). In a discussion with one primary school English teacher in a school in the Northeast of Thailand on the topic of the differences between teacher-centered and learner-centered approaches, the discussion revealed that the teacher still used a highly teacher-centered approach in the classroom. The researcher then went to the school where the teacher was teaching and observed the classroom. From the observation, it was found that the classroom tended to be more teacher-centered rather than learner-centered as the teacher had suggested. The teacher gave reasons why the classroom was still highly teacher-centered. Firstly, it was because of the number of students: there were about 30 students in one

classroom. Moreover, students' range of ability was diverse so it was not easy for her to take care of her class. Although the number was not too large, it took a long time to give individual attention to students. When she explained the content, she often wrote on the board so that the students could see and take notes. This was one problem because the students would pay more attention to what the teacher wrote on the board rather than to the teacher's explanation of the learning content. Moreover, the content was very large and it took a long time to teach the lessons thoroughly. Time was one constraint because the teacher spent a lot of time in explaining the content and translating the text, so there was little time left for students to ask questions. Moreover, the teacher always decided what students should learn in the classroom. However, one problem was students' levels of achievement. She said that students had low learning skills, even though she worked hard to helping them. Frequently, students did not understand the assignments so she had to spend more time to explain them. Moreover, she had to explain the questions and how to answer them as well. She also added that when she asked the students what they wanted her to teach and how they wanted her to teach, the students were not able to give an opinion.

This primary school was in the Northeast of Thailand, where students studied English from grade one as stated in the English curriculum. Based on interviews with the English teacher and classroom observation, it was found that the teacher used a teacher-centered approach in her English language classroom, although the teacher had tried to implement a learner-centered approach in the classroom. The teacher was still a major driver of the classroom, while most students were passive learners. Usually, the teacher controlled and did everything in the classroom. However, when the teacher asked students what they should learn or do, there was always no

comment from the students. Students always saw the teacher as someone who knew everything. There were hardly any questions from the students even though there was time for them. If there was a question, it was always a question from the same students. It was also found that it was always the same students who volunteered and were willing to answer the teacher's questions.

In the classroom; however, it was found that students paid little attention to teaching and learning. Some of them did not even know what the teacher was talking about. They did not even know when the teacher called them to answer. The teacher said that they just sat, wasted their time, and waited for the end of the class. Thus, the teacher was concerned about the situation and wanted to find a way to help these students. According to the interviews with the teacher, in the first semester, students sat at their individual desks which were set in rows. However, they made their own choice as to whom they would like to sit next to. When there were assignments, students with a high level of performance always chose to work together. Then, the students who had a low level of performance were obliged to work together. When there were assignments, the students' performances were quite different. Thus, some students always did well in any assignments, while some students did poorly. The students' assignments were very different. Few students gave correct work while some students wrote irrelevant answers to the assignments. Furthermore, some students did not do any assignments at all. However, the teacher tried to solve the problems by matching students with high and low levels of achievement together, but there were still problems. The assignments were always finished by the same students, namely, these with a high level of achievement.

Interviews with students were also carried out at the school, so that the researcher could find out more about what the teacher had said. In the interviews, students said that sometimes although they were able to read out loud, they did not understand what they were reading. Moreover, they did not dare to speak because they were afraid that they would make some mistakes. They also added that when they studied in the classroom, they preferred to write down what the teacher told them. They liked it when the teacher explained things step-by-step. However, when they did not understand what the teacher said, they did not dare to ask. They were shy and afraid that their questions were silly. Also, there were always only a few students who answered the questions. Even though they knew the answer, they were not confident to answer because they were afraid that they would be wrong. When they were asked to give opinions on teaching and learning activities, there were no responses from them. They said that they were not confident that their opinions would be of value.

From the classroom observation, interviews with the students and discussion with the teacher, it was clear that there were serious problems in the classroom which needed to be solved. One suggestion from the teacher was to find a suitable instructional strategy to implement in the English classroom. She said that the instructional strategy should be able to solve the current problems. Moreover, it should be consistent with the English curriculum. Thus, cooperative learning was selected for its potential to improve students' achievement.

There were two reasons why cooperative learning was selected for the study. Firstly, cooperative learning corresponds to the educational reform which stated that learning and teaching should be based on the learner-centered approach. Accordingly,

Slavin (1995) claims that cooperative learning is considered a teaching method underlying learner-centered approach. In the cooperative learning classroom, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fulfill each other's understanding. Furthermore, Arnold (1999) notes that cooperative learning is beneficial because it required more learner-centeredness and learner direction in the classroom. When students work together, they provide each other with the kind of support that is usually provided by the teacher. In addition, the teacher needs to provide students with an opportunity for learning, guidance, and support throughout the process. Next, Brown (2001) claims that a cooperative classroom usually involves learner-centered characteristics. As students work together in pairs or groups, they share information and come to each others' aid. Secondly, cooperative learning is appropriate to a classroom which has students with diverse abilities. In the cooperative learning classroom, students work as a team in order to achieve each individual's goals successfully. Cooperative learning gives students opportunities to work in a small group and share idea among members of the group. Each member has a different level of knowledge and skills and is responsible for reaching the team goal in learning. Also, cooperative learning encourages students to learn and they encourage their classmates to learn as well. According to Slavin and Cooper (1996), the level of performance of students is not a problem in the cooperative learning classroom because they do not have to compete with their classmates. They only have to do better in order to improve their own learning. The aim of cooperative learning is not only for the benefit of high-achievers, but for everyone to learn and improve their performance (Slavin, 1995). If students can do better, they are proud of their performance and motivated to learn more and do

better in the next time. Slavin (1995) also states that cooperative learning promotes individual learning because each student should perform better and this promotes the team's learning as well. In the cooperative learning classroom, students are divided into groups. Then, each student has the shared goal of improving their own learning and encouraging their classmates' learning. Success of one student is not the goal of learning; the success of all students is the goal of cooperative learning (Slavin, 1995). Moreover, when students cooperatively study in teams, they can ask or help each other within the group, especially when they are not sure of the answers, they can first ask their classmates before asking the teacher.

From the problems and the teacher's suggestion, this study will examine the effectiveness of the cooperative learning approach in promoting students' English learning achievement for grade five students at one primary school in the Northeast of Thailand. Student Teams Achievement Division (STAD) is one of the cooperative learning methods developed by Slavin (1995). STAD has been selected to promote students' English learning achievement in this study. In STAD, students work in mixed-ability teams and they have to help each other with their learning. In addition, STAD consists of five components which can be usefully fulfilled in the classroom. Each component of STAD gives students the opportunity to practice in order to be autonomous and help them in learning. There are many studies which claim the effectiveness of STAD on students' English learning achievement. Also, researchers or practitioners find significant differences between STAD and other instructional methods in the EFL classroom. Students who work on a cooperative learning program using the STAD method should make some progress in their English learning

performance. After the study, students are asked to show their perceptions on STAD in order to see its effects on their opinions.

1.3 Purposes of the study

The major aim of the study is to investigate the effectiveness of STAD which is one of the cooperative learning methods for increasing students' English learning achievement. In addition, another objective is to examine the perceptions of students of the STAD method in the classroom in order to see whether they think STAD promotes their English learning achievement.

1.4 Research questions and hypotheses

This study aims to study the effects of Student Teams Achievement Division (STAD) on students' English learning achievement. The research questions are:

1. How does the use of cooperative learning based on the use of the STAD method produce higher achievement than the use of the grammar translation method on students' English learning achievement?

2. How does STAD contribute to more positive perceptions of students in learning of the English language?

The hypotheses to be investigated are:

1. The students in the experimental group will obtain higher scores in the post-test than those in control group after they study using the STAD instructional method.

2. The students in the experimental group will have positive perceptions on the use of STAD and these perceptions will support the use of the STAD method in the English language classroom.

1.5 Significance of the study

The findings of the present study could have the following benefits.

1. STAD may provide a useful instructional method that can be adapted for the use of cooperative learning to improve students' English learning achievement.

2. The results of the study will provide useful information on what the students perceived to be useful instruction.

3. The STAD method will result in students' realization of the value of working together, including helping classmates to master the learning content. This can lead to their own success and the better performance of the team.

1.6 Scope of the study

1. The study takes place at one primary school in the Northeast of Thailand. There are 67 participants in this study who are divided into an experimental group (33 students) and a control group (34 students). The participants in this study are Prathomsuksa 5 (or grade 5) students studying in the second semester in the academic year 2006.

2. STAD lesson plans in the experimental group are prepared and taught by the researcher. The content of lessons is related to their regular English textbook.

3. Using cooperative learning methods, the researcher aims to study the effects of

STAD on students' English learning achievement, including the perceptions of the students and, in particular, to what extent they value the STAD method.

4. The cooperative learning approach used in this study is based on Student Team Learning developed by Slavin (1995). The STAD method has been selected as an instructional strategy in order to investigate its effectiveness in the classroom.

1.7 Expected outcomes

Corresponding to the purposes of the study, the following results are expected.

1. Cooperative learning methods using STAD will have a positive effect on students' English learning achievement as shown by the post-test scores compared to the pre-test scores.

2. Students will have positive perceptions of STAD and will realize its value for use in other areas of learning.

3. The study will provide the practice of cooperative instructional strategy in terms of its effectiveness in improving students' English learning achievement.

4. The students will find the STAD method helps them to make progress in their English learning performance.

1.8 Definitions of terms

The following terms are used in this study and they are defined as follows:

1. A learner-centered approach refers to an instructional approach which

enhances learning by designing all aspects of the learning environment to respond to the needs of the learners. It also establishes the learners as the focus and the most significant element in the teaching and learning process.

2. Cooperative learning refers to learning methods which are based on learning in small groups. In cooperative learning, students are divided into groups in order to learn and work cooperatively. They also learn to help each other reach the shared goal which leads to the team's success. Cooperative learning also focuses on the inter-relationships of the group members. Each student is responsible for his own learning and to encourage classmates to learn as well. The success of individual member of the group contributes to the team's success.

3. Student Teams Achievement Division (STAD) is an instructional method which focuses on the group learning of 4 students who are mixed in performance level and gender. STAD consists of five components; class presentations, teams, quizzes, individual improvement scores, and team recognition.

4. English learning achievement refers to knowledge, skills and ability in English which is gained from the training and practice during the implementation of STAD.

5. The grammar translation approach refers to an instructional approach which is designed for foreign language teaching. It focuses on the rules, structures and the grammar as well as on their practice.

1.9 Summary

This study is conducted to investigate the effects of STAD which is one of cooperative learning methods for increasing students' English learning achievement. Moreover, the study aims to examine the students' perceptions of the STAD method.

There are nine sections in this chapter. The first section describes the introduction of the study. The second section presents the statement of the problem. The purposes of the study are presented in the third section. Next, the research questions and hypotheses are described in the fourth section. The fifth section presents the significance of the study. The sixth section consists of the scope of the study. Then, the expected outcomes are presented in the seventh section. The eighth section presents the definitions of terms used in the study. Finally, the last section is a summary of the whole chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter consists of eight sections. The first section gives the definitions of cooperative learning. The second section provides the rationale for the implementation of cooperative learning in the classroom. The third section explains the theoretical influences on cooperative learning. The fourth section consists of three major cooperative learning methods: Learning Together, Structural Approach and Student Team Learning. Each method is described in terms of its characteristics and usages. In addition, different methods of Student Team Learning are also described in this section. The fifth section presents the five components of STAD. The advantages of STAD are explained in the sixth section. Next, the related studies are described in order to provide a basis on the effectiveness of cooperative learning in the language classroom. Finally, the eighth section is a summary of the whole chapter.

2.1 The definitions of cooperative learning

Slavin (1995) refers to cooperative learning as one of the most innovative and widely prescribed strategies to manage and build upon the strength of the increasing diversity found in a classroom. It is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject (Balkcom, 1992). Moreover, Slavin (1995) adds that the learning activities promote academic success for each

team member. Each team member is responsible for helping each other to learn the content of learning and do the activities together.

Kagan (1996) states that for language learning, cooperative learning has been proclaimed as an effective instructional approach in promoting the cognitive and linguistic development of learners of English as a second language or as a foreign language. Cooperative learning provides maximum opportunities for meaningful input and output in a highly interactive and supportive environment. Moreover, cooperative learning also integrates language and learning content, including the motivation and psychosocial adjustment of L2 learners. He also claims that there are two reasons why cooperative learning is used in the second language classroom. First, language acquisition is determined by a complex interaction of a number of critical input, output, and context variables. Second, cooperative learning has a dramatic positive impact on almost all the variables critical to language acquisition.

According to Johnson and Johnson (1994), cooperative learning is the instructional use of small groups in which students work together to maximize their own and each other's learning. In cooperative learning, students have to work cooperatively with friends in a group, and the use of group work is important for students to do activities that promote their learning. Moreover, group work benefits student's learning because it enriches the language classroom with comprehensible, developmentally appropriate, redundant and accurate input as described by Krashen (1988).

In terms of effectiveness of small group activities, Brown (2001) states that there are both theoretical and pedagogical reasons that help support the use of small group activities in the second language classroom. For theoretical reasons, small

group activities generate learning opportunities through various interactional features that occur when learners engage in the communication of meaning. For pedagogical reasons, small group activities provide learners with more time to produce the target language than teacher-fronted activities, promote learner autonomy and self-directed learning, and give instructors opportunities to work with individual learners. Long and Porter (1998) also argue that the use of group work in second language learning increases language practice opportunities. If students work together in a group, they will have chances to practice new language. The purposes of using cooperative work groups is to enhance the academic achievement of students by providing them with increasing opportunity for discussion, for learning from each other, and for encouraging each other to excel (Slavin and Cooper, 1999).

Furthermore, Slavin (1995) refers cooperative learning to a variety of methods in which students work in small groups to help one another learn academic content. The basic principles of cooperative learning aim for students to work cooperatively as a team, and to be independent in tasks, goals, and reward structure. However, cooperative learning methods are various and can be implemented in different ways in the classroom. Cooperative learning methods may be as simple as grouping students together to discuss or help one another with classroom assignments, or may be more complex. For example, firstly, Student Teams Achievement Divisions (STAD) is one of the cooperative learning instructional methods which focus on the group learning of students who are mixed in terms of performance level and gender. STAD consists of five components in learning cooperatively: class presentations, teams, quizzes, individual improvement scores and team recognition. Next, Learning Together (Johnson and Johnson, 1994) is one of the models of cooperative learning which is

more complex than sitting together or discussing something with one's friends. It is the method of group learning which provides team members with the opportunity to apply their knowledge and to share responsibilities in learning. Learning Together is Johnson's (1994) model that organizes instruction according to the principles of positive interdependence, individual accountability, promotive face-to-face interaction, social and collaborative skills, and group processing.

Accordingly, Johnson, Johnson and Stanne (2000) indicate that cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. Biehler and Snowman (1997) claim that cooperative learning is sufficiently flexible for it to be used at all levels of education. Moreover, cooperative learning can be applied to a wide variety of content areas at all levels, from pre-school to post secondary level.

From different models of cooperative learning, cooperative learning is not only assigning a job to a group of students where one student does the job while the others are waiting to sign their names on the finished paper. It is not making groups of students sit together and talk to each other before they do their assignments individually. It is not asking students who finish the assignments first to help the slower students who sit in the same group. Accordingly, Johnson (2005) summarizes an interesting definition of cooperative learning as a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each team member is responsible for learning what is being taught and for helping teammates to learn as well. These responsibilities create an atmosphere for achievement. Students work through the same assignment until all the team members understand and complete it.

2.2 Implementation of cooperative learning in the classroom

There are particular reasons why cooperative learning is used widely (Johnson, Johnson and Stanne, 2000). Firstly, cooperative learning is based on various theories. Cooperative learning has its roots in social interdependence, cognitive-developmental, and behavioral learning theories. These theories support the use of cooperative learning in the classroom. Next, the number of research studies on cooperative, competitive, and individualistic efforts provides considerable validation for the use of cooperative learning more than for most other instructional methods (Johnson and Johnson, 1999). Moreover, there are various uses of cooperative learning methods that are available for teachers. Teachers can find their own ways to use suitable cooperative learning methods for their classroom. Similarly, Slavin (1995) states that there are many reasons why cooperative learning is used. Accordingly, there are large numbers of research studies that support the use of cooperative learning to increase students' achievement, including other outcomes such as increasing self-esteem. Johnson and Johnson (1994) find that cooperative learning generally leads to greater self-esteem than competitive or individualistic efforts. Slavin (1995) also claims that the most important goal of cooperative learning is to provide students with the knowledge, concepts, skills, and understanding that they need. Thus, these strategies can enhance students' achievement.

Also, Slavin (1995) states that there are increasing realizations that students need to learn to think, to solve problems, and to integrate and apply knowledge and skills, and cooperative learning is one method that can serve those purposes. Moreover, Slavin (1995) claims that cooperative learning has positive effects in the classroom which has students from different ethnic backgrounds or with different

levels of knowledge. If a class has groups of students who have different levels of knowledge, cooperative learning is appropriate for this situation because cooperative learning gives students opportunities to work in heterogeneous groups: students are of mixed-gender (both male and female), and mixed-achievement levels (high, average, and low). However, all members have equal opportunities to study and learn.

To implement cooperative learning, Slavin (1995) urges that cooperative learning can be used with students from grade two to grade twelve (Slavin, 1995). However, Slavin and Cooper (1996) claim that, to implement cooperative learning strategies in any classroom curriculum, two major factors should be taken into consideration in order to obtain positive effects: they are group goals and individual accountability. Group goals are important because they motivate students to help each other to learn and care about each other's success because the team success depends on every member's success. Individual accountability implies that not only one or two students work for the team, but everyone works to accomplish the task. It means that everyone is responsible for the team's success. According to Slavin and Cooper (1999), when the group task is to ensure that every group member has learned something, it is in the interest of every team member to spend time explaining concepts to group mates. From this process, students who gain most from cooperative learning are those who give and receive elaborate explanations. Moreover, when the team success depends on the individual learning of each team member, then the team members are more motivated to engage each and every member in mastering the assignment.

According to Johnson, Johnson and Stanne (2000), cooperative learning can be methods for organizing and conducting classroom instruction. Also, Johnson,

Johnson and Stanne (2000) claim that many teachers can find a way to use cooperative learning that is congruent with his or her philosophies and practices. Many studies have shown that cooperative learning is effective in improving students' achievement (Slavin, 1995). Ghaith (2002) finds that cooperative learning and the degree of academic support are positively correlated with achievement. In the ESL or EFL classroom, cooperative learning is proclaimed as an effective instructional approach (Kagan, 1996). Ghaith (2003b) claims that cooperative learning provides maximum opportunities for meaningful input and output in interactive and supportive environment. Moreover, cooperative learning encourages active participation and activities in the classroom.

According to increasing numbers of related studies, it seems that cooperative learning has gained its popularity at different levels of students. Moreover, many studies have found great effects from this learning method. Many researchers or practitioners realize the use of cooperative learning and use it to help learners create students' academic achievement (e.g. Ghaith, 2002). Even though there are many details of the success of cooperative learning, there are also studies that show no positive effects on the results of studies. Mulryan (1992) finds that some students, especially low achievers, manifested passivity and did not focus on the task in cooperative small groups of mixed ability. From these, Yang and Liu (2004) suggest that teachers or practitioners should recognize and understand how to effectively implement cooperative learning in the classroom and carefully consider the use of cooperative learning.

2.2.1 Cooperative learning groups and traditional learning groups

Even though there is an increasing use of group learning in the classroom in order to benefit students' learning and provide students with comprehensible, developmentally appropriate and accurate input as described by Krashen (1988), there are differences between groups using cooperative learning and traditional learning. Johnson and Johnson (1996) point out that cooperative learning exists when students work together to accomplish shared goals. Students perceive that they will reach their learning goals when other students in the group reach their goals too. Thus, students seek beneficial outcomes for all those with whom they are cooperatively linked (Johnson & Johnson, 1996).

On the contrary, the traditional learning takes place when it appears that students work individually. In fact, students are required to work together; however the assignment is structured in such a way it is possible for them not to work together or to work together very little. However, many students think that they will be evaluated and rewarded individually. They believe they can only be successful if they work alone. Some members do not have teamwork skills or find difficulty in working as a member of a team. They do not know how to start working cooperatively. They may not participate in the group work or help the team to complete the tasks. While only one or two of the team members are working, some members may only sit and wait for their friends to finish the assignment.

To solve these problems, Johnson and Johnson (1996) suggest that students should be trained to work cooperatively before assigning them to work with their friends. There should be cooperative learning training for students. The training may focus on specific academic and cooperative skills objectives, dividing students into

groups, arranging the room, assigning roles, and planning materials. Students' participation may be observed in the classroom in order to see whether the classroom is traditional. Questionnaires may be given to students to check their participation. For example, if the members do not respond to the questions from the teacher or if there is only one member who responds to the teacher while the others are silent, these students may be categorized as working in a traditional learning group. In cooperative learning, all students can share academic success and create relationships with their friends. In the cooperative classroom, students should help each other, discuss with their teammates, assess teammates' current knowledge and fill in gaps in each other's understanding. Students can be successful by providing help and assistance with the task, sharing resources, and encouraging each other's efforts. The cooperative setting is seen as one that provides students with opportunities to engage in higher order thinking skills in a way that is not often available through other pedagogical approaches to teaching.

Johnson and Johnson (1999) also point out the differences in learning between the traditional classroom and the cooperative learning classroom. For the traditional classroom learning group, students may be assigned to work together and accept that they have to do so; however the assignments are structured and students are individually evaluated and rewarded, not as a group. Students seek information from each other but have no motivation to teach each other. The harder each student works, the higher performance the student will achieve. This kind of learning does not promote working together. In contrast, in cooperative learning groups, students work together to accomplish shared goals. Students study material together and help or explain thing to each other to understand it, and encourage their teammates to work

hard. Individual performance is always checked to ensure that every student learns and contributes to the team. For example, checklists may be given to students to elicit their opinions on how well they do in helping their group in each class. Then, Johnson and Johnson (1999) conclude that the more they work as a group, the higher their academic performance.

2.2.2 The cooperative learning classroom

According to Johnson and Johnson's (1994) study, there are three basic ways that students can interact with each other as they learn: competitive learning, individualistic learning and cooperative learning. They claim that cooperative learning is more effective than competitive and individualistic learning. In competitive learning, students compete with their classmates to see who is the best in the class. They work individually without paying any attention to other classmates or caring about their team or other classmates. Or they can work cooperatively by paying attention to their friends' learning as well as their own. In the classroom, students may face one of these three situations which possibly result in their learning. The competitive situation is characterized by negative goal interdependence; if there is a winner, there is also a loser. For individualistic learning situations; however, Johnson and Johnson (1999) explain that students are independent in working to reach the learning goal and a set criteria. Their success depends only on their own performance. If there is a failure of other students, this does not affect them. On the contrary, in a cooperative learning situation, there are positive goal interdependence and individual accountability that cause interaction. The positive goal interdependence makes students decide whether they swim or sink together: they must decide to work together or stop working. If they decide to work together, they have to work

cooperatively and help each other to learn.

A cooperative learning class occurs when students work together in small groups to help each other learn the lessons in order to do individual tests which contribute to the team's performance. However, Johnson and Johnson (1999) specify that there are differences between simply having students work in a group and dividing students in groups to work cooperatively. If a teacher has students working in a group, the students may just sit at the same table while doing individual work; moreover, they may talk to each other about things that do not relate to the task. This is not result in positive interdependence because students do not care about their friends' assignment. They have their own tasks to finish and they do not have to help their friends to finish the assignment. However, in the cooperative learning situation, students are urged to share the team goal that leads to team rewards. If the material is assigned to a group of students, all students in the group are encouraged to learn and know the material in order to be successful in the test. This situation ensures individual accountability because all students are responsible for the team's success.

According to Slavin and Cooper (1999), in the cooperative learning classroom, students are placed in small groups to enable collaborative work on assignments in order to maximize all members' learning. In addition, cooperative learning methods focus on dividing students into groups and sitting together in order to discuss or help each other with their classroom assignments. When using appropriate cooperative learning methods, students are asked to work in heterogeneous groups to solve problems and complete tasks. Moreover, Slavin and Cooper (1999) also state that members of the team work cooperatively together to achieve a common goal and share leadership responsibility to facilitate learning. For example, the goal for all

members may be to complete a worksheet successfully, in which case one student is assigned to be a leader of the group. Then, the leader will choose a secretary, a checker, and a writer and they will all work together. Everyone will sign their names on the worksheet before turning it in to confirm that everyone had a part in the assignment and to specify their roles. In the next task, they will switch roles and work cooperatively as again.

To summarize, cooperative learning methods are specifically designed to encourage students to work together and help each other towards common goals so they will be successful in fostering positive intergroup attitudes in the classroom. The theoretical framework underpinning cooperative learning will be discussed in the next section.

2.3 The theoretical framework of cooperative learning

There is a wide range of theoretical models to explain the superiority of cooperative learning. According to Slavin (1995), there are two major theories underlying the concept of cooperative learning: motivational theories and cognitive theories.

2.3.1 Motivational theories

Motivation is one reason which makes cooperative learning successful. According to Slavin (1995), cooperative learning focuses primarily on the reward or goal structures. Cooperative learning structures create a situation in which the only way that group members can attain their own personal goals is when the group goal is achieved. In order to meet their personal goals, each student must help their teammates to succeed and encourage their teammates to try their best in learning. In

the cooperative classroom, when students work together in teams toward a common goal, as they do when a cooperative reward structure is in place, their learning efforts help their friends succeed. Students encourage each other's learning, reinforce each other's academic efforts, and express norms favoring academic achievement. Slavin (1995) claims that there are many studies which found that when students work together to accomplish a group goal, they express norms in favor of doing whatever is necessary for the group to succeed. Moreover, when students try hard and help others to learn, they are praised and encouraged by the group members. This motivates students to learn and help each other.

Moreover, cooperative goal structures ensure that the success of the group depends on the success of all members. Thus, each student should help other students in a group and show more positive responses to individuals who show improvement. This leads students to encourage one another and express norms which reward academic success (Slavin, 1995). Slavin also claims that the positive interdependence created by cooperative learning groups helps increase the motivation in the group. Johnson and Johnson (1994) state that there is an intrinsic state of tension between group members which motivates movement towards the accomplishment of the desired goals. This is based on the assumption that, because outcomes are dependent on each student's behavior, students will be motivated to help the group to be rewarded. In other words, the group incentive induces students to encourage goal-directed behaviors among their group members. Because students are working towards a common goal, it can be expected that they will be more motivated to reward academic success within the group. Thus, one can assume that if students are rewarded for their improvement from previous performances, they will be more

motivated to do so in the future.

Motivational theories of cooperative learning focus primarily on the degree to which cooperative goals change students' incentives to do academic work. In addition, motivational perspectives on cooperative learning mainly focus on the reward or goal structures. In this perspective, cooperative learning creates situations and individual personal goals can only be achieved if the group is successful. According to Slavin (1995),

"Rewarding groups based on group performances (or the sum of individual performances) creates an interpersonal reward structure in which group members will give or withhold social reinforces (e.g. praise and encouragement) in response to group mates' task-related efforts. (p.16)"

Cooperative learning is based on the concept that the success of the group depends on the success of all members. This encourages students to help other students to succeed, including showing positive interaction when friends perform well. This leads students to encourage each other to express norms which reward academic success (Slavin, 1995). Slavin also refers to the Piagetian tradition which claims that this kind of interaction is important for learning because interaction among students while doing learning tasks will lead to greater achievement. There are two kinds of motivation; extrinsic and intrinsic motivation. Brown (2000) states that extrinsic motivation exists when people have a goal to learn for which they will receive an external reward from someone else. In contrast, intrinsic motivation exists when people learn for their own self-perceived needs and goals. In cooperative learning, when students work in a group cooperatively and care about each other's success, there is an intrinsic motivation for students to help each other. Therefore,

motivation is based upon the fact that group incentives induce students to encourage goal-directed behaviors within the group. Methods that are developed in relation to the motivational theory incorporate group rewards as a part of their components.

Slavin (1995); however, points out that the use of rewards must be based on the individual learning of all group members. For example, students can earn certificates or other recognition based on average team scores which in fact come from individual performance on quizzes without the help of their teammates. According to Slavin, this individual performance is important because it is not based on the work of only one or two students in the group, but on the work of all the team members.

2.3.2 Cognitive theories

Cognitive theories hold that interactions among students will increase achievement due to the mental processing which takes place. Johnson, Johnson and Stanne (2000) claim that dividing the classroom into working groups creates a new social context whereby students have the opportunity to share individual learning with their peers and come to new understandings based on the sum of what they have learned. Thus, a group that contains diverse members has the benefit of exposure to different ideas and the challenge of incorporating the ideas into the cognitive process of the group. Cognitive theories can be traced back to Vygotsky (1978) who postulated that social experience can shape the cognitive processes of individuals in a learning situation. Moreover, the cognitive consequences of working in a group are to assume responsibility for the task at hand by taking on different roles. Students' behavior is constrained by expectations associated with their roles and in turn, the same individual's learning may be influenced by that role. This theory seems to apply

directly to cooperative learning, in which students frequently adopt expected group roles which may affect the way they cognitively process academic content.

Slavin (1995) claims that cognitive theories address the effects of working together. There are several different cognitive theories; however, in cooperative learning which falls into two areas: developmental and cognitive elaboration.

a. Developmental perspectives

The primary assumption of the developmental perspective is that interaction among students increases their mastery of the concepts found in the tasks. According to Piaget (1926), cognitive developmental theories stress the importance of peer interaction and active experience. Moreover, Piaget believed that learning is the result of cooperation. Also, children's interaction with their peers is an important source of cognitive development. According to Vygotsky's (1978) theory, cooperation promotes learning because it encourages students to work with each other. Vygotsky's work has had an influence on developmental theories, especially, the concept of zone of proximal development (ZPD). Vygotsky defines zone of proximal development as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Thus, ZPD is the distance between a learner's actual mental age and the level that the learner may reach with help. When students work with peers, this will be beneficial because they work with peers who have similar levels of proximal development. Moreover, they can describe the learning content in their own way which will be more comprehensible to their friends than the teacher tells them.

b. Cognitive elaboration

When students have learned the material and then explain the materials to friends, they also review and memorize the learning content again themselves. Slavin (1995) explains that the key notion behind cognitive elaboration theories is that if information is retained in memory and related to background information, the learner must engage in cognitive structuring, or elaboration of the material. One of the most effective ways of elaboration is to explain the material to someone else. For example, students take roles as recaller and listener. They read a section of text, and then the recaller summarizes the information while the listener helps by correcting errors and thinking of a way to remember the ideas. (Slavin, 1995)

In summary, there are two major theories underlying the concept of cooperative learning: motivational theories and cognitive theories. In motivational theories, students are motivated by their learning efforts to succeed. On the other hand, in the cognitive theories, when students have opportunities to work together, they share knowledge and understanding which lead to their success in learning. Then, next section will present different cooperative learning methods.

2.4 Cooperative learning methods

In past years, there has been a growing interest in using cooperative learning activities in ESL/EFL field (Jacobs, 2000). In cooperative learning, students work together in groups of two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning methods are tools which can be used to encourage mutual helpfulness in the groups and the active participation of students. There are different methods of

cooperative learning, but there are three basic cooperative methods that are used widely as instructional strategies: Learning Together (Johnson & Johnson, 1994), Structural Approach (Kagan, 1996) and Student Team Learning (Slavin, 1995).

2.4.1 Learning Together

The Learning Together method (Johnson & Johnson, 1994) involves a collaborative model in which students are directed to coordinate their efforts toward task completion with less emphasis on competition. Johnson and Johnson (1994) categorize learning into three categories: individual learning, competitive learning and cooperative learning. They see cooperative learning as the best learning strategy among these three styles of learning. There are five elements in this method of cooperative learning as developed by Johnson and Johnson (1994). Learning Together is not specific to one curriculum or subject area. Those five elements include positive interdependence, individual accountability, face to face interaction, small group skills, and group processing.

According to Johnson and Johnson's study (1994), positive interdependence exists when each group member realizes that he or she is a part of a group and should work as a member of a group. Positive interdependence signifies feeling among group members that they sink or swim together and, therefore, they provide support to the rest of the group. Such feeling and support can be achieved through building team spirit so that students work together to earn team recognition, follow certain class rules that promote collaboration, or complete one worksheet using the same pen and the finished work to indicate that the work is endorsed by all team members.

The second component, individual accountability, is the necessity that all team members are accountable in sharing work equally and that the whole team is

accountable in achieving the team's goals. Johnson and Johnson (1994) also state that it is important that each member in the team knows who needs more assistance, support, and encouragement in completing the assignment. There are common ways to structure individual accountability such as giving random oral examinations to students and having students teach what they have learned to someone else.

The third component, face to face promotive interaction, exists when individuals encourage each other in their efforts to complete the overall group goal. Johnson and Johnson (1994) define face to face promotive interaction as a method in which individuals encourage and facilitate each other's efforts to achieve, complete tasks, and produce work in order to reach the group's goals. It is also characterized by individuals providing each other with efficient and effective help and assistance.

The fourth component is small group skills. The fourth essential component is that small group skills are needed to be taught to students appropriately. According to Johnson and Johnson (1994), cooperation and conflict are interrelated; moreover students need to know how they can manage conflicts constructively. Small group skills involve the instruction in the social skills necessary for effective group work of students. In interpersonal and small group skills, students can be trained in order to facilitate group work.

The fifth component in this model is group processing. This component is an evaluation of how the group is working, what they are doing right and what needs to be improved. This component involves both the teacher and students because it is a session of reflection at the end in order that the group can decide if their performance was successful and whether their actions should be continued or changed.

2.4.2 Structural Approach

This approach in cooperative learning is defined as 'an independent way of organizing social interaction in the classroom' (Putman, 1998). The Structural Approach has been developed by Kagan (1990) who divides it into four basic principles: positive interdependence, individual accountability, equal participation, and simultaneous interaction, or PIES. Positive interdependence and individual accountability are similar to the definition of Johnson and Johnson's (1994) Learning Together. Equal participation means that each student should be given equal opportunity to contribute to the group. Simultaneous interaction aims to encourage teachers to get involved with as many students as possible at one time.

Kagan (1990) defines cooperative learning by looking at general structures which can be applied to any situation. In Kagan's view, the Structural Approach to cooperative learning is based on the creation, analysis and systematic application of structures, or content-free ways of organizing social interaction in the classroom. Moreover, structures usually involve a series of steps, with prescribed behavior at each step. An important cornerstone of the approach is the distinction between "structures" and "activities". These activities almost always have a specific content-bound objective and thus cannot be used to deliver a range of academic content. On the other hand, the same structures may be used repeatedly with almost any subject matter, at a wide range of grade levels and at various points in a lesson plan.

2.4.3 Student Team Learning

The Student Team Learning method is a cooperative learning technique which has been developed and researched at Johns Hopkins University. All cooperative learning methods are based on the concept that students should work together to learn

and are responsible for their teammates' learning as well as their own (Slavin, 1995).

According to Slavin (1995), Student Team Learning methods emphasize the use of team goals and team success. This means that the only way to achieve the learning goal is when all team members learn the objectives being taught. In addition, if students value doing well as a group, and the group can succeed when all group members have learned the material, then group members will be motivated to teach each other to learn. Each member is responsible for his or her own learning in order to reach the team goal. Slavin also indicates three essential concepts to all Student Team Learning methods: team rewards, individual accountability and equal opportunities for success. Students in a group can earn team rewards when they achieve the above designated and agreed criteria. Individual accountability exists when individuals contribute to the team for the team success. Every contribution of each member is important for the team. Equal opportunity for success means that every team member can contribute to the team by improving their previous scores and performance.

Slavin (1995) divides Student Team Learning methods into five categories: 1) Student Teams Achievement Divisions (STAD), 2) Teams Games Tournaments (TGT), 3) JIGSAW II, 4) Team Accelerated Instruction (TAI) and 5) Cooperative Integrated Reading and Composition (CIRC). Furthermore, Murphy, Grey and Honan (2003) claim that three of the above methods, Student Teams Achievement Divisions (STAD), Teams Games Tournaments (TGT), and JIGSAW II can be used for occasional group projects, reports, or can be used as the main methods for structuring the classroom. Moreover, these three methods are generally adaptable to most subjects and grade levels. Student Teams Achievement Divisions (STAD), Teams-Games-Tournaments (TGT) and "Jigsaw II" are the three most common forms of

Student Team Learning methods (Murphy et al., 2005). However, Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC) are intended to be the main methods of organizing the classroom instruction and designed for use in particular subjects at particular grade levels: TAI is for teaching mathematics from grade three to six, and CIRC is for teaching reading, writing, and language arts in upper elementary grades. All of the five methods incorporate team rewards, individual accountability, and equal opportunities for success.

In order to see differences or similarities in Student Team Learning methods, the next section will present details of each method in terms of its usage and characteristics.

2.4.3.1 Team Games Tournaments (TGT)

Team Games Tournaments (TGT) has been developed by Devries and Slavin (1978). Teacher presentations and student team work are similar to those used in STAD; however quizzes are replaced by weekly tournaments in which students play academic games with members of other teams to contribute points to their team scores. Students play the games at three-person "tournament tables" with others whose past records in mathematics are similar.

2.4.3.2 JIGSAW II

Jigsaw II is adapted from Aronson, Blaney, Stephan, Sikes and Snapp (1978) Jigsaw technique which students are assigned to work in teams when they work on academic material which is broken down into sections. Students work in a group of four members on assigned readings or chapters. Each team member is randomly assigned to become an expert on some aspect of the reading assignment to teach their topics to their team. The students take individual quizzes on all topics. Scoring and

team recognition is calculated in a similar way to that of STAD.

2.4.3.3 Team Accelerated Instruction (TAI)

According to Slavin (1995), TAI is similar to STAD in that it has members who are mixed in terms of performance level and gender and there are certifications or rewards for high performing teams. However, there are some differences between TAI and STAD as; a) TAI combines cooperative learning with individualized instruction; b) TAI is for teaching math from grade three to six; c) students enter an individualized sequence according to placement tests, then proceed at their own rates; d) members of a team work in different units; e) teammates check each other's work by using answer sheets and help one another with problems; f) final unit tests are taken without help and scored by student monitors; g) teachers total the number of units completed by all team members and give certificates or other team rewards based on criteria such as the number of final tests passed, and perfect papers. However, Slavin (1995) also adds that the major difference of TAI from STAD is individualization.

2.4.3.4 Cooperative Integrated Reading and Composition (CIRC)

CIRC is developed by Stevens, Madden, Slavin and Farnish (1987). In CIRC, novels or reading basal are used as the text for instruction. Pairs of students from two or more different reading levels are put in groups of four. It works on a series of cognitively engaging activities: partner reading, making predictions, identification of characters, settings, problem solutions, summarization, vocabulary, and reading comprehension exercises. There are three basic elements in CIRC: story-related activities, direct instruction in reading comprehension and reading comprehension exercises. To work effectively, students need to work in pairs on cognitively engaging

activities. In CIRC, the process of writing is added to CIRC as well. Students have to write drafts, revise and edit one another's work. In CIRC, students contribute to both team and their individual learning. CIRC provides a structure for teaching and helps students to become more effective readers and writers.

2.4.3.5 Student Teams Achievement Divisions (STAD)

According to Slavin (1995), STAD is one of the simplest of all cooperative learning methods. Similarly, Arends (1997) claims that STAD is perhaps the simplest and most straightforward of the cooperative learning approaches. In STAD, students work in mixed-ability teams to study the lessons or work on the material presented by the teacher. Then, they work in groups of four or five members before doing individual quizzes. The teams may earn rewards based on how much they progress over the previous learning period. The only way that the team can be successful is to ensure that everyone in the group has learned the content and is able to master the quizzes. To implement STAD in the classroom, it is necessary to know its components. STAD consists of five major components: class presentations, teams, quizzes, individual improvement scores, and team recognition.

To summarize, there are three major different cooperative learning methods: Learning Together, Structural Approach and Student Team Learning. Each one has its own uses and characteristics. They can be selected for use and adapted for teaching and learning practice. However, of the three cooperative learning methods, Student Team Learning is viewed as of particular importance because of its three important components; team rewards, individual accountability and equal opportunities for success. If students have quite different levels of knowledge, Student Team Learning is appropriate for a class which has diverse students and who lack motivation. When

students have the same goal in learning, it can motivate them to learn together. They do not have to worry about their proficiency levels; they are responsible for doing better than the previous time so they have equal opportunities in improving their own learning.

In addition, STAD is seen as important among the five methods of Student Team Learning because its uses and components. Teams Games Tournament has similar components as STAD; however the difference between TGT and STAD is that TGT adds a dimension of excitement using games (Slavin, 1995). At this stage, games are usually held at the end of the unit; however Gisbert (undated) suggests that while implementing TGT in the classroom, students' interest in the subject may disappear amidst the competitive game and extrinsic motivation may be optimized. TAI is used for teaching math from grade three to six; however it is not appropriate to teaching and learning language. Next, JIGSAW II is for students who work on assigned readings or chapters. This method is especially designed for teaching only reading skill. Similar to CIRC, students are assigned the anthropologies basal or novels for practicing reading and writing skills. Even though JIGSAW II and CIRC can be implemented in the language classroom, these two methods focus on reading or writing skills. They are appropriate when students need to be encouraged the specific skills. To promote students' English learning achievement, it is necessary to find an appropriate method which can promote all of the students' skills, not only one or two skills. STAD is one of the simplest cooperative learning methods and designed for teaching in many subject areas. Moreover, it is adaptable and can be used in grades two through twelve (Slavin, 1995). Thus, STAD is appropriate for teaching English language to students, especially those students who need encouragement in their

English learning achievement. To understand the STAD components more clearly, next section will summarize its uses and characteristics as follows:

2.5 Five components of STAD in the classroom

STAD was developed by Slavin (1995) and has been used in such diverse subject areas as language arts, social studies, mathematics and science. STAD is also implemented in ESL and EFL areas to develop learners' language skills (Kagan, 1996). In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. Slavin (1995) states that STAD consists of five major components: class presentations, teams, quizzes, individual improvement scores, and team recognition. The details of each component are discussed as follows:

Class presentations

This component is mainly constructed by the teacher. Materials are presented and explained to students; however, the students must always realize that they must pay careful attention because the learning content will appear on the worksheet that they will be assigned in the next component.

Teams

Students are divided into groups of four of heterogeneous academic performance, sex, and race or ethnicity. This component is important because it prepares students to do well on the quizzes. All teammates study the worksheets or materials together and need to explain them to each other carefully. Students must ensure that all members understand the material thoroughly before doing the quizzes. If students have questions, the teacher will act as a facilitator to explain those

questions. However, students must make sure that nobody in the group can answer the questions before asking the teacher.

Quizzes

After studying the material or worksheet, students take individual quizzes and they cannot help each other. This component demonstrates individual accountability that each student is responsible for studying the material and working on the worksheet attentively. If every member in the group gets higher scores than previously, this will possibly help the team to improve their scores in the next component.

Individual improvement scores

The idea behind this component is that each student has a performance goal to work harder and better than in the past. All students can improve the team scores if they do better in the quizzes. Students at all levels of achievement: high, average, or low, have equal opportunities to work for the team. However, each student has a base score deriving from their score on their last performance. When the quiz scores exceed their base scores, they earn the points for their team. The individual improvement scores are added together and divided by the number of people in the group.

Team recognition

Team gets a reward if the team's average scores satisfy the criteria. Teacher may have a role in creating how to reward successful groups. However, this component does not mainly focus on the award; it rather focuses on the recognition of the students' accomplishment. Thus, students will realize the value of working cooperatively and help their teammates to understand the lessons.

2.6 Advantages of STAD in the foreign language classroom

Cooperative learning methods like STAD have been proven to be successful among a wide range of subjects and at different age levels. Slavin (1995) claims that STAD is the most heavily researched of the entire cooperative learning methods and the positive effects have been consistent in all subjects. The greatest positive effects on student learning occur when groups are recognized or rewarded based on the individual learning of each of the group members.

In STAD, there are equal benefits for high, average and low achieving students in comparison to their counterparts in control groups. In addition, STAD is useful for the classroom that has different levels of proficiency because it benefits both high and low achievers. For example, Nath, Ross and Smith (1996) examine the implementation of cooperative learning in elementary school grade three to six during a full year. From the questionnaires and interviews, they find that students are more enthusiastic toward learning when using STAD than when doing individualized seat work. For high achievers, they have improved social and communication skills, enthusiasm in helping friends, and improving skills in working with low achieving students. For low achievers, they have improved self-esteem and motivation, higher level of enthusiasm, gains in performance, and willingness to participate in learning. Moreover, they also find that when students work together, they obtain a sense of belonging and identity within the group, and better understanding of subject matter, leading to student's grade improvement. Students like STAD because it gives them the opportunity to interact and socialize with others and to feel that learning is more interesting and less boring than just sitting and listening to lessons.

Slavin (1995) also points out that STAD is most appropriate for teaching well-

defined objectives, for example, mathematical computations and applications, language usage and mechanics. In STAD, students are assigned to groups of four. Each group consists of members of mixed ability levels, mixed gender, and ethnicity. STAD can motivate students to encourage and help each other to master skills presented by the teacher. If students want their team to get a team reward, they must help each other to learn and support members in the team to do their best in order to get the reward. However, students must also do individual quizzes without any help from teammates which will show their individual accountability. This motivates students to explain to each other clearly so that each member understands the material before taking the individual quizzes. Each member should ensure that they understand the materials before doing the individual quizzes. The latest scores in the latest quiz will be calculated and compared to the previous scores in order to find the improvement scores for the team. Moreover, the team scores are based on the improvement scores from all members in the team. Thus, each member has an equal opportunity for success to improve their scores for their team. In addition, students can score better than the last base score. In other words, the improvement scores depend on how much better the teammates can score than in the past.

Many studies have explored the effectiveness of cooperative learning in different fields of study besides languages, such as mathematics, science, language arts, or social studies. However, there are an increasing number of research studies on cooperative learning in the field of language learning. Cooperative learning has been used for many different purposes, including academic achievement. A number of related studies of cooperative learning and students' achievement are discussed in the following sections to show the results of the use of cooperative learning and STAD.

2.7 Related studies on cooperative learning and STAD

This section has presented previous research in the related areas of the study: the effects of cooperative learning, and the effects of STAD on students' achievement, including students' perceptions. This section has given a description of the studies and major findings relating to this study. In order to see the effects of cooperative learning and STAD on students more clearly, the related studies are summarized in the following table. The studies presented in Table 2.1 were conducted for different purposes. This section has provided a synthesis of the research findings with the purpose of identifying those research findings that are important in promoting students' learning.

Table 2.1: Summary details of related studies

Study	Grade	n	Area of Study
Pinkeaw (1993)	10	82	- English learning achievement and students' views
Thupapong (1996)	10	78	- Reading and motivation
Ashman and Gillies (1997)	6	182	- Cooperative behaviors and small group interaction
Da-oh (1998)	9	74	- English learning achievement and attitudes
Ghaith & Yaghi (1998)	4, 5, 6	318	- Acquisition of ESL rules and mechanics
Ghaith (2000)	Middle school learners	60	- Students' perceptions
Artmontree (2001)	3	20	- English learning achievement
Moryadee (2001)	5	78	- English learning achievement
Praphruetkrit (2001)	Undergraduate	32	- Reading
Wichadee (2001)	Undergraduate	40	- Reading, attitudes and behavior
Gillies (2002)	5	-	- Small group and interpersonal behaviors
Aunloy (2003)	2	51	- English learning achievement and attitudes
Ghaith (2003)	Undergraduate	135	- Instructional relationships, English learning achievement and students' perceptions
Gillies (2003)	Primary-college	-	- Academic achievement and motivation
Seetape (2003)	9	29	- Reading and behavior
Norman (2005)	5, 6	70	- English learning achievement and attitudes

The first of the related studies is done by Pinkeaw (1993) who investigates students' views on interaction and learning achievement through STAD in English language classes in Thailand. The subjects are 82 Mathayomsuksa 4 (or grade 10)

students who are divided into three groups: 30 high achievers, 24 moderate achievers and 28 low achievers. The students are given a test and questionnaires before and after the study. The findings show that all students' listening and speaking achievements are satisfactory. However, there is no significant difference between pre-teaching and post-teaching on the views of the high and low achievers, but the moderate achievers' views in general decrease significantly after teaching. For their opinions on STAD, there is no significant difference among the three groups of students.

Also, Thupapong (1996) studies the effects of STAD on Mathayomsuksa 4 (or grade 10) students. Thupapong investigates the effects of STAD on students' English reading achievement and cooperation. There are 78 participants and they are divided into one experimental group and one control group. The experimental group is taught by STAD and the control group is taught by the teacher's manual approach for six weeks. The results showed that the English scores of students taught by STAD are not significantly different from students taught by the teacher's manual approach. Next, the scores of the high, medium, and low achievers taught by the STAD are not significantly different from one another. Finally, students' scores and students' cooperation between both groups are not significantly different from one another.

Next, Ashman and Gillies (1997) focuses on the learning of trained and untrained cooperative learning groups. Ashman and Gillies (1997) examine group and individual factors that change in cooperation and learning outcomes in trained and untrained work groups of elementary school-age children. The participants of this study are 182 grade 6 students in Queensland, Australia. They are firstly divided into 3 groups based on their proficiency levels: high, medium and low. Then, the students

are put in groups of four students. Each group consists of the same number of males and females assigned to three levels of proficiency: 1 high, 2 medium, and 3 low levels of proficiency. Then, they are randomly assigned to both trained and untrained groups. The research investigates two areas: first, whether the cooperative behavior and interaction of children in classroom groups who are trained in cooperative learning skills are different from those of children who are given no training and the second is to investigate small group interaction and achievement in these groups over time. The research findings show that there are observable differences between the two groups of students. The cooperative trained group is consistently more cooperative and helpful to each other; they actively participate and are involved in each other's learning. They use more language tasks which are more inclusive, for example, there is more frequent use of "we", and they give more explanations to assist each other as they work together. Furthermore, the children in the cooperative groups performed significantly better on the learning outcomes questionnaires than those in the untrained groups.

Moreover, Da-oh (1998) studies the effects of cooperative learning using STAD on the English learning achievement of Mathayomsuksa 3 (or grade 9) students in Saengthamwittaya School, Narathiwa, Thailand. The participants are 39 girls and 35 boys who are divided into two groups based on their gender and are taught by the cooperative learning for 4 periods a week and for 8 weeks. The instruments used in this study are 12 lesson plans, an English achievement test, and a questionnaire on the attitudes towards cooperative learning and cooperative learning behavioral assessments. The results reveal that: first, the post-test scores after learning English using cooperative learning are higher than the pre-test scores at .05 level of

significance. Lastly, most students have a very good attitude towards cooperative learning.

In the same year, Ghaith and Yaghi (1998) find the results of an experimental investigation of the effects of STAD on the acquisition of English as a second language (ESL) rules and mechanics. There are 318 students who are from 4 fourth-grade, 4 fifth-grade, and 4 sixth-grade classes who are randomly assigned to experimental and control groups. The experimental classes receive instruction according to the cooperative learning method using STAD whereas the control classes follow an individualistic instructional approach based on exercises in their regular textbooks. All students are firstly given three different pre-tests that focused on students' knowledge of ESL rules and mechanics; however, students in each grade receive different pre-test examinations. For example, grade 4 students receive a pre-test that assesses their ability to identify and supply appropriate subjects and predicates, and to choose the correct plural forms. Grade 5 students receive a pre-test that focuses on using correct verbs, plurals, and possessive forms. Grade 6 students receive a pre-test that assesses their ability to supply correct subjects and predicates and to write sentences. At the end of the study, the same post-test on their knowledge of ESL rules and mechanics are given to the students again. The results of a two-way analysis of covariance indicate that there is no overall significant interaction between participants' aptitudes and their subsequent linguistic achievement.

Similarly, there was no significant difference between the control and experimental groups on the post-tests that measure content covered during the period of investigation. However, low achievers in the experimental classes make more relative gains than their higher-achieving counterparts in the same classes through

cooperative learning.

Next, Ghaith (2000) investigates the perceptions of the cooperative learning experiences of a group of middle school learners who study the rules and mechanics of English as a foreign language (EFL) using a Student Teams Achievement Divisions (STAD) cooperative learning method. A semantic differential scale is contributed to sixty Lebanese EFL learners to express their perceptions of the enjoyableness and effectiveness of STAD after a 12-week period of cooperative study. The results indicate that the learners are generally positive about their experiences and willing to recommend the use of STAD in other classes. However, the results also indicate that the male learners are clearer than the female learners about the procedures of STAD. Furthermore, they perceive that they learn more than the female learners. The results also indicate that the high achievers feel that they contribute to the learning of others more than their lower-achieving counterparts.

Furthermore, Artmontree (2001) conducts action research on cooperative learning based on using STAD which aims at developing English language teaching using English comic books, and at increasing students' achievement in Pratomsuksa 3 (grade 3). There are 20 participants in this study. The research instruments are 22 lesson plans using cooperative learning models and comic books, observation forms, and achievement tests. The results show that cooperative learning method and the use of comic books encourage students' interest in learning content and help students create skills, concepts, and develop their imagination. The cooperative learning model also helps students to relate their daily-life experiences to English activities. Moreover, students have a better performance in English language with an average score of 84 percent.

Likewise, Moryadee (2001) studies the effects of cooperative learning using the Student Teams Achievement Divisions (STAD); however, on self-efficacy and English learning achievement of primary school students. The participants study in Prathomsuksa five (or grade 5) in Samsen Kindergarten School, Bangkok. There are 78 participants in this study who are divided into two groups - an experimental group and a control group. The experimental group uses STAD while the control group uses conventional methods. The pre-test and the post-test are administered and analyzed by t-test. The results from the Self-Efficacy Test and objective test which focuses on listening, speaking, reading and writing show that students in the experimental group who study through STAD have higher self-efficacy and higher achievement scores after the treatment at .01 level of significance. On the post-test, the students in the experimental group have higher self-efficacy and English learning achievement scores than those in the control group at .01 level of significance.

The effects of cooperative learning in EFL areas such as reading skill of university students have also been observed. Praphruetkrit (2001) studies the effects of STAD on reading skills of students in Rajabhat Institute Petchaburi, Petchaburi, Thailand. The participants are 32 junior English major students who take "Reading for Options and Attitudes" and are taught for eight weeks. Each week consists of two classes of fifty minutes. The instruments used are: 8 lesson plans using cooperative learning activities; English reading skills tests and a questionnaire, and an open-ended questionnaire on attitudes towards cooperative learning. The researcher finds that the post-test scores after learning English through cooperative learning are higher than the pre-test scores at .01 level of significance. Also, most of the participants have a very good attitude towards cooperative learning.

Similarly, Wichadee (2001) studies the effects of cooperative learning on English reading skill development and students' attitudes, including their behavior towards cooperative learning method. STAD is used in order to see its effectiveness with the subject group for an eight-week period. Furthermore, a reading comprehension test, questionnaires on attitudes, behavioral assessment forms and interviews are used as instruments in this study. The participants are 40 first-year students of the School of Communication Arts at Bangkok University, Thailand who enrolled in a required fundamental English I Course in the first semester of the academic year 2004. The students receive the English reading comprehension test before and after teaching. After that, the pre-test and post-test scores are compared using a t-test dependent measure. The research findings show that students obtain higher reading comprehension scores in the post-test than in the pre-test scores at the .05 level of significance. The assessment forms show that the students perform well on cooperative learning tasks.

In 2002, Gillies investigates how training in small-group and interpersonal behaviors affected children's behavior and interactions as they worked in small groups 2 years after their training. In this study, there are 88 fifth grade students who had been trained 2 years previously in cooperative group behaviors. They are divided into two groups. Fifty-two fifth grade students are assigned to the trained group, and thirty-six students who are not previously been trained, are assigned to the untrained group. Both groups are reconstituted from a pool of students who had participated previously in group activities. The result shows a training effect, with the children in the trained groups being more cooperative and helpful than their untrained peers.

Next, Aunloy (2003) also studies the effects of cooperative learning using

STAD on the English learning achievement of Mathayomsuksa six (or grade 12) students in Nong Rua Wittaya School in Khon Kaen, Thailand, including the attitudes towards cooperative learning from the English language classroom. This study has similar results to those previous studies. However, the researcher also studies the cooperative skills of the students using cooperative learning. The students study English for thirty hours for seven weeks. The research instruments are: first, 14 lesson plans using cooperative learning activities; second, an English achievement test; third, a questionnaire on attitudes towards cooperative learning and a cooperative behavioral assessment. The results show that the post-test scores after learning English using cooperative learning are higher than the pre-test scores at .05 level of significance. Second, most of the samples have very good attitudes towards cooperative learning. Finally, most of the participants acquire cooperative skills through the work assigned and take a pride in the outcome of their group work.

Ghaith (2003a) examines the relationship between cooperative, individualistic and competitive forms of instruction, achievement in English as a foreign language (EFL) and perceptions of classroom climate. There are 135 university-bound learners of EFL who participated in the study. The participants complete a modified version of the classroom life script and their responses are correlated with achievement. In addition, the participants are divided into high and low cooperation groups and are compared across the variables of achievement and selected aspects of class climate. While the results indicate that cooperative learning is positively correlated with learners' perceptions of fairness of grading, class cohesion and social support, individualistic and competitive instruction are found to be unrelated to any of the aspects of class climate under study. Likewise, the results reveal certain statistically

significant differences between the low and high cooperation groups in favor of the latter in their achievement and perceptions of fairness of grading, class cohesion and social support.

There is a study related to the effects of small group learning by Gillies (2003) which provides an overview of five different studies demonstrating clearly the importance of explicitly structuring cooperative small-group work in classroom. Cooperative, small-group learning is widely recognized as a pedagogical practice that promotes learning and socialization across a range of curriculum areas from primary school through high school and college. When children work cooperatively together, they learn to give and receive help, share their ideas and listen to other students' perspectives and seek new ways of clarifying differences, resolving problems, and constructing new understandings and knowledge. The result is that students attain higher academic outcomes and are more motivated to achieve than they would be if they worked alone.

Moreover, Seetape (2003) studies the effects of cooperative learning on English reading achievement and students' behavior towards cooperative learning used in an English language classroom. There are 29 participants who study in Mathayomsuksa 3 (or grade 9) in Kanchanaphisekwittayalai Uthaithani School, Uthaithani, Thailand. They are selected by means of purposive sampling. Students study for eight periods, each period is of 50 minutes. The research instruments are an English reading achievement test, a cooperative learning behavioral observation sheet, and lesson plans using cooperative learning techniques. The results reveal that the post-test scores after the treatment are higher than the pre-test scores at .05 level of significance. Moreover, most participants show good behavior while work

cooperatively on their tasks. Their cooperative behavior developed increasingly.

Finally, Norman (2005) examines the impact of STAD in a South Korean elementary school. The participants in this study are in grade 5 and grade 6. However, STAD is used with grade six classes and is compared to grade five classes where students work in groups without STAD. The participants receive pre-test and post-test surveys which aim to measure changes in exposure to English education outside of the classroom, liking of the English class, attitudes toward working in cooperative learning groups, and changes in academic scores. Norman finds that STAD has significantly positive effects on students' achievement and students' attitudes towards learning English. The results also show that there is a greater effect of STAD on students' achievement than on students' attitudes toward learning English.

2.8 Summary

This chapter aims to describe the rationale, theoretical background, characteristics, models, and implementation of cooperative learning. Student Team Learning methods are described in terms of the usage and implementation in the English language classroom. Moreover, STAD method is explained with regard to its components and implementation in the classroom. The other cooperative learning methods: Learning Together, Structural Approach are also described to show their similarities and differences. Practitioners can select different approaches for using in the English language classroom. In addition, related studies are discussed to demonstrate the effectiveness of cooperative learning. The next chapter will describe the methodology of this research.

CHAPTER 3

METHODOLOGY

This research focuses on the results of an experimental investigation of the effects of the Student Teams Achievement Division in increasing students' English learning achievement. Moreover, this research will examine the perceptions of students on the use of STAD method in the English language classroom. The first section consists of the research questions and the hypotheses. In the second section, the data relating to the participants are explained. The third section discusses the research design of the study. Then, the fourth section includes a description of the research instruments used in the study. Finally, data collection and the data analysis are described in the fifth and sixth sections respectively.

3.1 Research questions and hypotheses

This study aims at investigating the effects of Student Teams Achievement Division (STAD) on students' English learning achievement. The research questions are:

1. How does the use of cooperative learning based on the use of the STAD method produce higher achievement than the use of the grammar translation method on students' English learning achievement?

2. How does STAD contribute to more positive perceptions of students in learning of the English language?

The hypotheses to be investigated are:

1. The students in the experimental group will obtain higher scores in the post-test than those in control group after they study using the STAD instructional method.

2. The students in the experimental group will have positive perceptions on the use of STAD and these perceptions will support the use of the STAD method in the English language classroom.

3.2 Participants

The school had two levels of students; preparatory level (grade 1 to 3) and beginner level (grade 4 to 6). In the study, the beginner level, grade 4 to 6, was selected to see the results of the research investigation. The beginner level is an important level for preparing students to enter the secondary schools. At this level, students are expected to be able to use basic English language skills effectively. However, grade 5 students were chosen as representative of students at beginner level in this study. From a teacher's viewpoint, grade 5 students were of especial concern in terms of language teaching and learning because they were at the point at which they should be able to master the use of English language skills effectively. In fact, they still had problems in terms of their use of English language skills. For grade 4 students, even though they were at beginner level, they had just come from the preparatory level and they would have had less learning experience than grade 5 students. The grade 6 students were preparing themselves for their final examination

for graduation for entry to the secondary schools. Most of their time was spent on reviewing lessons and tutoring for many subjects. Most lessons were studied in the first semester and focused on the content areas. The grade 5 students who had been at beginner level for one year and one academic semester were supposed to have enough language proficiency to study at grade 6 in the next academic year. They had enough English learning experience and also enough time for studying in this study. Moreover, the lesson plans for them were designed to be appropriate to their proficiency level and their regular English class time. For these reasons, grade 5 students were selected to be the participants of this study.

The participants were 67 grade 5 students enrolled in the EFL course in the second semester of the academic year 2006 at one primary school in the Northeast of Thailand. All the students lived around the school. In the study, the 67 students were selected as samples using the cluster sampling method developed by Krejcie and Morgan. The students were clustered into two classes: Prathomsuksa (or grade) 5/1 and Prathomsuksa (or grade) 5/2. So these two classes were randomly assigned into one experimental group, Prathomsuksa 5/1 and one control group, Prathomsuksa 5/2. The experimental group included 33 students: thirteen students were boys and twenty students were girls. The control group included 34 students: eighteen boy students and sixteen girl students. These students were selected for the study based on different instructional treatment. They were exposed to English language learning for over 8 weeks duration (about 2 months). To work on this kind of study, a period of eight weeks was enough to study the effects of the instructional strategy. During the eight week period, the students had time to get used to the new instructional method. Then, they could perform well and share their experiences in the classroom. One example of

the studies which took place for an eight week period and found positive results was Da-oh's (1998) study. He studied the effects of STAD on 3 students' English language learning achievement. The research results showed that students had better English learning achievement and showed positive attitudes toward STAD method.

For two groups of students, the experimental group and control group were taught by different methods and teachers. On the other hand, the experimental group was taught by the cooperative learning method in order to study the effects of Student Teams Achievement Division (STAD) which was used as an instructional strategy for teaching students in the experimental group. For the control group (comparison group), on the other hand, students were taught by the grammar translation method. Students were divided into groups and the teacher presented the teaching points under study and required students to complete exercises in their regular textbooks. A summary of the two groups of participants is given in the table below:

Table 3.1: Summary of number of participants and instructional methods

Participants	Number of students	Instructional method
Experimental group (5/1)	33	Cooperative learning based on STAD
Control group (5/2)	34	Grammar translation method

3.3 Design

This study was quasi-experimental (a statistical comparison of the groups). The design of the components can be described in terms of the subjects, data, treatment, and observation and measurement of the treatment (Selinger & Shohamy, 1989). Moreover, one research study may be called a quasi-experimental research

study when it is conducted under conditions in which it is difficult to control many of the variables and in which subjects cannot be assigned to special groups for the purposes of the research study. This study concerned examinations of the effects of STAD on English language learning achievement of students in the experimental group in comparison to the students in the control group who were taught using the grammar translation method.

Figure 3.1: The study's quasi-experimental design

Sixty seven participants in the study

Experimental group:
33 students

Control group:
34 students

Pre-test

Pre-test

cooperative learning
using STAD method

grammar translation method

Post-test

Post-test

Between-subjects comparison (Statistical Analysis)
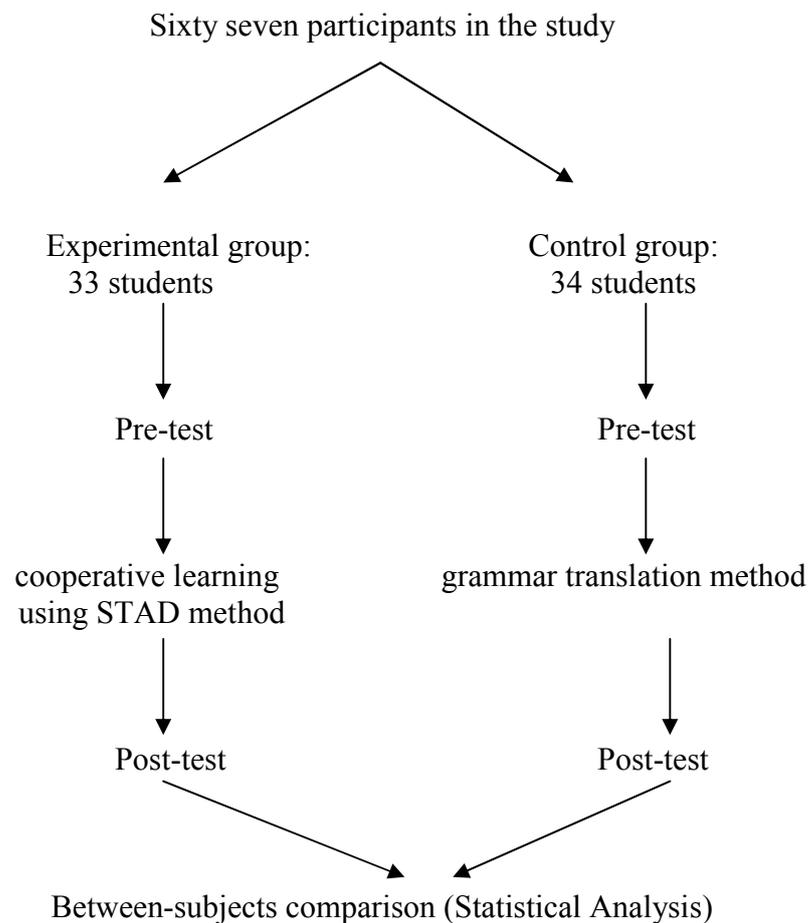
3.3.1 The treatment

The treatment lasted for 8 weeks (3 times a week for 60 minutes per lesson) and involved three chapters (Chapter 5: Pussy is stronger than Sam, Chapter 6: Let's make a ham sandwich and Chapter 7: I am not a thief) in the school's regular English lesson plans. These three chapters were the learning content in Smart Kids 5 (Brown, 2001). Normally, students studied English for 10 Chapters for one academic year. These three chapters were selected to be the learning content of the study because they consisted of both already learned and new learning content. Moreover, the characters in the three chapters were the same characters as those in the previous chapters. Furthermore, the students could relate their own background information to those characters and to the new learning situation smoothly. They would have fun and be able to familiarize themselves to the newly introduced content. Moreover, these three chapters consisted of the teaching of the four skills which was similar to other chapters. All three chapters aimed to promote students' English learning achievement. In their regular English language class time, students studied English three times a week, one hour per lesson. Thus, both classes would study English 3 times a week according to the school's English lesson plans and the total study time for this study was 24 lessons making a total teaching time, 24 hours.

Both experimental and control groups were taught by different teaching methods. Student Teams Achievement Division (STAD) method in the experimental group was chosen in this study because it has consistently been shown to be among the more effective cooperative learning methods in improving students' achievement in subjects that have well defined objectives such as the use of language, mechanics, or language rules. For example, Norman (2005) examines the impact of STAD in the

elementary school. The study aims to measure changes in exposure to English language education outside the classroom, students' attitudes towards the learning of English and changes in academic scores. The results show that STAD has significant positive effects on students' achievement and attitudes towards the learning of English. Moreover, STAD is one of the simplest cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative approach (Slavin, 1995). In STAD, each team consists of four or five members who have different levels of performance: high, average and low. Moreover, each team should include both boys and girls.

3.3.2 Implementation of STAD

In the experimental group, students were firstly taught and trained how to work together cooperatively in small groups before the research study. They were divided into 7 groups of four members and 1 group of five members. Each team was assigned to make a name for their team and to take a photo to put on the school's notice board in the event that the team had the best performance after taking the quizzes. There were heterogeneous members in each team in terms of gender and levels of English language achievement. The students were ranked based on English language performance in their last semester. Then, they were assigned to teams of four or five members. Each team consisted of students who had different levels of performance; high, average, and low. The treatment proceeded according to the five components of the STAD method; class presentations, teams, quizzes, individual improvement scores and team recognition.

To train students how to study with the STAD method, firstly, the class began with a teacher presentation to introduce and discuss the materials included, for

example, the worksheets. It took about 10 to 30 minutes for this component, depending on the complexity of the lesson and the materials. Secondly, the participants worked in their teams in order to complete the specially designed worksheets. Moreover, they had to make sure that team members helped each other and that all the team members understood the materials and agreed on the answers to the worksheet as well. There could be questions for which nobody knew the answers, so the teacher had to explain those questions. Each team was given one worksheet to complete. However, all team members were required to sign the finished sheet in order to ensure a consensus and positive interdependence (Johnson & Johnson, 1994). Thirdly, all participants took individual quizzes. In this situation they were not able to help each other, so it was possible to establish individual accountability and also to give individual students an opportunity to demonstrate their own learning. Next, each member's scores were calculated for the improvement scores by comparing the latest scores to the previous scores. Then, the participants corrected their own quizzes based on answer keys provided by the teacher. The scores on the quizzes were used to determine the improvement points of each learner by comparing the latest quiz scores to the earlier base score or past achievement. The base score was scores derived from the students' past performance for their most recent quizzes. These scores were compared to their latest scores in order to see the progress in the students' performance, moreover, it was also used to determine the improvement scores. The purpose of the improvement scores is to motivate students to work harder and perform better than in the past (Slavin, 1995). However, the first base score in this study derived from the first quiz in the STAD unit. Finally, teams were rewarded if their average scores exceeded the criterion. Normally, the improvement scores were

calculated according to the criteria suggested by Slavin (1995). The improvement

scores were possibly calculated based on the quiz which consisted of 100 points.

Slavin's (1995) calculation of improvement scores is shown in Table 3.2:

Table 3.2: Calculation of improvement scores for students' performances

Quiz scores	Improvement scores
More than 10 points below base score	5
10 points below to 1 point below base score	10
Base score to 10 points above base score	20
More than 10 points above base score	30
Perfect paper (regardless of the base score)	30

(adapted from Slavin, 1995, Cooperative Learning Theory, Research, and Practice)

(*Base score is the total scores in the latest quiz. Thus, students will have different
base scores. Their goal is to improve on their latest base scores and to perform better
each time)

According to Slavin's (1995) criteria, the team scores were calculated and then
added to the improvement points of each member in the team. Then the team scores
were divided by the number of team members (4 or 5 members). Finally, the teams
were graded as good, great, or super team. There are three levels of awards (good,
great and super) based on the average team improvement scores, as follows:

Average team improvement scores	Award
15	Good team
20	Great team
25	Super team

In order to see students' average team improvement scores on one quiz, the

following table will show how the average team improvement scores are calculated.

Table 3.3: An example of how improvement scores are calculated based on

Slavin' criteria (1995)

Student (Group Z)	Base Scores (previous scores)	Quiz Scores (latest scores)	Improvement Scores
A	91	100	30
B	69	90	30
C	76	80	20
D	89	81	10
E	79	65	5
Total Improvement Scores			95

As seen in Table 3.3, student A got 100 points on the latest quiz which was a perfect paper so he got 30 points for the improvement score.

Student B got 90 points on the latest quiz which was higher than her previous score for 21 points (more than 10 points above base score), thus she got 30 points for the improvement score for her team.

Student C got 80 points on the latest quiz which was higher than her previous score for 4 points (from the base score to 10 points above the base score), thus she got 20 points for the improvement score for her team.

Student D got 81 points on the latest quiz which was lower than his previous score for 8 points (10 points below to 1 point below base score), thus he got 10 points for the improvement score for his team.

Finally, Student E got 65 points in the latest quiz which was lower than her previous score for 14 points (more than 10 points below base score), thus she got 5 points for the improvement score for her team.

To conclude, group Z got a total of 95 points, and then the improvement scores will be divided by the number of team members for the average team

improvement scores. Thus, group Z got 19 points for the average team improvement scores. They were graded as a great team.

From the above example, each member had an equal chance to contribute points to add to the improvement points of their team because improvement points were awarded on the basis of individual past achievement rather than on the basis of the class average (Slavin, 1995). However, students should always be reminded of the components and purposes of using STAD in order to ensure that they work together and help their teammates to achieve the team goals. In addition, the purpose of the base scores and the improvement scores is to make the students feel that all of them have an equal opportunity to obtain the maximum points for their team based on their own performance. It is fair to compare each student's latest scores to their previous scores to obtain their individual improvement score. The student's target is to obtain higher scores than their previous scores for each quiz. In this study, there were 20 items in each quiz for measuring their progress in using STAD in each class. To calculate the students' improvement scores, Slavin's (1995) criteria for average team improvement scores was adapted for this study. The following table shows how the scores are calculated for students in the study.

Table 3.4: Calculation of students' improvement scores on the basis of students' performances on 20-point quiz

Quiz scores	Improvement scores
- When students do the perfect paper (20 points)	6
- When students get more than 3 points above base score	6
- When students get 3 points above base score	4
- When students get 2 points above base score	2
- When students get 1 point above base score or same scores as base score	1

According to the Slavin's (1995) criteria for assigning students into groups, they will be assigned into groups of four (or five) students. Firstly, they are ranged from the highest to the lowest based on their English language performance in the last semester. They are categorized into three levels of students: high achieving students, average achieving students, and low achieving students. Similarly, in this study, students were assigned to groups based on Slavin's criteria. There were 33 students in the experimental group so the students were divided into 7 teams of four students and 1 team of five students (the number of each team should be four; however, there were 33 students so the division is uneven, thus one team has five students). Each team had students of mixed levels of performance: high, average, and low. These eight teams of students were assigned to different teams by using the letters A, B, C, D, E, F, G, and H (the total number is 8). Accordingly, to divide students into group, the category starts at the top of the list with letter A and continues with B, C, D, E, F, G and H respectively. When a student is put in the H group, for example, the next group of students will be put in group H, G, F, E, D, C, B and A, respectively. Then, the process is repeated for all students. Thus, the average performance level of all the teams in the class should be equal. The photo of each team will be taken in order to be displayed on the notice board if they achieve the best performance later.

Table 3.5: Scheme for assignment of students to teams

Level of student's performance	Level of proficiency	Team name
High-performing students	1	A
	2	B
	3	C
	4	D
	5	E
	6	F
	7	G
	8	H
Average-performing students	9	H
	10	G
	11	F
	12	E
	13	D
	14	C
	15	B
	16	A
	17	*
	18	A
	19	B
	20	C
	21	D
	22	E
	23	F
	24	G
	25	H
Low-performing students	26	H
	27	G
	28	F
	29	E
	30	D
	31	C
	32	B
	33	A

* The seventeenth student will be assigned to a team after checking that each team consists of heterogeneous members. There are 33 students in the class and they will be divided into groups of four so the numbers of team members are uneven. If there is a team which lacks the correct criteria, for example, a team may have only male members, so if the 17th student is a girl, she should be assigned to that team.

3.3.3 Classroom observation

To understand the classroom teaching practice in experimental and control groups clearly, it was necessary to observe the classes. The purpose of the classroom observation was to enable the researcher to get more information and a better understanding of how STAD works in practice. By observing both the experimental and the control groups, the researcher was able to analyze the similarities and differences between the two groups. Then this information was used to confirm the results of the study, for example, whether the results matched the data which had been collected previously. The experimental group was taught using the STAD method as the instructional strategy by the researcher. However, since there might be some details that were not noticed by the researcher, video-tapes were used as a supplementary tool for recording the classroom situation to ensure that there were not any details that had been overlooked by the researcher. For the control group, the researcher acted as an observer in the class and took notes to record the details and the teaching practice so that the researcher could explain what were the similarities and differences between the two different instructional strategies. The data from these observations were used to support the discussion on the result of the study.

3.3.3   Discussion with the teacher of the control group

While collecting data and referring to the relevant sources for doing this research, the researcher had frequent discussions with the teacher of the control group. The purpose of these discussions was to ask for her opinion and advice in carrying out this study. Moreover, lesson plans and materials that were used in the study were reviewed and checked by the English teacher and two other experienced teachers in

order to ensure that they were relevant and appropriate to the regular English lesson plans.

3.4 Instruments

In order to construct the instruments and examine their efficiency, the researcher consulted specialists in English language teaching methodology, primary English language learning content and lesson plans. These specialists were Thai-speaking English language teachers who had experiences in English language teaching for many years. The validity of the three research instruments: English learning achievement test, quizzes and questionnaires, were examined by the specialists. Then, the comments from the specialists were used to revise the research instruments. After that, a pilot study was conducted with another group of 20 students in order to examine the instruments' efficiency.

Firstly, the pre-test was administered to the students. Next, students were trained in how to study using the STAD method, and the five components of STAD were introduced to them. Then, they were taught by using STAD lesson plans. Also, twelve quizzes were given to them as stated in the lesson plans. After that, the questionnaires about the STAD lessons were administered. Finally, the scores from the pre-test and quizzes, including the data obtained from the questionnaires were used to examine the efficiency of the instruments.

After the three instruments were examined in the pre-test, they were used with the participants of the study. Also, interviews and video-tapes were used as research instruments as well. In order to consider the details of each instrument, the following sections explained the usage and the components of the research instruments.

3.4.1 Pre-test and post-test

One week before the start of the study, all the students in both groups were given the pre-test (See Appendix A). This pre-test focused on students' English language learning achievement which included 4 skills; listening, speaking, reading and writing. The pre-test was divided into 4 parts: listening, speaking, reading and writing and each part consisted of 10 multiple choice items. The test which was administered to the students was for one hour, which is the same duration that students were normally given to complete tests at their school. The post-test, which was the same as the pre-test, was administered to both groups of students at the end of the study to measure the improvement of students in their English language learning achievement. Both the pre-test and the post-test used materials that were relevant to the learning content that the students had previously studied.

To construct the test, firstly, the teacher of the control group and the researcher assessed the relevancy of the pre-test items against the curriculum objectives. The test items that were not agreed only by them were either modified or excluded from the test. Next, evaluation forms for the pre-test were given to the experts who were experienced in teaching English for many years in order to check the test's validity by means of an evaluation form (See Appendix B). The evaluation form was adapted from Suwannabubpha (2006). Then, the test was administered to 20 grade five students who were studying in a nearby school to that of the participants for the piloting stage. The data obtained from the study were analyzed in order to find out the difficulty index (p) and the discrimination power (r) by using the Microsoft Excel program (See Appendix C). The criteria used to develop the test items were $0.8 \geq p \geq 0.2$ and $r \geq 0.2$. After checking that the difficulty index (p) and discrimination

power (r) met the criteria, the Kuder Richardson Formula 20 (KR-20) was used to examine the reliability of the test. The accepted reliability of the test was KR-20 > 0.8. In the study, the reliability of the test was 0.891 (See Appendix C).

3.4.2 Quizzes

According to Slavin (1995), there are five components of STAD: class presentations, teams, quizzes, improvement scores, and team recognition. The fourth component, quizzes, is for measuring the results of the Student Teams Achievement Division. In this study, 12 lesson plans (See Appendix D) were designed for use with the experimental group. The lesson plans of the experimental group were designed in order to teach the learning content and skills to the experimental group using the STAD method. The lesson plans included the learning objectives and the expected outcome, materials, content area and the five components of STAD. For the control group, the lesson plans focused on the same learning objectives, learning content and exercises (See Appendix E). However, the activities of the two groups were different. The experimental group's lesson plans were based on the STAD principle of giving the students opportunities for small-group interaction and for cooperation among team members. For the control group, students worked individually and shared their answers with the class. The third component of STAD, quizzes, was used as a research instrument in order to identify the improvement of students who were using the cooperative learning methods of STAD.

There were a total of 12 quizzes in this study. For every two periods (120 minutes), students were given an individual quiz which was the third component of STAD. To construct the quizzes, the researcher firstly designed the quizzes and assessed the relevancy of the quizzes to the curriculum objectives. Next, the quizzes

were examined by the English teacher of the control group using an evaluation form (See Appendix F). Also, the quizzes were given to the experienced teachers to evaluate the test's validity. After that, the quizzes were administered to the same group of students in the piloting stage. Then, the data obtained from the results of the quizzes were analyzed in order to find the difficulty index (p) and the discrimination power (r) by using the Microsoft Excel program (See Appendix G). The criteria used in developing the quizzes items were $0.8 \geq p \geq 0.2$ and $r \geq 0.2$. After the difficulty index (p) and the discrimination power (r) were found to meet the criteria, the Kuder Richardson Formula 20 (KR-20) was used to examine the reliability of the test. The accepted reliability of the quizzes was KR-20 > 0.8. In the study, the reliability of the twelve quizzes was (quiz 1) 0.885, (quiz 2) 0.830, (quiz 3) 0.819, (quiz 4) 0.851, (quiz 5) 0.846, (quiz 6) 0.801, (quiz 7) 0.819, (quiz 8) 0.801, (quiz 9) 0.842, (quiz 10) 0.866, (quiz 11) 0.841 and (quiz 12) 0.844 (See Appendix G).

3.4.3 Questionnaires

Furthermore, the questionnaires were administered to students in the experimental group (See Appendix H) to describe their experiences in learning English based on the STAD instructional method. The questionnaires used in this study were adapted from Ghaith (2000). There were three parts to the questionnaires. Firstly, the students were asked for their perceptions on the STAD instructional methodology. The first part was divided into four questions: (1) their experiences within their group; (2) the amount of their learning; (3) their recommendation on the use of STAD; (4) and the amount of their contribution. The students received a Thai version of the questionnaires so that they could understand the questions and respond to the questions clearly. To obtain their perceptions on the questionnaires, responses

for items 1-4 are ranged from 1 to 4 to indicate the participants' level of agreement. Each number referred to different levels of quality: 1 means nothing, 2 means a little, 3 means much, 4 means very much. Then, their perceptions on STAD were described following their responses to the questionnaires. Secondly, the students were asked what their favorite STAD components were. Finally, the students were asked to show their comments or suggestions in the third part of the questionnaires. To response to the questionnaires they were able to answer in Thai. However, the questionnaires were firstly examined for their validity by the experienced English teachers by the use of an evaluation form (See Appendix I). Next, the questionnaires were given to the same group of grade five students in the piloting stage. Then, the data were analyzed by using the SPSS program in order to examine the reliability of the questionnaires. In the study, the reliability of the questionnaires was 0.885 (See Appendix J).

3.4.4 Interviews

To try to fully understand the explanations of the students' perceptions, the students in the experimental group were interviewed on the topics related to the use of STAD in the classroom after they had completed the program. They were also encouraged to share their experiences of what had occurred in the STAD class.

3.4.5 Video-tapes

In order to record the actual situation and instruction in the classroom, video-tapes were used for collecting data for both groups of participants. The experimental group, which was taught by the researcher, was video-taped in order to observe the classroom situation which the researcher might not have noticed while teaching. The control group, which was taught by the English teacher, was also video-taped so that the researcher could compare the similarities or differences between the two groups of

participants. Then, the researcher used this information for the discussion of the research findings.

3.5 Data collection

As the researcher knew the English language problems of the participants in the study, she wanted to study the effects of using the STAD methodology on the students' English language learning achievement. Firstly, the researcher asked for permission from the school's principal to collect data and conduct the research. After that, she started to carry out the research study at the school. The procedures for the collection of the data were as follows.

1. The researcher and the teacher who were responsible for the participants arranged the timetable for the English classes. The researcher was responsible for Prathomsuksa (or grade) 5/1 while the teacher was responsible for Prathomsuksa (or grade) 5/2. English was taught to both groups of students based on the school's regular timetable. However, the experimental group (5/1) was taught by the researcher using the STAD method, while the control group was taught by the non-native English language teacher using the grammar translation method.

2. The pre-test on English learning achievement was given to both groups of students one week before the teaching started. After that, they were introduced and trained the five components of STAD for two periods (120 minutes). Then, the experimental group was taught following twelve lesson plans using the STAD method. Every two periods (120 minutes), students in the experimental group were given a quiz in order to see the effects of the STAD

method. After teaching by the STAD method to the experimental group and by the grammar translation method to the control group, both groups of students were given the same post-test to measure their English language learning achievement.

3. The students in the experimental and control groups were video-taped in order to see the actual situation and how the instruction was conducted in their classroom before the end of the study. The classroom situation and the instruction were used for the discussion on the similarities and differences of the two methods.

4. The questionnaires were given to the students in the experimental group in order to see how the students perceived the STAD method at the end of the study. Then the results of the students' performances in the classroom, the improvement scores, the pre-test and post-test scores, including the students' perceptions on STAD were summarized and shown to the students.

5. The students in the experimental group were interviewed about their experiences in the STAD class. The topics for the interviews were based on the questions in the questionnaires.

3.6. Data analysis

The following sections discuss about the methods used for analyzing the data obtained from each data collection procedure in order to answer the research questions.

3.6.1. This study investigated the effects of the STAD method and the grammar translation method on students' English language learning achievement.

An analysis of covariance (ANCOVA) was used to test the hypothesis for research question 1. The ANCOVA was also used to test whether the English language learning achievement of both groups was significantly different or not.

3.6.2 The results from the quizzes in the STAD lesson plans in the experimental group were analyzed in order to identify the students' performances in the STAD class.

3.6.3 The results from the questionnaires were examined in order to see the students' perceptions on the STAD method in the classroom.

3.6.4 The results from the video-tapes and interviews were used to support students' perceptions and performances in the classroom.

CHAPTER 4

RESULTS AND DISCUSSIONS

This study aims to investigate the effects of Student Teams Achievement Division (STAD) on the English language learning of Thai students in grade 5. This chapter presents the research results of the investigation. The research results will be presented and discussed in six sections. They are as follows: the results of the students' English language learning achievement, students' perceptions of STAD, interviews, performance in quizzes, interpretation of video-tapes and a summary of the chapter.

4.1 Students' English language learning achievement

The present study has illustrated the results of the effects of STAD on students' English language learning achievement. These findings are in response to research questions 1 and 2. However, this section is a discussion of the English language learning achievement of students in both the control and experimental groups. To discuss the results of the research findings, it is necessary to answer the research questions. The first research question is;

1. How does the use of cooperative learning based on the use of the STAD method produce higher achievement than the use of the grammar translation method on students' English learning achievement?

To answer the first research question, the following section will be presented to show the research findings of this study. The following section will illustrate the results from a comparison of the students' English language learning achievement of the two groups of students. Firstly, there will be a comparison of the mean scores on the pre-test and post-test for the two groups of students. Then, the data obtained from the pre-test and post-test scores of both groups will be analyzed using an analysis of covariance (ANCOVA) in order to see if there is a significant difference.

4.1.1 Descriptive statistics

Table 4.1: Mean scores of students in two groups

Method of teaching	Test	Means	S.D
STAD	Pre-test	12.61	3.556
(n=31)	Post-test	21.94	6.598
Grammar Translation	Pre-test	13.63	2.606
(n=30)	Post-test	17.60	3.114

As seen in Table 4.1, the data show the mean scores and S.D values of the two groups of students. There were 31 students in the experimental group and 30 students in the control group who were given the pre-test and the post-test. The experimental group of students was taught by the STAD method, while the control group of students was taught by the grammar translation method. Before they were taught by these different instructional methods, the mean scores of students in the experimental and the control groups on the pre-test were 12.61 and 13.63. After the study, their mean scores on the post-test were 21.94 and 17.60. Then, the students' data from the

pre-test and the post-test were analyzed in order to see if there was a significant difference in their English language learning achievement.

4.1.2 An analysis of covariance

To test the first hypothesis, an analysis of covariance (ANCOVA) was used to compare students' English language learning achievement between the students in the two groups. The ANCOVA would remove covariates or extraneous variables that were derived from pre-existing individual differences such as students' English proficiency level and students' English background knowledge.

Using ANCOVA, the post-test mean scores of both groups were compared to see if there was a significant difference after removing the extraneous variables (pre-test mean scores). The results are shown in Table 4.2.

Table 4.2: Analysis of covariance results using the post-test scores as a dependent variable and the pre-test scores as covariates

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	438.416(a)	2	219.208	8.859	.000
Intercept	538.751	1	538.751	21.772	.000
Pre-test	151.847	1	151.847	6.136	.016
Method	350.344	1	350.344	**14.158**	**.000**
Error	1435.224	58	24.745		
Total	25796.000	61			
Corrected Total	1873.639	60			

R Squared = .234 (Adjusted R Squared = .208)
(*R Squared is for denoting the percentage of variation in the dependent variable that can be explained by the independent variables. Adjusted R Squared is calculated based on the R Squared. Then, the adjusted R Squared adjusts the R Squared for the sample size and the number of variables in the regression model (Child Care & Early Education, undated)

The results in Table 4.2 show that after removing the covariates (pre-test scores), both groups significantly differed on the post-test (F = 14.158, Sig. = 0.00). The means of the experimental and control groups were 21.94 (S.D = 6.598) and

17.60 (S.D. = 3.114), respectively. This means that the experimental group obtained higher post-test scores than the control group. This result supported the first hypothesis that the experimental group which was taught by using the STAD method would have a higher English language learning achievement than the control group which was taught by the grammar translation method. The average post-test scores of both groups of students were significantly different at the 0.01 level (F = 14.158, Sig. = 0.000). Thus, it can be seen that the students' English language learning achievement of the experimental group was significantly higher than that of the control group. The results obtained correspond to the first hypothesis as stated in Chapter 1.

4.2 Students' perceptions of STAD in the English language classroom

Besides the results of using STAD on students' English language learning achievement, there is also the question of the students' perceptions of the use of STAD methodology in English language learning. The second research question and its interpretation are:

2. How does STAD contribute to more positive perceptions of students in learning of the English language?

In order to obtain a response to the second research question, questionnaires were administered to the students to survey their perceptions of STAD in English language classroom. There were three parts to the questionnaires: part one discussed the students' perceptions of cooperative learning based on the STAD method, part two discussed their perceptions of the STAD components and finally, part three gave the students' comments. In the last part, the students were encouraged to express their

opinions or suggestions on the use of the STAD method in the English language classroom.

Firstly, in the investigation of the students' perceptions on the STAD method in the classroom, 33 students in the experimental group answered the questionnaires to rate their experiences with their groups and the value of STAD in the classroom. In addition, there were four items in the first part for students to rate their perceptions on STAD: A, B, C and D. In item A, students were asked to rate whether STAD was useful, fun, interesting, worthwhile or clear. The result was that, students' experiences on STAD in the classroom were quite positive. Most of them viewed STAD as 'much' useful, fun, interesting, worthwhile and clear. In item B, students were asked how much they learned in the STAD lessons. Students also showed positive perceptions on item B because they indicated that they learned 'much' in the STAD lessons. Next, they indicated in item C that they were 'pretty sure' to recommend the use of STAD to other classes. Finally, they stated in item D that they contributed 'much' to the learning of their classmates. To conclude, students showed positive perceptions on the use of the STAD method in their class and that STAD was 'much' useful, fun, interesting, worthwhile and clear.

Secondly, they were asked in part two about which component they liked the most and the reasons why they liked it. There are five components in STAD: class presentations, teams, quizzes, individual improvement scores and team recognition. In terms of the most favorable component of STAD, the following table shows the results of the students' responses to the second part of the questionnaires.

Table 4.3: Students' favorable STAD components

Components	Numbers of students	Percentage (%)
(1) Class presentations	7	21.2
(2) Teams	9	27.3
(3) Quiz	8	24.2
(4) Individual improvement Scores	3	9.1
(5) Team recognition	6	18.2

As can be seen in Table 4.3, the second component, teams, was chosen by most students (21.2%, 9 students). When they were asked why they chose teams as their most favorable component, they gave various reasons. They said that in the STAD lessons they shared the same goals in learning, tried harder, got more chances to work together, were able to consult with their teammates, received and got help, and especially, they had fun and gained more knowledge. Next, there were 8 students (24.2%) who chose the quizzes component. They said that it was a good chance to review the lessons and know how much they were progressing with their learning. If they knew their mistakes, they would be able to prepare and improve themselves for the next time. In addition, there were 7 students (21.2%) who preferred the class presentations component. They said that they preferred this component because it could help them do the quizzes and obtain more knowledge. Six students (18.2%) chose the team recognition component because they were proud when they were the winning team, moreover, they were also rewarded with some candies. Finally, a few students, 3 students (9.1%) chose the individual improvement scores component because they enjoyed working as a team.

Besides the two parts of the questionnaires that asked about students' perceptions of STAD, the students were also encouraged to express their opinions or suggestions on the use of STAD in the classroom. As a result, most students viewed

the use of STAD as positive and advantageous. In addition, the results obtained showed that students' opinions could be categorized into three groups: STAD's advantages, STAD's usefulness and students' suggestions. Firstly, with regard to STAD's advantages, the students said that STAD was advantageous because STAD promoted student-centeredness and could be used in other subjects such as mathematics or science. It was good when they could manage things in learning by themselves. With regard to learning, they said that STAD was beneficial and helpful for group learning. Moreover, STAD encouraged better friendship in the classroom. Students had more opportunity to talk about learning and work with their teammates. So they were happy when they worked with teammates and helped each other. Secondly, with regard to STAD's usefulness, most students stated that they had fun and learned happily. While learning, they paid more attention and received more knowledge, so they got higher scores and new learning experiences. Moreover, they were more confident about sharing their opinions with each other. This is why students said that they learned happily. Finally, in terms of students' suggestions, they suggested that the teacher should get involved in each component because it would be better if they could ask the teacher for help whenever they wanted. Furthermore, they said that it would be better if STAD could be adapted for using in other kinds of classes.

4.3 Interviews

To obtain more information about the questions in the questionnaire on students' perceptions, interviews were administered in order to understand the students' perceptions more clearly. Eleven out of thirty-three students (33%) from the

experimental group were interviewed after finishing the study on the topics related to the use of STAD in the classroom. According to the results of the questionnaires, the students showed positive perceptions on the use of STAD. Thus, the related topics on the questionnaires were used for interviewing the students: (1) students' perceptions on the STAD instructional method; (2) students' most favorable STAD component; (3) students' comments or suggestions concerning the use of STAD in the classroom.

In terms of students' perceptions on STAD, firstly, the students were asked about their experiences with their groups in the classroom. In addition, there were four items: A, B, C and D, in part one of the questionnaires which asked about the STAD activities in the classroom. The following sections were responses from the students to part one of the questionnaires.

4.3.1 Students' perceptions on the STAD instructional method

As stated in the questionnaires in item A in part one, the students stated that STAD was 'much' useful, fun, interesting, worthwhile and clear in the classroom. Thus, the students were also interviewed as to why and how they thought that STAD was useful, fun, interesting, worthwhile and clear.

Firstly, in terms of usefulness, most students showed similar opinions on this topic. They said that STAD was useful for them in the classroom because it helped them to become more self-confident. While learning in groups, they felt free to ask their teammates questions because they were not afraid that their questions were silly or ridiculous. Moreover, their teammates willingly helped them because this would help the team to obtain a higher score. Next, they felt that there was less pressure when the teacher did not stand in front of the class because when the teacher was there, they thought that the teacher was looking at them. However, when they needed

some help, the teacher would come to their groups and explain any points that were unclear to them. This was better than asking questions in front of the whole class.

Secondly, the students said that they had fun while learning through STAD because it was easy to understand. Moreover, they had fun when they worked in groups and shared the same goals in learning with their team. They also stated that they would like to learn and do better so that they could score and be the winning team. When their teammates helped them and they did better, they were proud and enjoyed themselves. Moreover, they added that STAD was sometimes like a game as everyone in the team had to help each other to reach the goal. However, the goal in the STAD classroom was not only on rewarding, but also resulted in an improvement to their learning.

Thirdly, as stated previously, STAD was sometimes like a game so the students thought that STAD was interesting as well. They said that it was the first time that they had had any experience of the STAD method. Even though it was a little difficult to understand when learning with STAD for the first time, when they understand STAD better in the next class time they thought that STAD was very interesting. Moreover, they added that it was interesting because they would like to know what would happen after they finished with each component. For example, they would like to know what the topic would be for studying, would the quiz be difficult or easy, what scores they would be able to obtain and which team would be the winning team. They said that they often wondered what would happen in the next STAD components. They also added that they found the STAD components interesting.

Fourthly, the students said that STAD was worthwhile and it was a good opportunity to learn by this method. They added that they were normally taught by the grammar translation method and followed the teacher's instruction. When they learned by STAD, they had to learn and do different things. For example, they learned to explain the content to each other, they learned to work with teammates and even learned to listen to their teammates. They found that STAD activities in the classroom worthwhile because it taught them how to work, how to learn, and how to interact with their teammates. Even though they only used the STAD method for a short time, they thought that it was worthwhile.

Finally, in terms of being able to understand how STAD worked, the students said that it was clear to them how to follow the teacher's instructions and what the components were. There were five components to STAD: class presentations, teams, quizzes, individual improvement scores and team recognition. To students, these five components of STAD were not difficult to understand and follow. Moreover, the teacher often reminded them how each component was important and what each component was for.

To summarize, the students viewed STAD as helpful and useful. They had positive perceptions on STAD. The five components of STAD were beneficial and easy to understand. They thought that STAD was useful, fun, interesting, worthwhile and clear.

For item B in part one, the students were asked how much they had learned in the STAD lessons in the classroom. As a result, they stated that they had learned a considerable amount in the classroom. Thus, the students were interviewed on this topic and they said that they normally learned using the grammar translation method

which focused on working with books and doing spelling vocabulary. In the grammar translation classroom, they learned by following the teacher's instructions and each had a lot of work to do. In the STAD class, however, they mostly learned with teammates and by themselves. They added that in the STAD lesson, they had more opportunity to learn by themselves and to consult with their teammates. To summarize, they thought that they learned a considerable amount in both classrooms; however, STAD helped them to learn more by themselves.

For item C in part one, the students were asked whether they would recommend STAD to other classes or not. They said that they would like to recommend the use of STAD to other classes because they viewed STAD as fun and useful. They would like to have fun in other classes as well. They believed that STAD would help them in learning in other classes as much as it had in the English class. When they were asked which class they would like to recommend for the use of STAD, many students said that they would like to recommend the mathematics class because it was difficult for them and they wanted some help from their teammates.

Finally, item D in part one, the students were interviewed about how much they contributed to the learning of their classmates. They said that they contributed a considerable amount in the classroom. When they were asked how they contributed, there were two major answers from them. Firstly, the answer was from high achieving students who said that they contributed by reading the text aloud, and by explaining and summarizing the content to their teammates. They added that they felt good when they did these things for their teams because they enjoyed it when their teammates said "I see" or "Thanks" to them. The second answer was from the average and low achieving students who said that even though they could not understand the lessons as

well as some students in the groups, they enjoyed having a part in the work of their group. They said that they would do what they were able to, for example, taking short notes, writing on worksheets that would be sent to the teacher or even paying attention to what their teammates explained. They said that everybody in the group could do something and share something with the others in order to help their learning.

In summary, the students gave positive answers to the interviews. They responded to the interviews in a similar way to that of the questionnaires. They still viewed STAD as useful and positive. In addition, there was another question that the students were asked in the interviews. According to the second part of the questionnaire, they were asked which component of STAD they preferred the most and why they chose it. There were five components of STAD: class presentations, teams, quizzes, individual improvement scores and team recognition. Of the 11 students who were interviewed, 2 students chose the class presentations, 3 students chose the teams, 2 students chose the quizzes, 2 students chose the individual improvement scores and 2 students chose the team recognition component. The following table shows the number of students who preferred particular components.

Table 4.4: Preferred components by interviewed students

Components	Numbers of interviewed students
(1) Class presentations	2
(2) Teams	3
(3) Quizzes	2
(4) Individual improvement scores	2
(5) Team recognition	2

In order to obtain more information, the students were divided into five groups according to the components their chose for an interview.

4.3.2 Students' favorite STAD components

The following sections deal with the students' responses to the second part of the interviews. They were interviewed about the components of STAD that they preferred. According to the five components of STAD, the students gave various reasons why they chose different components.

Firstly, the two students who preferred the class presentations component were interviewed. They said that this component helped them learn more English and prepared themselves before doing the next components and doing quizzes. If they paid careful attention to this component, they could perform well in the next components which would also help them to score for their teams. They also added that they enjoyed this component because it was the time when the teacher explained the content learning to them. They could take notes on what the teacher was teaching and keep the notes for the following components. They said that when they paid careful attention to this component, it helped them to do well in the following components.

Secondly, three students were interviewed why they chose the second component. There were various reasons why they preferred the teams component. According to the questionnaires, most students chose this component as the most favorable component. To know the reasons why they chose this component, they were interviewed on this topic as well. They said that they enjoyed this component because it was a chance to ask their teammates when they did not understand or dare to ask the teacher. They said that they sometimes felt freer to ask their teammates in groups;

however, if their teammates could not explain, they also had a chance to ask the teacher. When the teacher came to their groups and explained, the teacher explained to the whole group, not to each individual student. They also added that when they consulted with each other, it helped them to develop better friendships. The students would help each other with their learning.

Thirdly, the two students who chose quizzes component said that they loved this component because it was a good chance to test them and know how much progress they had made in their learning. Moreover, the quizzes related to what they had just learned so it was a good way of testing themselves. It was also a good chance to know how well they understood the content learning. If they performed poorly on one quiz, they would pay more attention to the next quiz. On the contrary, if they performed well on one quiz, it would push them to perform better the next time. They thought that this component helped them to work harder and they tried more.

Fourthly, in terms of the individual improvement scores component, there were two students who chose this component as the most favorable component. In addition, to get the individual improvement scores, students' latest scores would be compared to the previous scores. In the interviews, the students said that they chose this component because when they performed better on quizzes or got more scores, they also scored for their teams as well. This could help their teams to be rewarded. Moreover, it was a chance to improve themselves too.

Finally, six students (18.2%) chose team recognition as the most favorable component and two of them were interviewed as to why they preferred this component. According to the STAD method, if the students could do the best performance on quizzes, they would be rewarded with some candies. The major

reason why the students enjoyed this component was that they felt proud when their team was the winning team. The reward encouraged them to pay attention to every component and to help their teammates with their learning. This led them to be successful in learning. They also added that it was a very good idea to give students some candies. However, if they did not receive any candies, they still wanted to do better on quizzes because they were proud of their performances.

Then, the students were interviewed about their comments or suggestions towards the use of STAD in the classroom. They were asked to share their experiences and feelings about the use of STAD. The following section gives the students' responses to the third part of the interviews.

4.3.3 Students' comments and suggestions

From the interviews, it seemed the students viewed STAD as positive, but they were also asked about the disadvantages of STAD. Many of them said that there was also one disadvantage of STAD. Even though STAD was useful and helpful, it took time to realize its value because it was new for them. When they learned using the STAD method for the first time, they thought that STAD was a little difficult. They added that they normally studied regular textbooks, exercises and followed the teacher's instruction; however, with the STAD method they had to do many things by themselves. This was a little difficult for them to do and to make decisions for themselves. Luckily, they had teammates to consult with and to help them. After they had learned the use of the STAD method after a few classes, they said that STAD was not as difficult as they had thought. They just followed the STAD components which helped them to learn better. Moreover, they would like to recommend the use of STAD to other classes. They said that STAD was useful and helpful for their learning,

so it would be a good idea to implement STAD in other classes. They said that the use of STAD would also help them to learn better in other classes.

To summarize, students showed positive perceptions on STAD in both the questionnaires and the interviews. They thought that there were many advantages of using STAD and that STAD should be implemented in other classes as well. The next section shows the results of the performance in the quizzes for the students in the experimental group.

4.4 Results of the quizzes

Based on Slavin's criteria in dividing students into groups, students in the experimental group were divided into 7 groups of four students and 1 group of five students. Each group consisted of students with mixed gender and levels of English language learning achievement. In addition, students chose their team names as follows: Parrot, Rabbit, Butterfly, Bull, Dragonfly, Kangaroo, Penguin and Worm. Each group of students had their photo taken before the study began so that the winning team's photo would be shown on the board if the team had the best performance for a quiz. There were 12 quizzes in this study and each quiz consisted of 20 items and had to be finished in 15 minutes as stated in the lesson plans. Students' scores on each quiz were collected in order to find the best team for the team recognition component and to see their progress for each class. In addition, the following results were the students' scores from the 20 quizzes in the STAD lesson plans.

Table 4.5: Students' scores on the STAD quizzes

Team member	Scores (240)	Percentage (%)
Bull (1)	202	84.16
(2)	118	49.16
(3)	101	42.08
(4)	117	48.75
(5)	109	45.41
Butterfly (1)	174	72.50
(2)	119	49.58
(3)	125	52.08
(4)	124	51.66
Dragonfly (1)	130	54.16
(2)	107	44.58
(3)	88	36.66
(4)	84	35.00
Kangaroo (1)	130	54.16
(2)	108	45.00
(3)	106	44.16
(4)	79	32.91
Parrot (1)	159	66.25
(2)	121	50.41
(3)	110	45.83
(4)	111	46.25
Penguin (1)	113	47.08
(2)	130	54.16
(3)	123	51.25
(4)	112	46.66
Rabbit (1)	163	67.91
(2)	112	46.66
(3)	98	40.83
(4)	91	37.91
Worm (1)	153	63.75
(2)	129	53.75
(3)	123	51.25
(4)	97	40.41

According to the results of the quizzes, many students' scores were less than 50% of the total (240 points). There were 14 students (42.42%) who were able to score more than 50% and they were from every group. However, these 14 students were not rewarded individually because each student's scores were calculated to measure the individual improvement scores and the team recognition. The latest quiz

scores of each student were compared with the previous quiz scores to find the individual improvement scores. Then, the individual improvement scores of all students in one team were calculated and compared to those for the other teams. The team with the best performance on each quiz was finally rewarded with some candies; moreover, their team's photo was displayed on the board.

According to the students' responses to the questionnaires, it seemed that the students were glad when their team's photos were shown on the board. Moreover, they looked enthusiastic after finishing each quiz and wanted to know which team was the best. Moreover, there were many students who chose the team recognition component as their favorite as stated in the questionnaires and interviews. They said that they preferred this component because they were proud when they were successful and their photos were shown on the board. Moreover, they were really happy when they received some candies. These rewards encouraged them to try harder on the following quizzes. However, the total scores of many students were less than 50% although they said they tried harder. When they were asked about this problem, they stated that they tried harder in their own learning and helping each other to master the content learning. Moreover, they thought that the quizzes were not too difficult. However, they were not sure why they got less than 50% of the total score. This might be because when they learned in their groups, their teammates explained the content learning and they thought that they had understood it. However, perhaps they did not really understand it as well as they thought. To understand this problem, the questionnaires were examined so that the researcher could try to solve this problem. According to the questionnaires, there were 9 out of 33 students (27.3%) who chose the teams component as their favorite component. However, there were

only 3 students who chose the individual improvement scores as their favorite component. This might mean that the students did not pay enough attention to the individual improvement scores component. Possibly, the students did not care much about their total scores on the quizzes, as it seemed they paid more attention to the rewards which were some candies and their team photo, rather than to how to get the reward. They did not recognize that their own progress was the best way to be successful in using STAD.

The next section presents the results of the teams which performed best on each quiz. In addition, when a team performed the best, their team photos would be shown on the board and they would receive some candies as well. The teams with the best performance are summarized in Table 4.6 as follows;

Table 4.6: Recognition of the teams with the best performance on each quiz

Quiz numbers	Best teams
1	Penguin
2	Parrot and Worm
3	Butterfly
4	Kangaroo
5	Worm
6	Rabbit
7	Butterfly and Penguin
8	Parrot
9	Parrot
10	Butterfly
11	Parrot
12	Kangaroo

Table 4.6 shows that there were 6 teams which were rewarded in this study; Penguin, Parrot, Worm, Butterfly, Kangaroo and Rabbit. In addition, Parrot was the most successful team. However, there were 2 teams which were never rewarded: Bull and Dragonfly. Accordingly, students' performances on the quizzes by the Bull and Dragonfly teams were examined in order to see their progress on the quizzes. It was

found that most students in both groups had consistent scores on quizzes. They always had the same scores in each quiz. The students improved less than other groups. However, with regard to Table 4.5 which summarized the students' total scores on 12 quizzes, one student in Bull received the highest total scores in the class, but Bull was never the best team. This showed that if all the team members did not improve in the quizzes or performed worse than the other groups, then their team would not be successful although they had the best student in their team. As a result, this might not be fair for the high achieving student who did very well in her own learning. To find out whether this student thought it was fair for her, she was interviewed about this. She said that at the beginning of the class she thought it was not fair for her. However, after she had studied a few times, she changed her opinion. She said that when she saw her teammates tried and worked harder, she felt better. She added that it was acceptable because when her teammates paid more attention to their learning, her teammates did not talk and play with each other, so they learned more. She was able to pay more attention herself and nobody interrupted her work. Generally, she viewed STAD as positive and useful. Moreover, she stated that the quizzes was her most favorite component because it helped her to know how much she had progressed in learning. She also suggested that she wanted her teammates to pay more attention to their learning. Another student in Bull was also interviewed about how he felt that his team was never rewarded. He said that it was a pity because the highest achieving student was in his team. He added that he did not care much about the reward. It would be great if his team was rewarded; however, it did not really matter because every team member tried their best and they had fun in learning. Next, the student who had the poorest performance on the 12 quizzes was a student in Kangaroo. He

obtained 72 points from 7 quizzes and did not score on 5 quizzes because he was often absent. The reason he was absent was that he was sick and had to go to the hospital. When he came to school and studied the STAD lessons, his teammates tried to help and explain to him the content learning on the day he was absent. Even though he spent least time in the STAD lessons, he viewed STAD positively. He said that he learned more in the STAD class and had fun with his teammates in the classroom. Also, he thought that his English was improved.

To conclude, many students scored less than 50% of the total score on the quizzes; however, they viewed STAD as positive and preferred to learn using STAD. They were proud when their teams were rewarded by some candies and their photos were shown on the board. The students viewed STAD as useful and helpful. To understand the classroom teaching practice of the experimental group, including the control group, the next section shows the data from the video-tapes.

4.5 Interpretation of data from the video-tapes

In order to get more information and to understand the classroom teaching practice in both classes, it was necessary to observe the classroom, so that the researcher could get more detailed information about both groups of students. The data from the observation was for interpreting the results of the teaching and learning. Video-tapes were used as tools for recording data from the classroom situation that the teacher and the researcher might overlook. Thus, the control and experimental groups were video-taped during the teaching and learning class time for these purposes. As stated previously, the control group was taught by the grammar translation method and by their non-native English teacher, while the experimental

group was taught by the STAD method and by the researcher. In addition, students were notified previously that they would be video-taped; however, they did not know the exact date. The study took 8 weeks, and both classes were video-taped before the end of the study.

4.5.1 The control group

The control group of students was video-taped before the experimental group. On that day, students looked a little excited and enthusiastic. According to the lesson plan, the control group was taught for the same duration as the experimental group. Even though it took two hours for one lesson plan, the control group was video-taped for only one hour. The researcher was permitted to record the control group of students for one hour because it was inconvenient for their English teacher. In the classroom, students sat in groups of five or six students. The teacher started the lesson by reviewing vocabulary, and then the students were asked to spell and pronounce those words. The teacher spoke to the students loudly and clearly so that all students could hear and understand what she said. Then, the teacher and the students read the reading passage together. The teacher read aloud for the students and then the students repeated after the teacher. While the teacher was teaching, she stood in front of the class so that she could see every student in her class. After finishing reading the passage, the teacher summarized the reading passage in Thai and asked the students about the passage they had read together. She also asked if there were any questions about the reading passage. However, there were no questions from the students. Then, the teacher asked students to open their books and introduced some new vocabulary to the students that would be studied and used in the new chapter. The teacher pronounced the new vocabulary for the students, wrote the words on the board and

told them the meanings. After that, she asked them to read aloud together and spell the vocabulary word by word. Most of the class time was spent on reading the chapter and pronouncing the new vocabulary which was written on the board. Next, a worksheet was given to each group of students to work together and the students were asked to help each other to work on the worksheet. While working, there were some students who walked to other groups to borrow stationery. Moreover, there were also some students who played and talked with their teammates. The teacher told them to pay more attention and keep quiet. However, the students were not able to finish the worksheet in time so the teacher told them to do it as homework and hand it in for the next class.

4.5.2 The experimental group

Students in the experimental group were video-taped after the control group for a few classes. While the control group of students was video-taped for an hour, the experimental group of students was video-taped for two hours according to one STAD lesson plan. On these days, the students in the experimental group looked a little excited and enthusiastic like the control group. In the classroom, students sat in groups of four or five students. To give a clearer picture of the teaching and learning in a classroom in which STAD is used, the details of the classroom observation will be described following the five components of STAD: class presentations, teams, quizzes, individual improvement scores and team recognition.

1. **Class presentations**

After a normal greeting, the researcher started the lesson by talking about the topic "A Bad Day" which would be the topic of study for that day. Then, the researcher asked students to give examples of their bad days. There were some

students who volunteered to give some examples in Thai which related to their daily life, for example, getting up late, missing the bus or coming to school late. More examples were explained in Thai to students so that the students understood the meaning of "A Bad Day" and so that they could do the exercise.

2. Teams

After that, the researcher gave worksheet A and reading passage A to each group of students. To work on worksheet A, students needed to study the reading passage A together so that they could work on the worksheet. In addition, the researcher told the students to work in their groups and that they could ask her questions if there was nobody in their groups who knew the answers. They were also reminded to help each other in their groups and to explain the content learning to their teammates because it would be the content of the quizzes in the next component. While working in groups, students tried to look for the unknown words in their vocabulary books and to explain them to each other. However, there were some students who talked and borrowed things from their teammates while they were working. Mostly, in each group there was one student who explained the content learning and asked team members the questions. Then, the researcher walked around to see if there were students who needed some help. After they worked together, the researcher and the students summarized the details on worksheet A and reading passage A together. When the students finished with the worksheet A, they were given worksheet B and reading passage B to work on together as well.

3. Quizzes

The students were tested on the next day and they had to do individual quizzes. On that day, the students' desks were set in rows while they did the quizzes so that

they could not help or ask teammates about the quizzes. Before doing the quizzes, the researcher explained the purpose of the quizzes and how the quizzes were important to their groups.

4. Individual improvement scores

After the students finished their quizzes, they sat in their groups again and were given the answer sheet to check the correct items by themselves. The researcher walked around the room to see if the students needed some help. Then, the students were asked to put their latest quiz scores in their books and to compare them with their previous scores in order to find out their individual improvement scores.

5. Team recognition

There were two groups of students which performed best on this quiz: Dragonfly and Kangaroo. Both groups of students were asked to stand and receive applause from their classmates. Moreover, their team photos were shown on the bulletin board as well.

To summarize, the two groups of students were taught by different instructional methods: the control group of students was taught by the grammar translation method and the experimental group of students was taught by the STAD instructional method. There were some differences between these two groups in teaching and learning. For the control group, the teacher was the major driver in the classroom, while the students mostly followed her instructions. Most activities were related to practicing vocabulary and doing the exercises in the books. The teacher had some difficulty in teaching the students and controlling many things in the class so that the lesson could proceed smoothly. The teacher managed to do this well. The students followed her instructions and carried out their tasks. However, the teacher

had little opportunity to walk around the room because she had many other things to do while teaching. She did not have enough time for everything. Moreover, the students did not ask her any questions because they had many things to do, for example, writing the vocabulary in their books.

Unlike the control group, the researcher in the experimental group had more opportunity to walk around the room in order to see if the students needed any help. From the video-tape, it was seen that there were many times when the students in the experimental group asked the researcher for some help. Each group asked the researcher some questions and most questions were related to the worksheet that they were working on. The students in the experimental group had a chance to ask the researcher some questions because they had more time. When the students worked in their groups, they firstly had to help each other so the researcher had more opportunity to walk around the room. If the students could help each other in the group, the researcher did not have to go to the group help them. Then, the researcher also had more time to take care of other groups of students who did not understand the content learning. However, there were also some similarities between the two groups of students. There were some students who often talked to each other while the teacher and the researcher were teaching. For the control group, the students talked to each other while the teacher was teaching. Due to the fact that the teacher in the control group had to take care of all students at the same time, the students had more opportunity to talk to each other than the students in the experimental group. Likewise, the students in the experimental group also had an opportunity to talk to each other while the researcher was taking care of other groups. However, they were always reminded by their team members to pay more attention because talking to

teammates might result in lower team scores. When they knew this, they paid more attention to the lesson.

4.6 Summary

In this chapter, the researcher examined the results of the effects of using the STAD method on students' English language learning achievement. Data were collected through the use of English learning achievement pre-test and post-test, quizzes in the STAD lesson plans, questionnaires, interviews and video-tapes. The results of the research findings were interpreted using these research instruments.

An analysis of using ANCOVA and the interpretation of data were carried out on the data. The research findings and discussions presented in this chapter show that, firstly, the students in the experimental group who used the STAD instructional method produced higher English language learning achievement scores and the difference was significant at 0.01 level. Secondly, the students in the experimental group showed positive perceptions towards the STAD method. They viewed STAD as useful, fun, interesting, worthwhile and clear. Moreover, they would like to recommend STAD to other classes. The teams component was their favorite component.

The research findings of this investigation provide helpful and useful information for perspective research study in the field of cooperative learning in English language learning. In the next chapter, which is the last chapter of this study, the research results will be summarized in response to the research questions presented in the previous chapters. Additionally, recommendations, suggestions for

further research study, and limitations of the present study will be discussed in the next chapter as well.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

The present study aims to investigate the effects of Student Teams Achievement Division (STAD) on students' English language learning achievement. This study also aims to survey the students' perceptions of the STAD methodology in English language classes. There are five sections in this chapter: summary, recommendations, suggestions for further research study, limitations of the study and conclusion. The first section discusses the research findings in terms of the effects of STAD methodology on students' English language learning achievement and students' perceptions of the STAD methodology. The second section proposes some recommendations from the research findings. Next, suggestions for further research study are discussed in the third section. The fourth section discusses the limitations of this study. Finally, the fifth section discusses the conclusion of this study. The researcher expects that this study will give a clear picture of the effects and use of the STAD method in the English language classroom. Also, the researcher hopes that the research findings will offer a helpful and useful guidance for English teachers who are interested in improving the English language learning achievement of their students.

5.1 Summary

This study comprised 67 grade five students who were divided into two groups: the control group and the experimental group. These students were studying in a primary school in the Northeast of Thailand in the second semester of the

academic year 2006 during the research study. The two groups of students were taught by different instructional methods. The control group was taught by the grammar translation approach and by a non-native English teacher of the school. The English teacher followed the instruction and lesson plans according to a teacher's manual used with the students' textbook and was only for the use of the teacher. However, the teacher could design her own lesson plans and adjust them so that they were appropriate for her class. To investigate the effects of STAD on the students' English language learning achievement; however, the experimental group was taught by STAD and by the researcher. The instruction and lesson plans used in the experimental group were designed by the researcher and based on the STAD method; however, they were examined by experienced English language teachers. In addition, there were five research instruments in this study: 1) the English language learning achievement test which was used as the pre-test and the post-test, 2) quizzes for each of the STAD lessons, 3) questionnaires, 4) interviews and 5) video-tapes.

The results of the study showed that, firstly, the students' English language learning achievement in the experimental group was significantly higher than those in the control group. The students who learned by the STAD method had higher level of English language learning achievement than the students in the control group. There was a significant difference at 0.01 level between the experimental and control groups with regard to the English language learning achievement with the use of different instructional strategies. This research finding was consistent with Slavin's (1995) statement. He claims that STAD is effective in promoting students' academic achievement.

Next, the students in the experimental group did twelve quizzes according to the lesson plans. The results of the quizzes showed that many students' (57.57%) total scores were less than 50%; however, the results showed that they enjoyed learning by means of the STAD method because they thought that the STAD method was useful and helpful for their learning, moreover, they were proud when their teams were rewarded and their photos were shown on the board. According to Slavin's (1995) motivational theories, when there is a reward structure in place, students' learning efforts help them and their friends succeed. The reward may encourage students to help each other with their learning. The greatest positive effects on STAD occur when groups are recognized or rewarded based on the individual learning of each of the group members. Slavin (1995) claims that motivational theories mainly focus on the reward or goal structures. Thus, when the students had the same team goals in learning, they motivated each other to learn. If they reached their learning goals, they were proud and would like to do better the next time.

Thirdly, the students in the experimental group showed positive perceptions regarding the STAD method in the classroom. Most of them viewed STAD as useful and helpful in English learning. According to Nath, Ross and Smith (1996), students like the STAD method because it gives them the opportunity to interact and socialize with others and they feel that learning is more interesting and less boring than just sitting and listening to lessons. This might explain why the teams component was the favorite component of many of the students as stated in the questionnaires. The second STAD component, teams, was the favorite component for nine students (27.3%). The reason why they preferred STAD was that they could consult with their teammates before asking the teacher. Their teammates willingly helped and explained

the content to them. Also, they felt that it was better than working alone. They were glad that they had friends to consult. According to the students' responses, they preferred it when their friends explained the content to them because it was not difficult to understand. This might be consistent with Vygotsky's (1978) ZPD principles. He claims that ZPD is the distance between a learner's actual mental age and the level that the learner may reach with help. When students work with friends who have similar levels of knowledge, they can describe the content in a more appropriate way than the teacher who has a different mental age. Students also added that they had fun and learned more from their lessons by using the STAD method. Moreover, the students suggested that the STAD method should also be used in other subjects.

For the video-tapes session, both groups of students were video-taped in order to obtain a clearer picture of the teaching and learning activities in both classes. In the control group, the English language teacher was the major driver in the classroom and she did her job very well. She taught the students and explained the content learning; however, the students were quite passive in their learning. They were good listeners and followed the teacher's instruction. However, there were always some students who did not listen to the teacher or talked with their friends while the teacher was teaching. In the experimental group, the students spent most of their time in their groups. From the video-tapes, it was seen that the class presentations session, which is the first STAD component, when the researcher was explaining the lesson to the students, sometimes there were some students who were not paying attention to the researcher. However, their friends told them to pay more attention because it might affect the group's performance in the other components.

Moreover, the findings of this study were also consistent with previous studies as shown in Chapter 2 in terms of improving the students' English language learning achievement. These studies are done by Da-oh (1998), Moryadee (2001), Aunloy (2003) and Norman (2005). They reported the effectiveness of STAD on students' English language learning. Even though the participants were in different grades, the results were consistent in terms of increasing of students' English language learning achievement on the post-test. Firstly, Da-oh's (1998) study revealed that, firstly, the post-test scores after learning English using STAD were higher than the pre-test scores at .05 level of significance. Next, most students had a very good attitude towards cooperative learning. Likewise, Aunloy (2003) reported similar results as well. He also found that most of the participants in his study had a very good attitude towards learning English using the STAD method. Next, Norman (2005) found that the STAD method had significantly positive effects on students' achievement and students' attitudes towards learning English as well. Finally, Moryadee (2001) found that the students who learned by using the STAD method achieved higher post-test scores than the students who did not use it.

Even though this research finding was consistent with other studies which were conducted in the area of EFL, there were; however, some differences between this study and previous studies. For example, Da-oh (1998) and Aun-loy (2003) found significant differences in students' English language learning achievement and attitudes. The participants of the two studies were at secondary school level. They were grade 9 and grade 12 students. From the two studies' findings, it seemed STAD was effective with students in the secondary school level. Thus, this research study set out to examine the effects of STAD on primary school students. Moreover, Moryadee

(2001) investigated the effects of STAD on students' English language learning achievement with grade 5 students. Even though Moryadee (2001) examined the effects of STAD on the participants who were at similar level to the participants in this study, the context of the two studies was different. The participants of Moryadee (2001) studied in an urban school in Bangkok. On the contrary, the participants of this study were in a rural school in the Northeast of Thailand. This might mean that students would perform differently in their English language learning in the two different situations. Therefore, the researcher decided she would like to see whether STAD was also effective with a very different group of students.

According to the three studies, there is a similar use of lesson plans, English language learning achievement tests and questionnaires for the research instruments. The data obtained from these research instruments showed positive effects from the use of STAD. However, to understand students' perceptions on STAD clearly, this research study added another two research instruments to the study, namely, interviews and video-tapes. According to the use of these two research instruments, students might give a clearer explanation of their perceptions on STAD in the classroom and also other useful information might be obtained from the use of video-tapes. The data from these research instruments were used in the interpretation of the results from the research findings.

5.2 Recommendations

The research findings in the previous section with regard to the research questions illustrated that the STAD method was effective for students in the experimental group in that it improved their English language learning achievement.

Moreover, there was a significant difference at 0.01 level between the two groups of students who received different instructional methods. Additionally, the experimental group of students had positive perceptions on the use of STAD in the classroom and they wanted to recommend the use of STAD in other subjects. This will be dealt with in the section on recommendations for teachers or practitioners who are interested in the use of the STAD method and its implementation.

According to the results of the research study, the students in the experimental group achieved significantly higher English language learning achievement than those in the control group. Moreover, they said that they had fun using the STAD methodology in their lessons and they suggested that it should be used for other classes. As a result of this, teachers should consider using the STAD method as a possible instructional method. In addition, they can occasionally use the STAD method in order to make their classes interesting because STAD may not always be appropriate to some classroom situations, such as adult learning. According to the researcher's observation, many adult classes do not require 100% attendance. They may only have to attend 80% of the total class time. STAD may not be appropriate for such a situation. Furthermore, if some students check the attendance for their friends, there may be negative effects for them because the absent students do not really practice the use of the STAD method. According to the STAD method, there should be a focus on working in a team.

With regard to students' performances on the 12 quizzes, many students' (57.58%) total scores were less than 50%. Thus, the quizzes and questionnaires were examined in order to see why the students got low scores. For the quizzes, there were 20 items in each and students had limited time to finish the quizzes. Lack of time

might be one reason why they obtained low scores. Next, the questionnaires were examined. The students were also encouraged to describe their experiences in using the STAD method in the third part of the questionnaires. There were some students who said that they preferred the quizzes component even though some of the quizzes were difficult. They needed more time for some of the quizzes, especially when there were reading passages in the quizzes. From examining the quizzes and questionnaires, the reasons why the students received low scores might result from the limited time for doing the quizzes and the content of the quizzes. To solve these problems, the students should be given more time to do the quizzes. Moreover, the quizzes should be checked as to whether they are too easy or too difficult for the students. If teachers are interested in the use of STAD, they should consider these problems carefully. Also, they should plan their lessons with care so that the students get the most benefit from using the STAD method.

5.3 Suggestions for further research study

As a result of the research findings, the researcher would like to make some suggestions that might possibly be of interest for further research studies in this area. These suggestions are as follows:

5.3.1 The students in the experimental group showed positive perceptions on the use of STAD in the classroom and they wanted to recommend the use of the STAD method for other classes. They said that they had fun and learned happily in the STAD classroom. Therefore, there could be further research on the relation between students' performance and students' perceptions of STAD so that the research results would be able to give a more specific explanation of the effects of the

STAD method on students. This might help researchers and teachers understand whether the students' perceptions are related to students' English language learning achievement.

5.3.2 There could be a research study on the use of STAD with students who are in different grades, at different levels or in different contexts. STAD may also be helpful and useful for them in the learning of English. Also, the STAD lesson plans can be adapted so that they are appropriate to the participants of any further studies.

5.3.3 There could be a research study of the STAD method on other subjects or areas of learning. According to many students in this study, STAD was found to be both helpful and useful. STAD may, therefore, be effective in other areas of learning.

5.3.4 The research findings show the effects of STAD on students' English language learning achievement; moreover, there was a significant difference between the two groups of students at 0.01 level. Additionally, students in the experimental group showed positive perceptions on STAD. Thus, there could be further research on how their perceptions help students improve their learning. Moreover, the students also said that they had fun and learned happily in the STAD classroom, so there could also be further research study on students' behavior after they had studied using the STAD method. For example, how often do students use STAD in their learning or, how can they adjust to the use of STAD in other classes?

5.3.5 The research on other areas of cooperative learning such as Cooperative Integrated Reading and Composition (CIRC), Jigsaw, and Team Games Tournament (TGT) may be conducted in order to explore its effectiveness in increasing students' English language learning achievement and in comparison to the use of STAD. In

addition, teachers or instructors could select and investigate only one method of cooperative learning depending on their own philosophy or practice.

5.4 Limitations of the study

From the research findings, it should be noted that there should be careful interpretation. The following limitations should be embedded in the research components.

5.4.1 According to the STAD lesson plans which were used as one research instrument, the lesson plans were designed by the researcher of this study. Moreover, the content learning was based on the content in the students' regular textbook and covered the content in the second semester which might not be appropriate for every grade five student.

5.4.2 There were 67 participants in the study. Although the number of students might be small, the participants were selected by using the cluster sampling method. The research findings show the effects of STAD on this group of participants. The effects of STAD with a different number of participants may not be similar to these research findings.

5.4.3 According to the STAD lesson plans, the students had limited time for their tasks. They did activities required in the five components of STAD. Students' performances may vary according to different time allocation on the lesson plans. The effects of STAD with different time on tasks may be different from the findings of this research study.

5.5 Conclusion

To summarize, the present study has been designed in order to see the effects of the STAD method on students' English language learning achievement. It has contributed to the field of research on cooperative learning in terms of increasing students' language learning achievement in English. The research results showed the effects of STAD in an English language classroom and students' positive perceptions of STAD. In this study, the students in the experimental group achieved a significantly higher English language learning achievement. Moreover, there was a significant difference at 0.01 level between the two groups after the study. The students in the experimental group also showed positive perceptions on the use of STAD in the classroom. This suggests that STAD can be an effective teaching strategy for students in the English language classroom in order to increase students' positive views towards learning. In this study, there were some recommendations and suggestions for teaching and further research studies as well. The researcher expects that the results of the research study will possibly provide a way to increase students' English language learning achievement and their positive perceptions towards the learning of English. Furthermore, the implications of this study will be valuable for increasing students' English learning achievement and positive perceptions for different students in different contexts. The implications of this study should provide useful ideas to teachers on how they can improve the effectiveness of their teaching in the English language classroom and at the same time help them to make their lessons more interesting and stimulating. Also, there are clearly many other possible areas of research relating to STAD which would be the follow-up of the present study and which would be useful for other researchers to explore.

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APPENDICES

Appendix A

English Language Learning Achievement Test

To measure students' English language learning achievement, it is necessary to measure students' all four skills in English. The English language learning achievement test is divided into four parts; listening, speaking, reading and writing. There are ten items in each part. In addition, the English language learning achievement test is designed based on the content learning in students' regular English language textbook. Students will be given the English language learning achievement test and should be finished in one hour.

Listening Part: Students will be measured the listening skill firstly. The researcher prepared two parts of listening texts which will be read to students part by part. Then, students should choose the correct answer.

Speaking Part: Students should be able to select the correct answer to complete the conversation.

Reading Part: There are two parts in the reading part. The reading passage about pandas is given to students. They should read the passage thoroughly and choose the correct answer.

Writing Part: The writing part is the last part of the English Language Learning Achievement Test. To measure students' writing skill, they will be given sentences and have to choose the correct sentence.

Listening part

Listening scripts (For the teacher only)

Script I: Best friends (1-5)

Suda's best friends are her dogs.

Their names are Doggy and Buddy.

Doggy is black. Buddy is white.

Doggy is big but Buddy is bigger.

Script II: Best friends (6-10)

John's best friends are cats.

Their names are Kitty and Tom.

Kitty is grey. Tom is brown.

Kitty is small but Tom is smaller.

Listen to the listening scripts and choose the correct answer.

1. What are Suda's best friends?

   a. black   b. white

   c. cats   d. dogs

2. What are her best friends' names?

   a. Mary and Tom   b. Doggy and Kitty

   c. Doggy and Buddy   d. Kitty and Tom

3. What color is Doggy?

   a. black   b. grey

   c. white   d. brown

4. What color is Buddy?

   a. black   b. grey

   c. white   d. brown

5. Buddy is _____ than Doggy.

   a. smaller   b. bigger

   c. small   d. smaller

6. _____ are John's best friends.

   a. cats   b. dogs

   c. Kitty   d. Tom

7. What color is Kitty?

   a. black   b. white

   c. grey   d. brown

8. What color is Tom?

   a. black   b. white

   c. grey   d. brown

9. Tom is _____ than Kitty.

   a. big   b. bigger

   c. small   d. smaller

10. _____ has two cats.

   a. Mary   b. Tom

   c. John   d. Kitty

Speaking Part

From the conversation, choose the correct answer.

1. A: What's your name?

   B: _____

   a. My name is Jane.   b. I am 10 years old.

   c. My dog is black.   d. I have a ruler.

2. A: How old is she?

   B: _____

   a. She is a teacher.   b. She eats a hamburger.

   c. She has 10 cars.   d. She is 12 years old.

3. A: What is your favorite animal?

   B: _____

   a. My friends are dogs.   b. My name is Tom.

   c. My favorite animal is the bird.   d. My sister is 10 years old.

4. A: How tall are you?

   B: _____

   a. I am 145 centimeters tall.   b. I am 10 years old.

   c. I weigh 40 kilograms.   d. I have two dogs.

5. A: _____

   B: She weighs 50 kilograms.

   a. How many dogs does she have?   b. How is she?

   c. How tall is she?   d. How much does she weigh?

6. A: Excuse me, where is the market?

   B: It's over there.

   A: _____

   B: You're welcome.

   a. Good.   b. Where?

   c. Thank you.   d. Yes.

7. A: Where does a teacher work?

   B: _____

   a. A teacher works in school.   b. A teacher works in a hospital.

   c. A teacher works in a temple.   d. A teacher works in a studio.

8. A: What is your favorite food?

   B: _____

   a. I like pizza.   b. I like dogs.

   c. I like Suda.   d. I like milk.

9. A: Where did you go yesterday?

   B: _____

   a. I went to Bangkok.   b. I did my homework.

   c. I cleaned my room.   d. I cooked dinner.

10. A: See you again. Good bye.

   B: _____.

   a. Bye   b. Good night

   c. Good morning.   d. Thank you

Reading Part

Choose the correct answer (1-5) and answer the questions (6-10).

Giant pandas are the world's favorite (1) _____. However, there are few pandas in the world. It is not (2) _____ to see the pandas. The pandas live in the bamboo (3) _____ in China. The pandas are (4) _____ and shy. They always (5) _____ among bamboo forests

1. a. animals   b. toys
   c. fruits   d. trees
2. a. big   b. high
   c. easy   d. difficult
3. a. way   b. field
   c. world   d. forests
4. a. small   b. big
   c. thin   d. brave
5. a. hide   b. seek
   c. sit   d. cry
6. What should be the best title?
   a. The pandas   b. The bamboo forests
   c. In the world   d. In China
7. How are the pandas looked like?
   a. few   b. easy
   c. big   d. favorite
8. From the passage, where do the pandas live?
   a. In USA   b. In China
   c. In Bangkok   d. In the zoo
9. What does the word "Giant" mean?
   a. shy   b. pandas
   c. big   d. bamboo
10. What is the food of pandas?
   a. forests   b. bamboo
   c. Chinese   d. world

Writing Part

Choose the best answer.

1. the horse / the elephant / is / than / bigger

    a.   The horse is bigger than the elephant.

    b.   The horse is than bigger the elephant.

    c.   The elephant than the horse is bigger.

    d.   The elephant is bigger than the horse.

2. the giraffe / the tallest / is / animal

    a.   The giraffe is the tallest animal.

    b.   The tallest is the giraffe animal.

    c.   The animal tallest is the giraffe

    d.   The tallest giraffe is animal.

3. animals / my / pandas / are / favorite

    a.   My animals are pandas favorite.

    b.   Animals are my favorite pandas.

    c.   Pandas are favorite my animals.

    d.   My favorite animals are pandas.

4. did / where / go / you / last Sunday / on?

    a.   Did you go where on last Sunday?

    b.   Did where you go on last Sunday?

    c.   Where did you go on last Sunday?

    d.   Where did go you on last Sunday?

5. went / the beach / to / I

    a. I to the beach went.   b. I went the beach to.

    c. I went to the beach.   d. I the beach went to.

6. Which sentence is correct?

    a. Tom opened the refrigerator.

    b. The refrigerator opened Tom.

    c. The Tom opened refrigerator.

    d. Tom opened refrigerator the.

7. Which sentence is correct?

    a. The cupboard there was in some bread.

    b. There was some cupboard in the bread.

    c. There was some bread in the cupboard.

    d. The bread was some cupboard in there.

8. Which sentence is correct?

    a. Book Jack was a reading..

    b. Was Jack reading a book.

    c. Jack was a book reading.

    d. Jack was reading a book.

9. Which sentence is correct?

    a. Let's a ham sandwich make.

    b. A ham sandwich let's make.

    c. Let's make a ham sandwich.

    d. A ham sandwich make let's.

10. Which sentence is correct?

    a. Hamburger is not good for health.

    b. Hamburger is good not for health.

    c. Hamburger good is not for health.

    d. Hamburger is not health for good.

Appendix B

Evaluation Forms (Thai)

แบบประเมินข้อสอบก่อนเรียน
(Evaluation Form for Pre-test)

คำชี้แจง : กรุณาพิจารณาข้อสอบก่อนเรียน และทำเครื่องหมาย ✔ ลงในช่องว่างเพียงหนึ่งช่องเท่านั้น เพื่อ
ตรวจสอบคุณภาพของข้อสอบในแต่ละด้านตามความคิดเห็นของผู้ทรงคุณวุฒิ

ก. ด้านความเป็นปรนัย (Objectivity)

รายการประเมิน	ระดับคุณภาพ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. ทุกคนที่อ่านข้อสอบสามารถเข้าใจได้ง่าย และใช้เป็น					
2. ข้อสอบมีความชัดเจนและถูกต้อง					
3. ผู้ใดเป็นผู้ตรวจก็ให้คะแนนเท่ากัน					

ข. ด้านความตรง (Validity)

รายการประเมิน	ระดับคุณภาพ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. ข้อสอบมีความสอดคล้องกับเนื้อหาสาระ ในบทเรียน (Content Validity)					

รายการประเมิน	ระดับความคิดเห็นของผู้ทรงคุณวุฒิ		
	เห็นด้วย (+1)	ไม่แน่ใจ (0)	ไม่เห็นด้วย (-1)
1. ข้อคำถามมีความสอดคล้องกับพฤติกรรม เป้าหมาย (Construct Validity)			

ข้อเสนอแนะ :

………
………
………
………
………

ลงชื่อ..ผู้ประเมิน

(..)

.............../................................./...............

Appendix C

Item Analysis for English Learning Achievement Test

The following table presents the results of item analysis for English Learning

Achievement Test. The table shows the level of difficulty (p), discrimination index (r)

and reliability (by KR-20).

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.55	0.3	
2	0.45	0.5	
3	0.50	0.4	
4	0.60	0.2	
5	0.65	0.3	
6	0.45	0.5	
7	0.55	0.3	
8	0.60	0.4	
9	0.55	0.5	
10	0.65	0.3	
11	0.50	0.4	
12	0.50	0.2	
13	0.60	0.4	
14	0.50	0.2	
15	0.60	0.2	
16	0.40	0.4	
17	0.60	0.2	
18	0.45	0.3	
19	0.70	0.2	
20	0.35	0.5	0.891
21	0.60	0.4	
22	0.40	0.2	
23	0.45	0.3	
24	0.50	0.2	
25	0.35	0.3	
26	0.45	0.5	
27	0.60	0.2	
28	0.40	0.4	
29	0.40	0.4	
30	0.55	0.5	
31	0.55	0.3	
32	0.50	0.4	
33	0.40	0.4	
34	0.55	0.5	
35	0.60	0.2	
36	0.55	0.3	
37	0.65	0.3	
38	0.45	0.3	
39	0.65	0.5	
40	0.40	0.6	

Appendix D

STAD Lesson Plans

This part consists of 12 STAD Lesson Plans which will be used in this research;

Lesson plan 1: My best friend

Lesson plan 2: I am 145 centimeters tall

Lesson plan 3: The bird is smaller than the cat

Lesson plan 4: The giraffe is the tallest

Lesson plan 5: The dolphins

Lesson plan 6: The girl in the black skirt is thirsty

Lesson plan 7: Let's make a ham sandwich

Lesson plan 8: Food and drink

Lesson plan 9: Food and plants

Lesson plan 10: I am not a thief

Lesson plan 11: My weekend

Lesson plan 12: A bad day

Lesson Plan 1

My best friend

Objectives

Students can: 1. tell the meanings of adjectives and identify adjectives how they are

different.

2. describe the size and characteristics of animals by using adjectives.

3. use adjectives to describe things.

Materials: 1. Pictures of different animals

2. Reading passage "My best friend"

3. Worksheet A and B

4. Quiz

Time: 2 periods (120 minutes)

Components	Activities	Period	Time (minutes)
	STAD Lesson Plan		
Class Presentation	a. Ask students what animals they like and how the animals look like, then write the animal's names on the board. b. Show pictures of animals and ask students what adjectives can be used to describe those animals. c. Give examples of adjectives in sentences.	1	20
Teams	a. Ask students to find adjectives and their meanings as much as they can and use those adjectives to make sentences.	1	20
	b. Give worksheet A to each group and ask them to work together and explain to each other.	1	20
	c. Give reading passage "My best friends" to every student. Then, ask them to write their own best friends as the example.	2	15
	d. Give worksheet B to each group and ask them to work together.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

My best friends

My best friend is Blackie the dog.

He is my best friend.

He is cute, young and fat.

Blackie is my best friend.

My best friend is Kitty the cat.

She is my best friend.

She is cute, young and fat

Kiity is my best friend.

My best friend is Fifi the frog.

She is my best friend.

She is cute, young and fat

Kitty is my best friend.

Worksheet A

Look and write the sentences.

1.

Dogs have long mouth, but cats have short mouth.
Dogs like to eat bones, but cats like to eat fish.

2.

_____

_____

3.

_____

_____
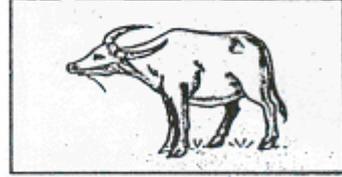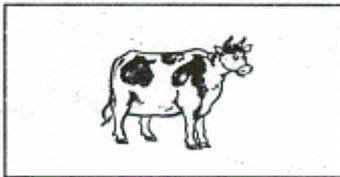
Pick the other animals.

4.

_____

_____

Worksheet B

Look and write.

young — Windy, Speedy
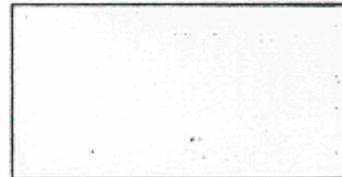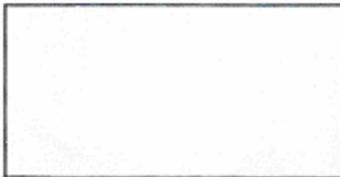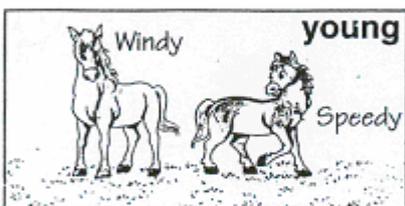
① Windy is young.
Speedy is younger.

big — Doggy, Hairy

②
_____

_____

small — Cheepy, Birdy

③
_____

_____

fat — Kitty, Pinky

④
_____

_____

long — Sally, Ben
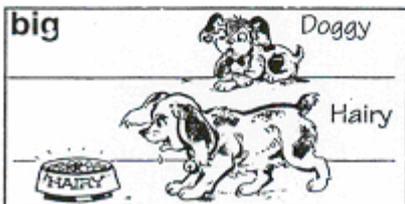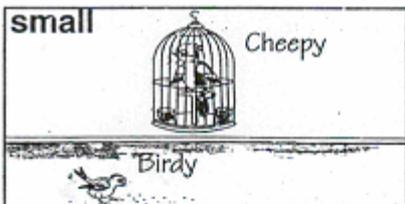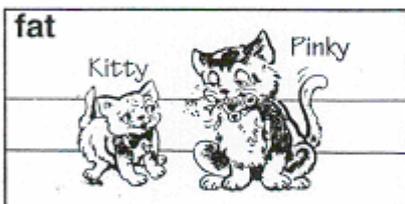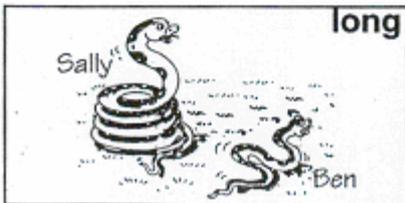
⑤
_____

_____

Quiz 1

ให้นักเรียนเลือกคำตอบที่ถูกต้อง

1. ช้างมีลักษณะตรงกับคำคุณศัพท์ (adjective) ใดต่อไปนี้มากที่สุด

   a. big   b. small

   c. ugly   d. thin

2. หมูมีลักษณะตรงกับคำคุณศัพท์ (adjective) ใดต่อไปนี้มากที่สุด

   a. small   b. ugly

   c. thin   d. fat

3. ยีราฟมีลักษณะตรงกับคำคุณศัพท์ (adjective) ใดต่อไปนี้มากที่สุด

   a. big   b. small

   c. tall   d. ugly

4. ชายแก่มีลักษณะตรงกับคำคุณศัพท์ (adjective) ใดต่อไปนี้มากที่สุด

   a. ugly   b. thin

   c. old   d. fat

5. คำคุณศัพท์ใดต่อไปนี้สามารถอธิบายลักษณะของ apple ได้ดีที่สุด

   a. red   b. thin

   c. orange   d. ugly

6. คำคุณศัพท์ใดต่อไปนี้สามารถอธิบายลักษณะของ banana ได้ดีที่สุด

   a. red   b. yellow

   c. orange   d. black

7. คำคุณศัพท์ใดต่อไปนี้สามารถอธิบายลักษณะของสีผมนักเรียนได้ดีที่สุด

   a. red   b. yellow

   c. orange   d. black

8. กระโปรงนักเรียนหญิงเป็นสีอะไร

   a. blue   b. black

   c. brown   d. white

9. กางเกงนักเรียนชายมีสีอะไร

   a. green   b. pink

   c. brown   d. white

10. ใบไม้มีสีอะไร

   a. orange   b. red

   c. green   d. grey

Choose the best answer.

11. The giraffe has a _____ neck.

   a. big   b. long

   c. small   d. round

12. The rose is _____ flower.

   a. green   b. black

   c. red   d. blue

13. Jack is an _____ man but June is a young woman.

   a. pretty   b. diligent

   c. sweet   d. old

14. The sun is _____ and red.

   a. small   b. short

   c. white   d. big

15. Bob is a _____ boy.

   a. long   b. black

   c. yellow   d. lazy

16. The ant is _____

   a. big   b. short

   c. small   d. beautiful

Choose the opposite words.

17. She is <u>fat</u>, but he is _____.

   a. thin   b. weak

   c. big   d. small

18. This book is <u>new</u>. That book is _____.

   a. weak   b. old

   c. big   d. wide

19. This pencil is <u>short</u>, but that pencil is _____.

   a. big   b. new

   c. old   d. long

20. My coffee is <u>hot</u>.

   a. small   b. cold

   c. ugly   d. clean

Lesson Plan 2

I am 145 centimeters tall

Objectives

Students can: 1.   ask and answer questions about the height and weight.

2.   compare the height and weight by using comparative degree.

Materials: 1.   Reading passage "Pussy is stronger than Sam"

2.   Worksheet A and B

3.   Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan			
Components	Activities	Period	Time (minutes)
Class Presentation	a. Ask students "How tall are you?" If they can't answer, tell them how to answer by saying "I am … centimeters tall." And write on the board. b. Ask students "How much do you weigh?" If they can't answer, tell them how to answer by saying "I weigh…kilograms". c. Write those sentences on the board and ask them to practice to each other.	1	20
Teams	a. Give the reading passage and ask students to write sentences about their own height and weight.	1	20
	b. Give worksheet A to each group and ask them to work together They should explain to each other.	1	20
	c. Ask students to write the height of five students in their class, then make a chart to compare their height. Check the height and write on the board.	2	15
	d. Give worksheet B to each group and ask them to work together.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

Pussy is stronger than Sam

Tom, Mark, Sam and Ginger are walking on the street. They see the poster of Pussy the ugly cat.

Mark: Look! Pussy the ugly cat.

Tom: Oh! The police are looking for him.

Sam: I can find him and bring him to the police station. I'm strong.

Ginger: How tall are you?

Sam: I'm 40 centimeters tall.

Ginger: Pussy is taller than you. How much do you weigh?

Sam: I weigh 10 kilograms.

Ginger: Pussy is heavier than you.

Mark and Tom: Don't worry, Sam. We will help you

Worksheet A

Answer the questions.
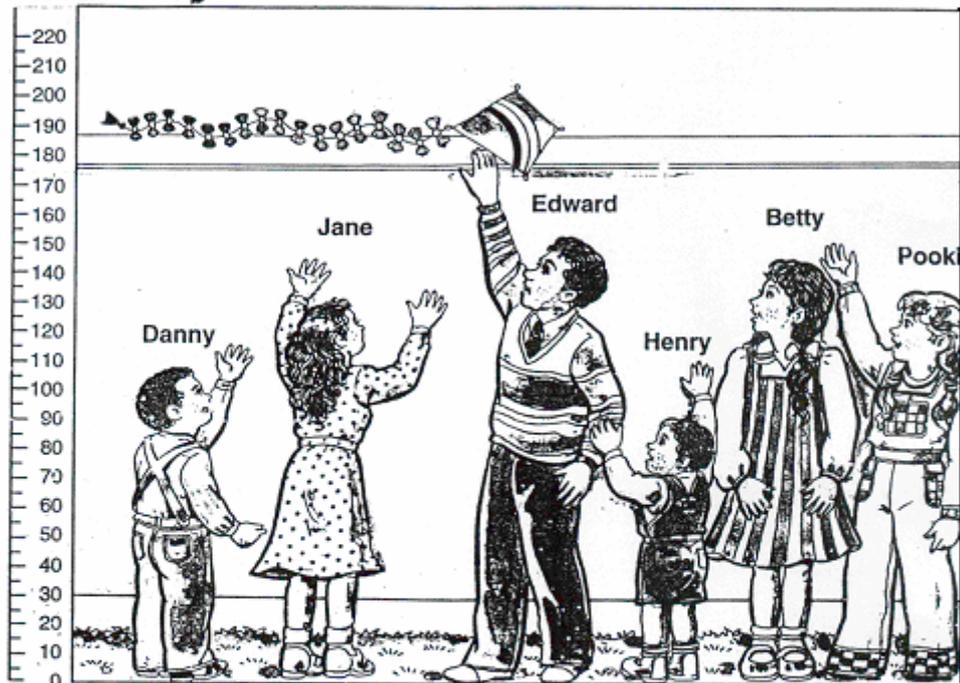
1 How tall is Danny?   <u>He's 105 centimeters tall</u>.

2 How tall is Jane?   _____.

3 Is Edward the tallest?   _____.

4 How tall is Henry?   _____.

5 How tall is Betty?   _____.

6 Is Pookie taller than Henry?   _____.

7 Who is the tallest?   _____.

8 Who is the shortest?   _____.

Worksheet B

Look and answer the questions.
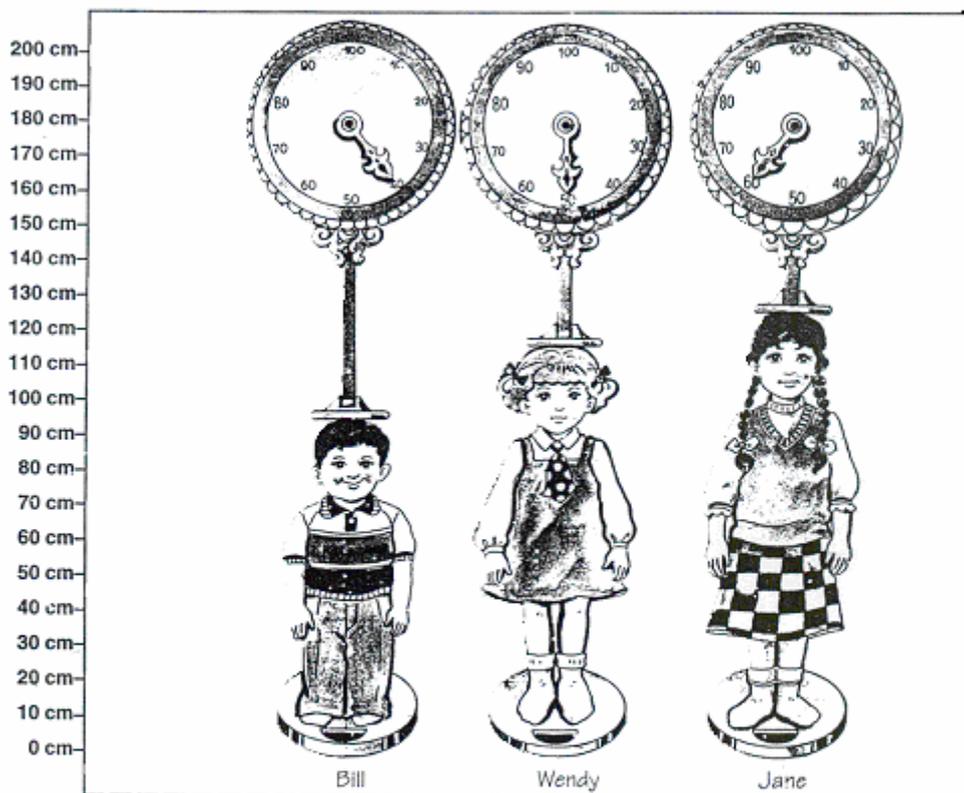
1. How tall is Bill?

   How much does Bill weigh? _____

2. How tall is Wendy?

   How much does Wendy weigh? _____

3. How tall is Jane?

   How much does Jane weigh? _____

Quiz 2

From the above pictures, choose the correct answer. (1-10)

1. The cat is _____. (high, small)
2. The cow is _____. (tall, short)
3. The penguin is _____. (big, weak)
4. The cat is _____ than the cow. (stronger, smaller)
5. The cow is _____ than the cat. (taller, thinner)
6. The cow is _____ than the penguin. (shorter, taller)
7. The penguin is _____ than the cow. (bigger, smaller)
8. The cat is _____ than the penguin. (bigger, smaller)
9. The cat is the _____. (biggest, smallest)
10. The penguin is the _____. (tallest, shortest)

Choose the best answer.

11. The ant is _____ than the cat.

   a. smaller   b. bigger

   c. taller   d. fatter

12. The elephant is _____ than the horse.

   a. thinner   b. weaker

   c. bigger   d. shorter

13. The zebra is _____ than the giraffe.

   a. higher   b. taller

   c. fatter   d. shorter

14. The cow is _____ than the dog.

a. shorter	b. weaker
c. stronger	d. smaller

15. The pig is _____ than the cat.

a. smaller	b. shorter
c. taller	d. fatter

16. My grandfather is _____ than my father.

a. older	b. taller
c. thinner	d. younger

17. I am 15 years old. My sister is 13 years old. She is _____ than me.

a. older	b. taller
c. thinner	d. younger

18. Jane is 145 centimeters _____.

a. taller	b. tall
c. shorter	d. shorter

19. His _____ is 45 kilograms.

a. weigh	b. weigher
c. weighs	d. weight

20. Ed weighs 50 kilograms. Jo weighs 48 kilograms. Jo is _____ than Ed.

a. older	b. taller
c. thinner	d. younger

Lesson Plan 3

The bird is smaller than the cat

Objectives

Students can: 1. compare nouns by using adjectives and comparative degree.

2. use 'than' in comparative degree sentences correctly.

Materials: 1. Reading passage "Pussy is stronger than Sam"

(used in Lesson plan 2)

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan			
Components	Activities	Period	Time (minutes)
Class Presentation	a. Ask students to compare two nouns by using this structure, for example; "The cat is small. The bird is smaller." Then, ask them to make more sentences. b. Combine two sentences together by using 'than', for example; "The bird is smaller than the cat." c. Write those sentences on the board and ask them to practice to each other.	1	20
Teams	a. Ask students to find one syllable adjectives and write comparative degree sentences from those adjectives by using 'than' and write those sentences on the board.	1	20
	b. Give worksheet A to each group and ask them to work together. They should explain to each other.	1	20
	c. Ask students to find two syllable adjectives and irregular adjectives, then write comparative degree sentences by using 'than' and write those sentences on the board.	2	15
	d. Give worksheet B to each group and ask them to work together.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Worksheet A

GREATER   TALLER   BIGGEST   LONG   WORST   YOUNG
BETTER   SHORTEST   STRONGER   HEAVIER   PRETTY
BEST   FATTEST   WETTER

A	T	B	K	H	D	T	H	E	B	I	G	G	E	S	T
I	A	J	G	R	E	A	T	E	R	C	T	B	F	U	H
N	L	E	M	C	E	Y	O	U	N	G	H	G	I	T	E
O	L	P	Q	H	S	T	R	O	N	G	E	R	C	H	S
R	E	S	Z	O	Y	F	D	G	F	J	B	D	E	A	H
P	R	E	T	T	Y	G	H	C	L	H	E	W	J	D	O
L	M	L	H	J	L	T	T	G	K	E	S	I	B	K	R
O	S	U	E	P	H	T	H	E	F	A	T	T	E	S	T
V	M	N	W	R	O	U	I	W	B	V	O	E	T	A	E
K	A	W	O	S	L	O	N	G	F	I	Q	N	T	S	S
X	L	I	R	V	D	Z	M	R	U	E	L	Z	E	P	T
Q	K	T	S	X	E	O	S	X	B	R	T	Q	R	R	X
W	E	T	T	E	R	A	V	O	T	M	U	G	L	Y	B

ACROSS:

_____

_____

_____

_____

DOWN:

_____

_____

_____

_____

Worksheet B

Complete the table

1. old	older	the oldest
2.	worse	
3.		the youngest
4.	bigger	
5.	heavier	
6.		the best
7. small		
8.		the fattest
9. tall		
10.	shorter	
11.		the uglier
12. pretty		
13. thin		
14.	greater	
15.		the happiness
16.		the saddest
17.	wetter	
18. hot		
19.	longer	
20.		the stronger

Quiz 3

Choose the correct answer.

1. Giraffe is _____ than the horse.

   a. taller   b. tallest

   c. shorter   d. shortest

จากสัตว์ 3 ชนิดต่อไปนี้ เลือกตอบคำถามข้อ 2-4 ให้ถูกต้อง cat, tiger, elephant

2. The elephant is the _____.

   a. shortest   b. biggest

   c. smallest   d. thinnest

3. The cat is the _____.

   a. shortest   b. biggest

   c. smallest   d. thinnest

4. The tiger is _____ than the cat.

   a. shorter   b. smaller

   c. older   d. stronger

5. Giraffes have _____ necks.

   a. pretty   b. ugly

   c. short   d. long

6. Lisa's dog always bites children. It is a _____ dog.

   a. good   b. fat

   c. bad   d. best

7. Jack is 10 years old. Jim is 9 years old. Jim is _____ than Jack.

   a. shorter   b. fatter

   c. older   d. younger

จากข้อมูลต่อไปนี้ ตอบคำถามข้อ 8-10

"Tom is 150 centimeters tall. Sam is 145 centimeters tall. Ginger is 100 centimeters tall."

8. Who is the tallest?

   a. Tom   b. Sam

   c. Ginger   d. Tom and Sam

9. Who is the shortest?

   a. Tom   b. Sam

   c. Ginger   d. Tom and Sam

10. Who is / are taller than Ginger?

   a. Tom   b. Sam

   c. Ginger   d. Tom and Sam

11. A: How much do you weigh? B: I weigh 38 _____.

   a. weigh   b. tall

   c. centimeters   d. kilograms

12. A: How tall is Bill? B: He is 120 centimeters _____.

   a. weigh   b. tall

   c. centimeters   d. kilograms

13. คำใดต่อไปนี้ไม่เข้าพวก

   a. tall   b. weigh

   c. short   d. heavy

14. I think the bird is _____ than the crocodile.

   a. taller   b. bigger

   c. prettier   d. heavier

15. I think the pig is _____ than the dog.

   a. thinner   b. smaller

   c. shorter   d. fatter

16. I have two younger brothers. I am the _____.

   a. youngest   b. tallest

   c. oldest   d. shortest

จากข้อมูลต่อไปนี้ ตอบคำถามข้อ 17-20

Yesterday was hot. Today is cold. Tomorrow will be cold and raining.

17. What day is the hottest day?

   a. yesterday   b. today

   c. tomorrow   d. Monday

18. Today is _____ than yesterday.

   a. hotter   b. colder

   c. wetter   d. better

19. Tomorrow is _____ than yesterday.

   a. hotter   b. bigger

   c. wetter   d. better

20. What day is the wettest day?

   a. yesterday   b. today

   c. tomorrow   d. Monday

Lesson Plan 4

The giraffe is the tallest

Objectives

Students can: 1. compare nouns by using one syllable adjectives and superlative

degree.

2. use 'the' in comparative degree sentences correctly.

Materials: 1. Pictures of different animals

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan			
Components	Activities	Period	Time (minutes)
Class Presentation	a. Give students two names of animals and ask them to compare two nouns by using comparative degree. Then give one more animal and show them how to compare three nouns. For example, "The cat is big. The dog is bigger. The cow is the biggest." b. Show different pictures of animals. Ask for more examples from students and write those sentences on the board. c. Emphasize the use of 'the'.	1	20
Teams	a. Ask students to find one syllable adjectives and write comparative and superlative degree sentences from those adjectives.	1	20
	b. Give worksheet A to each group and ask them to work together. They should explain to each other.	1	20
	c. Ask students to find two syllable adjectives and irregular adjectives, then write comparative and superlative degree sentences. Show those sentences to class.	2	15
	d. Give worksheet B to each group and ask them to work together.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Worksheet A

big

cow   elephant   whale

_____

_____

_____

good

dinner   lunch   breakfast

_____

_____

_____

heavy

guavas   oranges   a papaya

_____

_____

_____

Worksheet B

Look and write.

1 (old)

Tim, Sue, Joe

I think, _____.

I think, _____.

I think, _____.

2

I think, _____.

I think, _____.

I think, _____.

(small)

3 (long)
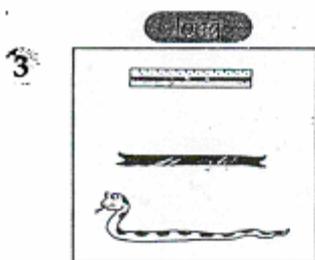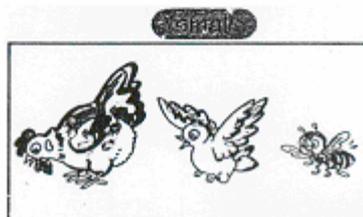
I think, _____.

I think, _____.

I think, _____.

4

I think, _____.

I think, _____.

I think, _____.

(young)

Alex, Liz, Jane

5 (big)
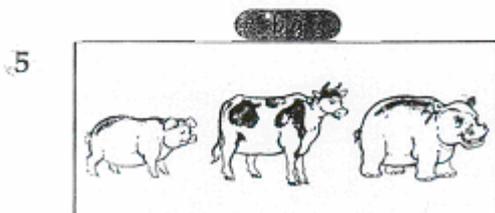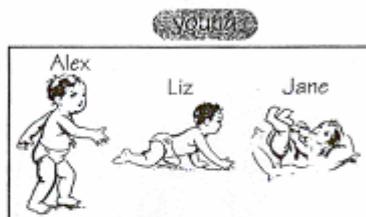
I think, _____.

I think, _____.

I think, _____.

Quiz 4

- Mary's best friends are her birds. Their names are Cheepy and Birdy. Cheepy is small but Birdy is smaller.
- Peter's best friends are his dogs. Their names are Doggy and Hairy. Doggy is big but Hairy is bigger.
- David's best friends are his horses. Their names are Speedy and Windy. Speedy is tall but Windy is taller.
- Betty's best friends are her cats. Their names are Kitty and Pinky. Kitty is fat but Pinky is fatter.

1. What animals does David like?

   a. birds   b. dogs

   c. cats   d. horses

2. Who likes the birds?

   a. Mary   b. Peter

   c. David   d. Betty

3. What animals does Betty like?

   a. birds   b. dogs

   c. cats   d. horses

4. Who likes the dogs?

   a. Mary   b. Peter

   c. David   d. Betty

5. Who has two-legged animal?

   a. Mary   b. Peter

   c. David   d. Betty

6. What is the smallest animal?

   a. bird   b. dog

   c. cat   d. horse

7. What is the biggest animal?

  a. bird   b. dog

  c. cat   d. horse

8. What is the strongest animal?

  a. bird   b. dog

  c. cat   d. horse

9. What animals have no tails?

  a. bird   b. dog

  c. cat   d. horse

10. Who has pets?

  a. Birdy   b. Doggy

  c. Speedy   d. Mary

จากข้อมูลต่อไปนี้ใช้ตอบคำถามข้อ 11-17

Name: John   Name: Jim   Name: Jane

Age: 30   Age: 20   Age: 18

Height: 120   Height: 170   Height: 160

Weight: 40   Weight: 62   Weight: 50

11. Who is / are taller than John?

  a. Jim   b. Jane

  c. the dog   d. Jim and Jane

12. Who has pet?

  a. Jim   b. Jane

  c. the dog   d. Jim and Jane

13. Jim is _____ than John.

  a. older   b. younger

  c. hotter   d. colder

14. John is _____ than Jim.

   a. taller   b. smaller

   c. bigger   d. heavier

15. Among three people, Jane is the _____.

   a. fattest   b. oldest

   c. shortest   d. youngest

16. Jane is _____ than Jim and _____ than John.

   a. older, smaller   b. older, younger

   c. younger, taller   d. taller, fatter

17. _____ is the shortest.

   a. Jim   b. Jane

   c. John   d. Jim and Jane

18. I think John is _____ in the class.

   a. fat   b. fatter

   c. fatter   d. the fattest

19. คำใดต่อไปนี้ทำหน้าที่ต่างจากพวก

   a. old   b. happy

   c. girl   d. thirsty

20. My brother is two years old. He is _____.

   a. skirt   b. young

   c. dirty   d. bad

Lesson Plan 5

The Dolphins

Objectives

Students can: 1. comprehend the reading passage.

2. understand the comparative degree in reading passages.

3. summarize the given passages.

4. present their writing topic to class.

Materials: 1. Reading passages "The dolphins" and "Life span of animals"

2. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan

Components	Activities	Period	Time (minutes)
Class Presentation	a. Refer to the picture of dolphins in students' workbook and ask about them. b. Ask general questions about the dolphins. For example, where are they? c. Ask for more animals which students know about their lives. Ask for volunteers to discuss to friends	1	20
Teams	a. Give reading passage "The dolphins" to students and ask them to summarize the passage into one paragraph.	1	20
	b. Ask students to write one passage about their favorite animal. They should explain about its life and characteristics. Moreover, they should prepare to present their passage to class.	1	20
	c. Give reading passage "Life span of animals to students" and ask them to find other animals which have similar life span.	2	15
	d. Students in each group present their writing topic to the class.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

A: Dolphins

The river dolphin has become almost blind. The river is so muddy. It finds fish by making sounds and listening for echoes like a bat.

There are more than 30 kinds of dolphin in the oceans and rivers. They are superb swimmer.

Dolphins swim together and leap out the water. They breathe on the water surface.

B: Life span of animals

How many years can animals live? Buffaloes can live about 10 years. Horses can live about 20-30 years. Monkeys can live 5 years more than buffaloes. Tigers can live only 11 years. Cats can live about 13-17 years. Dogs can live 2 years more than tigers. Elephants can live longer than the others. They can live about 60 years.

Quiz 5

From the reading passage A, choose the best answer. (1-10)

1. Which animal can't you see in the river?

   a. bear   b. shark

   c. whale   d. dolphin

2. What color are the dolphins?

   a. black and white   b. black and brown

   c. black and green   d. black and red

3. Which animal make sounds like a dolphin?

   a. cat   b. rat

   c. bat   d. hat

4. คำใดต่อไปนี้ไม่เข้ากับพวก

   a. ocean   b. river

   c. sea   d. see

5. Dolphins are 'superb swimmers'. คำที่ขีดเส้นใต้ตรงกับข้อใด

   a. very good swimmers   b. happy swimmers

   c. bad swimmers   d. lazy swimmers

6. How the dolphins swim with their friends?

   a. They don't swim together.   b. They swim together.

   c. They swim slowly.   d. They swim fast.

7. Which word can refer to mean "leap"?

   a. eat   b. drink

   c. run   d. jump

8. Can the dolphins breathe?

   a. No, they can't   b. sometimes

   c. Yes, they can   d. never

9. Are the dolphins friendly?

   a. Yes, they are   b. No, they aren't

   c. Yes, they can   d. No, they can't

10. How many kinds of dolphins in the world?

  a. 10   b. 20

  c. 30   d. 40

From the reading passage B, choose the correct answer. (11-20)

11. Which animals live in the field?

  a. dogs   b. tigers

  c. monkeys   d. buffaloes

12. Which animals are pet?

  a. cats   b. tigers

  c. monkeys   d. lions

13. คำใดต่อไปนี้ไม่เข้ากับพวก

  a. buffaloes   b. cows

  c. horses   d. birds

14. From the passage, how many years can the buffaloes live?

  a. 10   b. 20

  c. 30   d. 40

15. _____ help farmers to grow rice.

  a. buffaloes   b. cows

  c. horses   d. birds

16. How many animals in the passage?

  a. 5   b. 6

  c. 7   d. 8

17. Which animals can live longest?

  a. cats   b. tigers

  c. horses   d. elephants

18. Which animals can live longer than tigers for two years?

  a. cats   b. dogs

  c. horses   d. bats

19. _____ are the biggest animals.

   a. elephants   b. dogs

   c. horses   d. bats

20. _____ can't fly.

   a. butterflies   b. birds

   c. bats   d. bears

Lesson Plan 6

The girl in the black skirt is thirsty

Objectives

Students can: 1. read and identify words sounded –ir correctly.

2. understand words and use those words to make sentences.

3. write a paragraph about their birthdays.

4. present their passage of writing.

Materials: 1. Pictures of girl, skirt, birthday

2. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan			
Components	Activities	Period	Time (minutes)
Class Presentation	a. Show the pictures of girl, skirt, birthday and ask students to pronounce the word. b. Ask for more words which have 'ir-' sounded and write on the board. c. Pronounce 'birthday' to students and ask them the general questions about their birthday.	1	20
Teams	a. Ask students to write one passage on the topic 'my birthday'. Students should be able to present their stories to class. They can create their additional material for their presentation.	1	20
	b. Ask students for things they want for their birthday. List those things on the board and ask how the things are useful for them.	1	20
	c. Ask students to choose one thing from the list. The thing should be made by themselves. Then, ask them to draw a picture and write a paragraph how to make it.	2	15
	d. Show students' performance to the class and find the best performance of students. Then, discuss about usefulness the things that students created.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Quiz 6

เลือกคำตอบที่ถูกต้อง

1. คำใดต่อไปนี้ออกเสียงไม่เข้ากับพวก

   a. girl   b. dirty

   c. family   d. bird

2. คำใดต่อไปนี้ทำหน้าที่ต่างจากพวก

   a. skirt   b. birthday

   c. girl   d. thirsty

3. My _____ is on July 25th.

   a. skirt   b. birthday

   c. dirty   d. thirsty

4. The _____ boy wore red shoes.

   a. three   b. third

   c. thirteen   b. thirty

5. You should drink water if you are _____.

   a. skirt   b. birthday

   c. girl   d. thirsty

6. On Jane's birthday, her father gave her a birthday's _____.

   a. car   b. cat

   c. present   d. purse

7. Which word is opposite to 'dirty'?

   a. sad   b. dirty

   c. happy   d. hungry

8. Which word is opposite to 'happy'?

   a. sad   b. dirty

   c. happy   d. hungry

9. If you eat a lot of food, you may be _____.

   a. hungry   b. birthday

   c. dirty   d. thirsty

10. That woman is wearing a black blouse and blue _____.

   a. skirt   b. birthday

   c. clean   d. thirsty

จากเนื้อเรื่องตอบคำถามข้อ 11-20

   On last Saturday, it was Pim's birthday. She invited me and a lot of friends to her birthday party. I went to the party with Jane and Sam at 5 o'clock in the evening. Pim was so beautiful. She wore a red blouse and black skirt.

   There were many people at the party. There were many presents on the table. Pim's father gave her a big doll. Her mother gave her a puppy. I gave her some flowers and she really liked it. Jane gave her some candies. Sam gave her chocolate. Pim got many presents.

   On the table, there was a lot of food. A big cake was on the table too. At that night we were very happy. We said "Happy Birthday" to her. I came home at 9 o'clock.

11. Whose birthday party was?

   a. Sam   b. Jane

   c. puppy   d. Pim

12. What time did they go to the party?

   a. at 5 o'clock   b. at 7 o'clock

   c. at 9 o'clock   d. at 10 o'clock

13. How many people were there at the party?

   a. 500   b. few

   c. 100   d. a lot

14. Who gave Pim a big doll?

   a. her friends   b. her mother

   c. her father   d. her puppy

15. Did she like the flowers?

   a. No, she didn't   b. Yes, she did

   c. No, she doesn't   d. Yes, she does

16. Did she get a skirt as the birthday's present?

   a. No, she didn't   b. Yes, she did

   c. No, she doesn't   d. Yes, she does

17. Candies, chocolate, flowers, puppy and big doll are _____.

   a. food   b. things

   c. people   d. present

18. What time did I come home?

   a. at 5 o'clock   b. at 7 o'clock

   c. at 9 o'clock   d. at 10 o'clock

19. Whom did I go to the party with?

   a. Pim and Sam   b. Jane and Sam

   b. Pim and her mother   d. Pim and her father

20. If someone gives you a birthday's present, what will you say?

   a. Good   b. Who wants it?

   c. You're welcome   d. Thank you

Lesson Plan 7

Let's make a ham sandwich!

Objectives

Students can: 1. specify countable and uncountable nouns of food.

2. read for comprehension and know how to make ham

   sandwiches.

3. summarize the given passage.

4. tell the ingredients of a ham sandwich.

Materials: 1. Reading passages "How to make ham sandwiches?" and

   "Let's make a ham sandwich"

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan

Components	Activities	Period	Time (minutes)
Class Presentation	a. Ask students for students' favorite food and list on the board. b. Group food into countable and uncountable nouns. c. Show picture of sandwich and ask students what are the ingredients of sandwich.	1	20
Teams	a. Give reading passage "Let's make a ham sandwich" to every team. Then, ask students to read the passage and summarize the passage into one paragraph.	1	20
	b. Give worksheet A to each group and ask them to work together. Ask them to help friends or explain the worksheet to friends.	1	20
	c. Give reading passage "How to make ham sandwiches?" to every team. Then, ask students to read the passage and summarize the passage into one paragraph.	2	15
	d. Give worksheet B to each group and ask them to work together.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

A: Let's make a ham sandwich

Mark : It's time for lunch. Why don't we find something to eat?

Tom : That's a good idea.

Mark : There's some bread in the cupboard. Is there anything in the refrigerator?

Tom : Let's see. There's some ham and butter.

Mark : Is there any lettuce, onions or tomatoes?

Tom : Yes, there are.

Mark : Great! Why don't we make a ham sandwich?

Tom : That's a good idea.

B: How to make ham sandwiches?

You need: some bread, some butter, some ham, some lettuce, some jam

First, put a piece of bread on the plate.

Next, spread a little butter on the bread.

Then put some ham, jam and lettuce on the bread.

After that, put another piece of bread on the top.

Finally, cut the sandwich into two pieces and eat them.

Worksheet A

bananas	apples	fish	bread
sugar	coffee	cookie	juice
noodle	fried rice	milk	sandwich
jam	hamburger	doughnut	butter
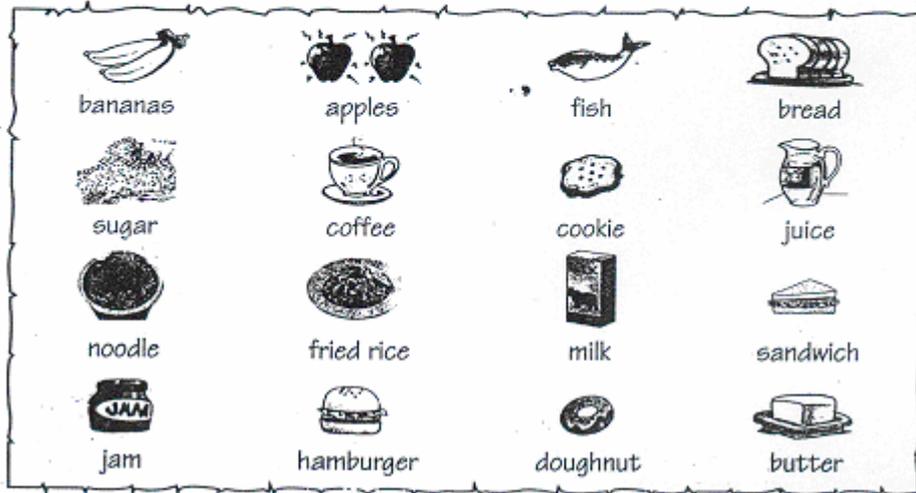
You can count.

_____

_____

_____

You can't count.

_____

_____

_____

Worksheet B

Complete the crossword puzzle.

Quiz 7

Ask and answer the questions.

1. To make a ham sandwich, you need _____, ham, butter, tomatoes, and lettuce.

   a. cupboard   b. refrigerator

   c. bread   d. banana

2. What kind of vegetable can we find in ham sandwich?

   a. bread   b. ham

   c. lettuce   d. jam

3. When do they make ham sandwich?

   a. In the morning   b. In the afternoon

   c. In the evening   d. at noon

4. Do they make some dessert?

   a. Yes, they do.   b. No, they don't.

   c. Probably not.   d. I don't know.

5. There isn't any _____ in the refrigerator.

   a. lettuce   b. ham

   c. bread   d. butter

6. คำใดต่อไปนี้ไม่เข้าพวก

   a. ham   b. lettuce

   c. tomatoes   d. onions

7. What is the passage about?

   a. lunch   b. ham sandwich

   c. egg sandwich   d. cupboard

8. Can they make a ham sandwich?

   a. Yes, they can.   b. No, they can't.

   c. Yes, they make   d. No, they make

9. Where is the bread?

   a. in the cupboard   b. on the dish

   c. in the refrigerator   d. on the table

10. Is there anything in the refrigerator?

    a. Yes, there are ham and butter.

    b. Yes, there is some bread

    c. Yes, there are onions and tomatoes.

    d. Yes, there is a ham sandwich

Choose the correct answer.

At 12 o'clock, it is time for (1)_____ (breakfast, lunch). Tom and

(2)_____ (man, Mark) are very hungry so they go to the

(3)_____ (library, kitchen). They look for something to

(4)_____ (eat, play). Tom opens the refrigerator. There are

(5)_____ (some, any) ham, butter, (6)_____, (letter, lettuce)

and tomatoes in the (7)_____ (refrigerator, radio). Mark opens the

cupboard. There is some bread (8)_____ (in, on) it. They think about the

(9)_____ (mini, menu) for lunch. Then, they make a

(10)_____ (sandwich, pizza).

Lesson Plan 8

Food and Drink

Objectives

Students can: 1. Tell which food is healthy or unhealthy.

2. Create their own favorite menu.

3. Describe the taste of different food.

4. Read and work on the passage "Food and Drink" and "Thai Food".

Materials: 1. Reading passages "Food and Drink" and "Thai food"

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan

Components	Activities	Period	Time (minutes)
Class Presentation	a. Review vocabularies of countable and uncountable nouns of food. b. List the names of healthy and unhealthy food on the board and discuss why they are healthy or unhealthy. c. Give examples of Thai food and the taste of them. d. Ask for the different food which have the same taste as the examples.	1	20
Teams	a. Give reading passage "Food and Drink" to every team. Then, ask students to read the passage and write one passage on the topic "we are what we eat".	1	20
	b. Give worksheet A to each group and ask them to work together. They should help each other in explaining.	1	20
	c. Give reading passage "Thai food" to every team. Then, ask students to read the passage and summarize the passage into one paragraph.	2	15
	d. Give worksheet B to each group and ask them to work together.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

A: Food and Drink

"If you want to be healthy, what will you eat and drink?"

We eat a lot of fruits and vegetables. We eat little meat from animals, rice or bread and some cheese or yoghurt. We drink milk, water and fruit juice.

We eat healthy food. We are healthy. We are strong. We can run, jump and move easily.

We eat a lot of ice-cream, many sweets and crisps. We eat chocolate cake, hamburgers and hotdogs. We drink a lot of soft drink.

We eat unhealthy food. We are unhealthy. We are fat. We can't run or jump. We can only move slowly.

B: Thai food

David	:	Look at these Thai dishes. They look delicious.
Winai	:	I hope you will like them. Let's eat. Watch out! Some of them are very hot.
David	:	Very nice. I love Thai food.
Winai	:	What is your favorite dish?
David	:	Tom-Yam Kung. It's delicious.
Winai	:	How about Som-tam, the spicy salad?
David	:	I like it too. But it's a bit hot for me.

Worksheet A

pizza	apples	fruit juice	French fries
chicken	soft drink	yoghurt	carrots
sweets	cake	fish	rice
sausages	crisps	milk	cabbage
biscuit	noodles	meat	vegetables
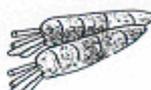
Sweets! Are they healthy or unhealthy?

They're unhealthy.

Meat! Is it healthy or unhealthy?

It's healthy.

Healthy	Unhealthy
meat	sweets

Worksheet B

Write the words in the boxes.
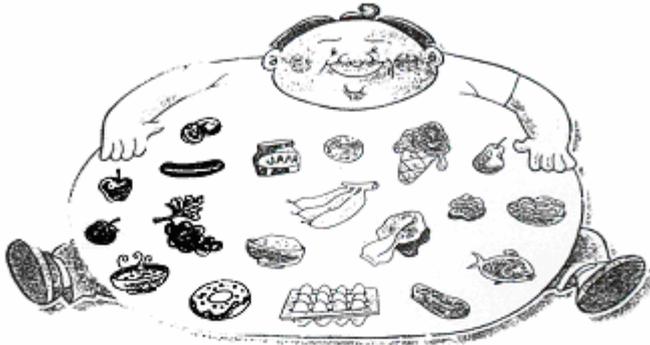
Protein
_____
_____
_____
_____

Sugar
_____
_____
_____
_____

Fat
_____
_____
_____
_____

Fiber
_____
_____
_____
_____

Vitamins
_____
_____
_____
_____

Quiz 8

True or false.

_____ 1. There is a lot of fat in chocolate cake.

_____ 2. Fruits and vegetables are not good for you.

_____ 3. Soft drink is healthy drink.

_____ 4. Ice-cream is made from sugar and milk.

_____ 5. Hamburgers, ice-cream and cola are good for you.

_____ 6. We should eat a lot of beans and salad.

_____ 7. Meat isn't from vegetables.

_____ 8. Fruit juice can be drunk.

_____ 9. If we are healthy, we are strong.

_____ 10. We will move slowly, if we eat healthy food.

From the reading passage B, choose the best answer

11. What should be the title of the passage?

  a. Thai food   b. Tom-Yum Kung

  c. Som-Tum   d. Spicy salad

12. Which food is not Thai food?

  a. Tom-Yum Kung   b. rice

  c. pizza   d. Som-tum

13. What does the word 'spicy' refer to?

  a. sweet   b. bitter

  c. salty   d. hot

14. Which food is not spicy?

  a. Tom-Yum Kai   b. spicy salad

  c. curry   d. fried rice

15. If you want to be healthy, you should eat a lot of _____.

  a. pizza   b. bread

  c. vegetables   d. chocolate

16. Healthy food and exercising help us to be _____.

a. weak

b. sad

c. hot

d. strong

17. We will be _____ if we eat a lot of sweets and crisps.

a. thin

b. tall

c. fat

d. thin

18. What is 'soft drink'?

a. cola

b. milk

c. water

d. beer

19. คำใดต่อไปนี้ไม่เข้ากับพวก

a. sweets

b. chocolate

c. candies

d. hamburger

20. Which food is healthy?

a. ice cream

b. pizza

c. rice

d. crisps

Lesson Plan 9

Food and Plants

Objectives

Students can: 1. tell class what food is from the plants.

2. explain the advantages of the food which are from the plants.

3. describe the taste of different food.

4. read and work on the passage "What food do we get from the plants?" and "Mangoes".

Materials: 1. Reading passages "What food do we get from the plants?" and "Mangoes"

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan

Components	Activities	Period	Time (minutes)
Class Presentation	a. Ask students "What are the important plants that can be grown in Thailand?" and "What plants do we eat as main food?" b. List the names of the food or fruits from the plants on the board. c. Ask students to describe the taste of those food. d. Ask students "Why we should eat food from the plants?"	1	20
Teams	a. Give reading passage "What food do we get from the plants?" to every team. Then, ask students to read the passage and write one passage on the topic "What are the advantages of the food from the plants?	1	20
	b. Give worksheet A to each group and ask them to work together.	1	20
	c. Give reading passage "Mangoes" to every team. Then, ask students to read the passage and write one paragraph on the topic "My favorite food".	2	15
	d. Give worksheet B to each group and ask students to work together and help each other to comprehend the passage.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

A: What food do we get from plants?

Rice is from a plant. In Thailand, we have rice for breakfast, lunch and dinner. Sometimes we have bread and jam. They are also from plants.

Juice is from fruit: oranges, apples, lemons, pineapples and grapes. Tea is from the leaves of the tea tree.

B: Mangoes

It was the cold season. Pim was happy. The mango trees were in bloom. They looked pretty.

Months later it was the hot season. Pim was still happy. Now the trees were loaded with mangoes. The mangoes looked pretty and tasted sweet.

Mangoes are fruit. Fruit comes from flowers. Flowers in the cold season make fruit in the hot season.

Pim likes to look at mango blossoms. She loves to eat mangoes.

Worksheet A

Write.

Good for you	Bad for you
_____	_____
_____	_____
_____	_____
_____	_____

Fill in the blanks.

Key words
very
shouldn't
sweet
fat
good
apple
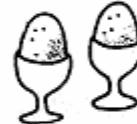
1. You_____drink much cola.

2. Ice-cream is very_____.

3. Burgers and chips have got a lot of_____ in them.

4. Bread and rice are both_____for you.

5. If you want a snack, you can eat an_____.

6. Fruits and vegetables are_____good for you.

Worksheet B

Fill in the blanks.

Use "a little" , "a few" , or "a lot of".

1. There are _____ onions.

2. There is _____ apple juice

3. There is _____ pineapple juice

4. There are _____ cucumbers

5. There are _____ pumpkins

Quiz 9

From the reading passage A, choose the best answer.

1. Which food is not from plants?

   a. bread   b. jam

   c. milk   d. rice

2. Can we grow rice in Thailand?

   a. Yes, we can.   b. No, we can't

   c. Probably not.   d. That's right.

3. We have rice for 3 _____; breakfast, lunch, dinner.

   a. dishes   b. cups

   c. meals   d. food

4. If we don't eat rice, we can eat _____.

   a. butter   b. coffee

   c. tea   d. bread

5. Tea and _____ are drinks.

   a. fruit juice   b. vegetables

   c. pineapples   d. jam

6. To make ham sandwich, we need _____, ham, lettuce, butter and tomatoes.

   a. rice   b. milk

   c. bread   d. tree

7. Rice is food. Ice cream is _____.

   a. drink   b. dessert

   c. candies   d. sugar

8. Juice is made from _____.

   a. vegetables   b. fruits

   c. meat   d. rice

9. We make tea by using its _____.

   a. trees   b. roots

   c. leaves   d. stems

10. Juice isn't from _____.

a. oranges   b. jam

c. coconuts   d. strawberries

From the reading passage B, choose the best answer.

11. It's hot in summer. It's _____ in winter.

a. cold   b. hot

c. sad   d. wet

12. In Thailand, there are 3 _____; hot, rainy and cold.

a. reasons   b. sons

c. seasons   d. times

13. After the cold season, it is _____.

a. the rainy season   b. the hot season

c. raining   d. hot

14. If the mango trees are loaded, we can _____ the mangoes to eat.

a. hit   b. kick

c. dig   d. pick

15. From the passage, what taste is the mango?

a. bitter   b. salt

c. sour   d. sweet

16. We can eat mango in the _____.

a. mouth   b. hand

c. hot season   d. cold season

17. Fruit comes from flowers. Flower comes from _____.

a. mangoes   b. the plants

c. the trees   d. season

18. Which fruit is not sweet?

a. lemon   b. mango

c. banana   d. apple

19. The juice made from lemon is _____.

a. lime   b. lice

c. leo   d. lemonade

20. Which word refers to 'bloom'?

a. bottle

b. baby

c. blossom

d. bomb

Lesson Plan 10

I am not a thief

Objectives

Students can: 1. comprehend the past forms of verb to be.

2. ask and answer the question "Where were you yesterday?

3. read and work on the passage "I am not a thief" and "School

Time".

Materials: 1. Reading passages "I am not a thief" and "School Time"

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan

Components	Activities	Period	Time (minutes)
Class Presentation	a. Ask students "Where were you yesterday?" If students cannot answer, guide them with the sentence "Yesterday, I was at ……". b. Explain the differences of 'verb to be' in present form and past form. c. Ask students to make a sentence by using 'was' or 'were'. d. Give examples and ask students for the past verbs and list them on the board.	1	20
Teams	a. Give reading passage "I am not a thief" to every team. Ask students to summarize the passage into one paragraph.	1	20
	b. Give worksheet A to each group and ask them to work together.	1	20
	c. Give reading passage "School time" to every team. Ask students to read the passage and find the past verbs in the passage, then list them on the paper and make sentences from those past verbs.	2	15
	d. Give worksheet B to each group and ask students to work together and and help each other to comprehend the passage.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

A: I am not a thief

At 10 a.m., Mrs. Wood came home and found that the kitchen was very dirty. There was a lot of food on the kitchen floor. Then Lisa and Ginger came into the kitchen and Ginger was dirty too. Mrs. Wood thought that Ginger messed up the kitchen. She asked Lisa and Ginger about it.

Mrs. Wood	:	Ginger, where were you at 8 a.m.?
Ginger	:	I was at the playground.
Lisa	:	That's right. She was at the playground with Anne and me.
Mrs. Wood	:	What were you doing at 9 a.m.?
Ginger	:	I was flying a kite.
Lisa	:	That's right, Grandma. She was flying a kite with Anne and me.
Mrs. Wood	:	Then who was messed up my kitchen? Who ate my food?

B: School Time

When the bell rang at 8 o'clock this morning, our friends were running into the classroom. The teacher wasn't there.

When the teacher came into the classroom, some students were making a lot of noise. They were talking and laughing.

When the students saw the teacher, they stopped talking and laughing. The classroom was very quiet.

Later, the teacher heard a funny noise. She looked around the room. Mark and Tom were taking a nap. They were snoring loudly.

Worksheet A

Answer the questions.

①

What did he find?
_____

Where was it?
_____

②

What did she find?
_____

Where was it?
_____

③

What did he find?
_____

Where was it?
_____

④

What did they find?
_____

Where was it?
_____

⑤
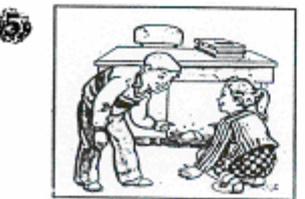
What did they find?
_____

Where was it?
_____

Worksheet B

Answer the questions.

1. Was he reading a book?

   _____

2. Was she cleaning the floor?

   _____

3. Was he watching the television?

   _____

4. Were they having a picnic?

   _____

5. Were they talking on the telephone?

   _____

Quiz 10

From the reading passage A, choose the best answer. (1-10)

1. What time did Mrs. Wood come home?

   a. at 8.00 a.m.   b. at 9.00 a.m.

   b. at 10.00 a.m.   d. at 11.00 a.m.

2. How was the kitchen?

   a. It was dirty.   b. It was clean.

   c. It was big.   d. It was small.

3. What was on the floor?

   a. Ginger   b. Lisa

   c. kitchen   d. food

4. How many characters in the passages?

   a. one   b. two

   c. three   d. four

5. Before Lisa and Ginger came home, they were playing at _____.

   a. kitchen   b. playground

   c. floor   d. school

6. Why did Mrs. Wood think that Ginger messed up the kitchen?

   a. Because Ginger was flying a kite.   b. Because Ginger ate all food.

   c. Because Lisa told her.   d. Because Ginger was dirty.

7. Who did Lisa and Ginger play with?

   a. Mrs. White   b. Anne

   c. friends   d. Mrs. Wood

8. Who is Lisa's grandmother?

   a. Anne   b. Lisa

   c. Mrs. Wood   d. Ginger

9. Can Ginger fly a kite?

   a. Yes, she can.   b. No, she can't.

   c. Yes, she does.   d. No, she doesn't.

10. Who messed up the kitchen and ate the food?

   a. Lisa   b. Ginger

   c. Anne   d. Nobody knows

From the reading passage B, choose the best answer.

11. When the school's bell rang, what were the students doing?

   a. They were running to the classroom.   b. They were running to school.

   c. They were playing in the playground.   d. They were talking.

12. Was the teacher at school at 8 a.m.?

   a. Yes, she was.   b. No, she wasn't.

   c. No, she isn't.   d. Yes, she is.

13. When the teacher came to the classroom, what were students doing?

   a. They were playing.   b. They were eating.

   c. They were swimming.   d. They were talking.

14. Before the teacher came, how was the room?

   a. The room was dirty.   b. The room was quiet.

   c. The room was noisy.   d. The room was happy.

15. How was the room when the teacher came?

   a. The room was dirty.   b. The room was quiet.

   c. The room was noisy.   d. The room was happy.

16. What did the teacher hear?

   a. Some students were talking.   b. Some students were laughing.

   c. Some students were snoring.   d. Some students were singing.

17. Who made the funny noise?

   a. Mark   b. The teacher

   c. Tom   d. Mark and Tom

18. What does 'taking a nap' mean?

   a. snoring   b. swimming

   c. sleeping   d. slowly

19. Which word is opposite to 'loudly'?

   a. lately   b. quietly

   c. happily   d. friendly

20. The students make a loud noise. They are _____.

    a. happy   b. sleepy

    c. noisy   d. pretty

Lesson Plan 11

My weekend

Objectives

Students can: 1. comprehend the past verbs

2. ask and answer the question "Where did you go last weekend?

3. change the present sentences to past sentences.

4. read and work on the passage "My weekend" and "Traveling".

Materials: 1. Reading passages "My weekend" and "Traveling"

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan

Components	Activities	Period	Time (minutes)
Class Presentation	a. Ask students for the popular places for visiting on weekend or holidays. b. Ask students "Where did you go on last weekend?" If students cannot answer, guide students with the sentence "I went to ……. on last weekend." c. Ask students "What did you do there?" If students cannot answer, guide students with the sentence "I did (or V.2)…….." d. Write examples on the board and ask students to practice to ask question and answer about their weekend.	1	20
Teams	a. Give reading passage "My weekend" to every teams. Ask students to write one paragraph of their experiences on weekend.	1	20
	b. Give worksheet A to each group and ask them to work together.	1	20
	c. Give reading passage "Traveling" to every team. Ask students to read the passage and summarize the passage into one paragraph.	2	15
	d. Give worksheet B to each group and ask them to work together and help each other to comprehend the passage.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

A: My weekend

On Monday morning, Miss Linda asked her students what they did on weekend.

Somchai	:	I went for a picnic with Nop, Sawat and Noon.
Miss Linda	:	Where did you go? How was it?
Nop	:	We went to the waterfall. It was very dirty.
Sawat	:	There was a lot of litter. There were many empty boxes of food, plastic bags and bottles.
Noon	:	There was a lot of garbage on the ground and in the water.
Somchai	:	It also smelt bad too.
Miss Linda	:	It was terrible!

B: Traveling

Tom	:	Pim and I went to Safari World last weekend.
Peter	:	How did you go? By car?
Tom	:	Yes. My uncle drove us there.
Jenny	:	My mother took me to Hua Hin by train.
Pim	:	By train? Wow! I like it.
Jenny	:	I went to the beach with my family.
Windy	:	I was at home with my parents. We had a party.
Will	:	Last weekend, I played football with by brothers.

Worksheet A

Look and write.

1
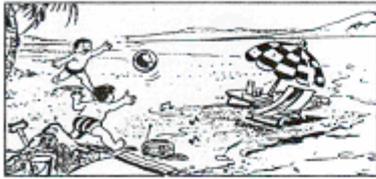
Where did you go last Saturday?

_____

What did you see?

_____

2

Where did you go last Sunday?

_____

What did you see?

_____

3
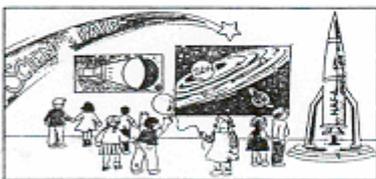
Where did you go last week?

_____

What did you see?

_____

4

Where did you go last Sunday?

_____

What did you see?

_____

5

Where did you go last Saturday?

_____

What did you see?

_____

Worksheet B

1	What were they doing? _____
2	What was she doing? _____
3	What was she doing? _____
4	What was he doing? _____
5	What were they doing? _____

Quiz 11

From the reading passage A, choose the best answer. (1-10)

1. What days are weekend?

   a. Sunday and Monday   b. Tuesday and Wednesday

   c. Thursday and Friday   d. Saturday and Sunday

2. Which day is before Saturday?

   a. Sunday   b. Tuesday

   c. Wednesday   d. Friday

3. From the passage, where were they?

   a. at the waterfall   b. in the classroom

   c. on the ground   d. in the water

4. Who didn't go picnic?

   a. Nop   b. Miss Linda

   c. Noon   d. Sawat

5. Where did they go picnic?

   a. waterfall   b. school

   c. market   d. Miss Linda's house

6. How many people went picnic?

   a. one   b. two

   c. three   d. four

7. Which one is not "litter"?

   a. empty boxes   b. food

   c. plastic bags   d. bottles

8. From the passage, how was the waterfall?

   a. beautiful   b. good

   c. big   d. dirty

9. Which word is opposite to "terrible"?

   a. great   b. bad

   c. not good   d. awful

10. What is Miss Linda?

a. a student   b. a teacher

c. a mother   d. a doctor

From the reading passage B, choose the best answer.

11. Who went to Safari World with Tom?

a. Peter   b. Pim

c. Jenny   d. Windy

12. Who took Tom to Safari World?

a. his uncle   b. his friends

c. his sister   d. his aunt

13. From the passage, how many people went to Safari World?

a. one   b. two

c. three   d. four

14. Where did Jenny go on weekend?

a. Safari World   b. Hua Hin

c. home   d. party

15. How did Jenny go to Hua Hin?

a. by car   b. by plane

c. by walking   d. by train

16. Who went to the sea?

a. Peter   b. Pim

c. Jenny   d. Windy

17. Who traveled by plane on weekend?

a. Pim   b. Will

c. Windy   d. Nobody

18. Who played sport on weekend?

a. Windy   b. Jenny

c. Will   d. Nobody

19. What can you see at Safari World?

a. animals   b. sea

c. waterfall   d. beach

20. Who did not go anywhere on weekend?

  a. Windy   b. Jenny

  c. Will   d. Nobody

Lesson Plan 12

A bad day

Objectives

Students can: 1. describe and write a passage about their good and bad experiences

by using past tense.

2. read and work on the passage "A bad day" and

"An honest girl".

Materials: 1. Reading passages "A bad day" and "An honest girl"

2. Worksheet A and B

3. Quiz

Time: 2 periods (120 minutes)

STAD Lesson Plan			
Components	Activities	Period	Time (minutes)
Class Presentation	a. Ask students whether they know the meaning of bad day and good day. b. Ask for volunteers to share experience about their good and bad days. c. Ask students "What did you do in that situation?" d. Find the reasons and write the solution for those situation.	1	20
Teams	a. Give reading passage "A bad day" to every team. Ask students to write one paragraph of their experiences about their bad days.	1	20
	b. Give worksheet A to each group and ask them to work together.	1	20
	c. Give reading passage "An honest girl" to every students. Ask them to read the passage and summarize the passage into one paragraph.	2	15
	d. Give worksheet B to each group and ask them to work together and and help each other to comprehend the passage.	2	15
Quiz	Each student does individual quiz and cannot ask or help other students.	2	15
Individual Improvement Scores	Students check for the correct answers and fill scores in the quiz score sheet. Next, they can get the improvement scores by comparing the latest scores to the previous scores. Then, they fill the improvement score in the team summary sheet.	2	10
Team Recognition	Teacher and students find and reward the best performance team of this time.	2	5

Reading passage

A: A bad day

Yesterday was a bad day. There was nobody at home.

At 8.00 a.m., when the thief was coming in the house. Mrs. Wood was shopping at the mall. Lisa, Anne, and I were playing at the playground.

At 8.15 a.m., when the thief was drinking orange juice, Lisa, Anne, and I were playing at the playground. Lisa, Anne, and I were playing with yo-yo.

At 8.30 a.m., when the thief was eating the cookies, Lisa, Anne, and I were playing volleyball.

At 9.00 a.m., when the thief was messing up the kitchen, I was flying a kite.

I'm not happy. I'm sad. I'm not a thief. Mrs. Wood doesn't like me.

B: An honest girl

One day I was walking home from school. On the footpath I found a purse. I looked inside and saw that it was full of money. I took the purse home to show my mother. She drove me to the police station. There we gave the purse to a policeman.

"Thank you," said the policeman, "I will wait and see if anyone comes to claim it. You are an honest girl."

Worksheet A

Look and write.
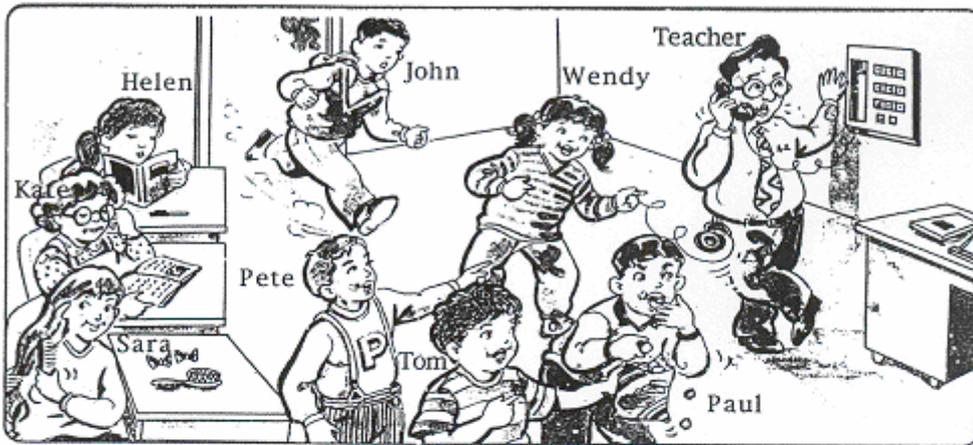
1 When the teacher talked on the telephone,

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

Worksheet B

① What **did he find** _____?
He found _____.
Where **was it** _____?
It was _____.

② What _____?
_____.
Where _____?
_____.

③ What _____?
_____.
Where _____?
_____.

4 What _____?
_____.
Where _____?
_____.

5 What _____?
_____.
Where _____?

Quiz 12

From the reading passage A, choose the best answer.

1. Was there anybody at home yesterday?

   a. Yes, there was.   b. No, there wasn't.

   c. Yes, a lot.   d. No, two people.

2. What time did the thief come home?

   a. at 8.00 a.m.   b. at 8.15 a.m.

   c. at 8.30 a.m.   d. at 9.00 a.m.

3. Where was Mrs. Wood at 8.00 a.m.?

   a. in the house   b. at the mall

   c. at the playground   d. in the kitchen

4. The thief drank _____ in the kitchen.

   a. milk   b. water

   c. orange juice   d. soft drink

5. The thief ate _____ in the kitchen.

   a. cookies   b. yo-yo

   c. hamburger   d. cake

6. Where were Anne, Lisa and I playing?

   a. at the mall   b. at the playground

   c. in the kitchen   d. in the house

7. Which word can refer to "bad"?

   a. good   b. lucky

   c. terrible   d. happy

8. Who came to the house when nobody was at home?

   a. Mrs. Wood   b. the thief

   c. Anne   d. Lisa

9. คำใดต่อไปนี้ไม่เข้ากับพวก

   a. volleyball   b. kite

   c. yo-yo   d. cookies

10. 'happy' is opposite to '_____'.

   a. sad   b. pretty

   c. good   d. bad

From the reading passage B, choose the best answer.

11. What should be the name of the story?

   a. I found a purse   b. I found money

   c. A good police   d. An honest girl

12. Where did the girl find the purse?

   a. home   b. on the footpath

   c. police station   d. in her bag

13. What was in the purse?

   a. monkey   b. ring

   c. chocolate   d. money

14. How much money in the purse?

   a. a lot   b. few

   c. 2 baht   d. 100 baht

15. How is the girl in the story?

   a. lucky   b. pretty

   c. honest   d. happy

16. If you find a purse in the library, what will you do?

   a. tell the librarian   b. buy things

   c. give friends   d. keep the money

17. Who did the girl take the purse to firstly?

   a. her mother   b. the police

   c. her friends   d. the teacher

18. How did the girl and her mother go to the police station?

   a. by train   b. by car

   c. by walking   d. by plane

19. Why did the girl give the purse to the police?

   a. to find the owner   b. to thank the police

   c. to buy things   d. to be a good girl

20. What would you say to the one who found your purse?

a. Very good

b. It's mine

c. Thank you

d. Give me 100 baht

Appendix E

The control group's lesson plans

Chapter 5: Pussy is stronger than Sam

Time: 10 hours

Related topics:

1. My best friend

2. I am 145 centimeters tall

3. The bird is smaller than the cat

4. The giraffe is the tallest

5. The dolphins

6. The girl in the black skirt is thirsty

Standard outcomes:

1. Students are able to use adjectives to make sentences.

2. Students are able to ask and answer about the weight and height.

3. Students can make comparative and superlative degree sentences.

4. Students can understand the reading passages.

Materials:

1. Text book

2. Workbook

3. Pictures of animals

4. Worksheets

5. Reading passages

Lesson Plan 1

Topic 1: My best friend

Time: 2 hours

Objectives:

1. Students are able to use adjectives to make sentences correctly.

2. Students can identify size and characteristics of animals by using adjectives.

3. Students can use adjectives to describe things.

Grammar:

- The cat is <u>small.</u>

- The elephant is <u>big.</u>

- The apple is <u>red.</u>

- I think ………

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Example of classroom instruction

Classroom Instruction	Time
1. Presentation Teacher begins class with reviewing vocabularies of animals. Then, the teacher asks and writes their meanings on the board. Students pronounce those words together and write the words in their books. After that, the teacher asks students to spell those words. The teacher may ask for volunteers to spell and pronounce the words to the class.	20

2. Practice
    2.1. Whole class activity (20 minutes)
     Teacher writes the vocabularies of animals and adjectives on the board. Then, the teacher asks students to match the animals to adjectives. The students are asked to write the meanings of animals and adjective so that they use the meanings for other activities in the classroom.
 	
    2.2 Individual activity (20 minutes)
    Worksheets are assigned to students. The worksheets are related to the content what they have learned previously. Teacher explains how to complete the worksheets and asks if there are any questions. The students should complete the worksheet individually. The students are permitted to open their books and note books to see the meanings of vocabularies. If students cannot finish the worksheet in time, they can keep it to do as homework.
	40

3. Teacher's instruction Teacher asks students to open their books. "My best friend" is topic for reading. The teacher firstly read the passage for the students. Next, the students are asked to read the passage together. Then, the teacher explains the passage and asks the students if there are any questions.	20
4. Students' assignment Students are asked to work individually in their work books. The activities and exercises in the workbook should be finished in time so that the teacher has enough time to explain the content in the workbook.	20

5. Production
    5.1 Reviewing (10 minutes)
    Teacher reviews all vocabularies and asks students for related words. Those words are written on the board. Students are asked to read those words together.
 	
    5.2 Assignments (10 minutes)
    Students should hand in the previous assignments so that teacher can check and correct them. Other assignments are given to the students.
They should complete the assignments and hand in the next class time.
	20

Lesson Plan 2

Topic 2: I am 145 centimeters tall

Time: 2 hours

Objectives:

1. Students are able to ask and answer questions about the height and weight.

2. Students can compare the height and weight by using comparative degree.

Grammar:

      a. I am 145 centimeters tall.

      b. I weigh 50 kilograms.

      c. I am taller than you.

Classroom instruction

1. Presentation

2. Practice

    2.1 Whole class activity

    2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 3

Topic 3: The bird is smaller than the cat

Time: 2 hours

Objectives:

1. Students are able to compare nouns by using adjectives and comparative degree.

2. Students can use 'than' in comparative degree sentences.

Grammar:

    a. The horse is taller than the dog.

    b. The pig is fatter than the chick.

    c. I am taller than you.

Classroom instruction

1. Presentation

2. Practice

    2.1 Whole class activity

    2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 4

Topic 4: The giraffe is the tallest

Time: 2 hours

Objectives:

1. Students are able to compare nouns by using one syllable adjectives and superlative degree.

2. Students can use 'the' in superlative degree sentences.

Grammar:

      a. The giraffe is the tallest.

      b. The elephant is the biggest.

      c. The bird is the smallest.

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 5

Topic 5: The dolphins

Time: 2 hours

Objectives:

1. Students are able to comprehend the reading passages.

2. Students can understand the reading passages.

3. Students can summarize the reading passages.

Grammar: -

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 6

Topic 6: The girl in the black skirt is thirsty

Time: 2 hours

Objectives:

1. Students are able read and identify words sounded –ir correctly

2. Students can use words sounded –ir to make sentences.

3. Students can write a paragraph of their birthday.

Grammar:

1. The girl in the black skirt is thirsty.

2. The third boy wears the red shoes.

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Chapter 6: Let's make a ham sandwich

Time: 6 hours

Related topics:

1. Let's make a ham sandwich

2. Food and drink

3. Food and plants

Standard outcomes:

1. Students are able to identify countable and uncountable nouns.

2. Students can read for comprehension.

3. Students are able summarize the given passages.

Materials:

1. Text book

2. Workbook

3. Pictures of food

4. Worksheets

5. Reading passages

Lesson Plan 7

Topic 7: Let's make a ham sandwich

Time: 2 hours

Objectives:

1. Students are able to identify countable and uncountable nouns.

2. Students can read for comprehension and tell how to make ham sandwiches.

3. Students can summarize the given passages.

Grammar:

1. There is some bread in the refrigerator.

2. There are some tomatoes.

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 8

Topic 8: Food and drink

Time: 2 hours

Objectives:

1. Students are able to tell which food is healthy or unhealthy.

2. Students can create their own menu.

3. Students can comprehend the given passages.

Grammar:

1. Rice is healthy food.

2. Chocolate is unhealthy food

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 9

Topic 9: Food and plants

Time: 2 hours

Objectives:

1. Students are able to identify food from plants

2. Students can explain advantages of food from plants.

3. Students can comprehend the reading passages.

Function: -

Grammar:

1. Rice is from plants.

2. Bread and jam are from plants.

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Chapter 7: I am not a thief

Time: 6 hours

Related topics:

1. I am not a thief

2. My weekend

3. A bad day

Standard outcomes:

1. Students are able to identify past forms of verbs.

2. Students are able to ask and answer questions by using past verbs.

3. Students can comprehend the reading passages.

Materials:

1. Text book

2. Workbook

3. Pictures of places

4. Worksheets

5. Reading passages

Lesson Plan 10

Topic 10: I am not a thief

Time: 2 hours

Objectives:

1. Students are able to comprehend the past forms of verb to be.

2. Students can ask and answer the question "Where were you yesterday?"

3. Students can understand the given passages.

Grammar:

1. Where were you yesterday?

2. I was at the playground.

Classroom instruction

1. Presentation

2. Practice

   2.1 Whole class activity

   2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 11

Topic 11: My weekend

Time: 2 hours

Objectives:

1. Students are able to comprehend the past verbs.

2. Students can ask and answer the question "Where did you go yesterday?"

3. Students can change the present sentences to the past sentences.

Grammar:

1. Where did you go yesterday?

2. I went to waterfall.

Classroom instruction

1. Presentation

2. Practice

    2.1 Whole class activity

    2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Lesson Plan 12

Topic 12: A bad day

Time: 2 hours

Objectives:

1. Students are able to write a paragraph by using past tense.

2. Students can understand the given passages.

Grammar:

1. At 8.30, the thief was eating the cookies.

3. I found the purse yesterday.

Classroom instruction

1. Presentation

2. Practice

    2.1 Whole class activity

    2.2 Individual activity

3. Teacher's instruction

4. Students' assignment

5. Production

Appendix F

Evaluation Forms (Thai)

แบบประเมินแบบทดสอบย่อย

(Evaluation Form for Quiz)

คำชี้แจง : กรุณาพิจารณาข้อสอบก่อนเรียน และทำเครื่องหมาย ✔ ลงในช่องว่างเพียงหนึ่งช่องเท่านั้น เพื่อ
ตรวจสอบคุณภาพของข้อสอบในแต่ละด้านตามความคิดเห็นของผู้ทรงคุณวุฒิ

ก. ด้านความเป็นปรนัย (Objectivity)

รายการประเมิน	ระดับคุณภาพ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. ทุกคนที่อ่านข้อสอบสามารถเข้าใจได้ง่าย และใช้เป็น					
2. ข้อสอบมีความชัดเจนและถูกต้อง					
3. ผู้ใดเป็นผู้ตรวจก็ให้คะแนนเท่ากัน					

ข. ด้านความตรง (Validity)

รายการประเมิน	ระดับคุณภาพ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. ข้อสอบมีความสอดคล้องกับเนื้อหาสาระ ในบทเรียน (Content Validity)					

รายการประเมิน	ระดับความคิดเห็นของผู้ทรงคุณวุฒิ		
	เห็นด้วย (+1)	ไม่แน่ใจ (0)	ไม่เห็นด้วย (-1)
1. ข้อคำถามมีความสอดคล้องกับพฤติกรรม เป้าหมาย (Construct Validity)			

ข้อเสนอแนะ :

……
……
……
……
……

ลงชื่อ...ผู้ประเมิน

(..)

................./................................/................

Appendix G

Item Analysis for Quizzes

The following sections present the results of item analysis for 12 quizzes. The results show the level of difficulty (p), discrimination index (r) and reliability (by KR-20).

Quiz 1

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.65	0.5	
2	0.45	0.5	
3	0.55	0.5	
4	0.70	0.4	
5	0.70	0.4	
6	0.55	0.5	
7	0.60	0.4	
8	0.45	0.5	
9	0.40	0.8	
10	0.50	0.6	0.885
11	0.60	0.6	
12	0.50	0.6	
13	0.45	0.5	
14	0.55	0.5	
15	0.50	0.4	
16	0.60	0.4	
17	0.70	0.4	
18	0.40	0.6	
19	0.65	0.5	
20	0.45	0.7	

Quiz 2

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.65	0.5	
2	0.50	0.4	
3	0.55	0.5	
4	0.60	0.4	
5	0.70	0.4	
6	0.50	0.6	
7	0.60	0.4	
8	0.45	0.5	
9	0.45	0.7	
10	0.50	0.6	0.83
11	0.55	0.3	
12	0.50	0.4	
13	0.45	0.5	
14	0.55	0.5	
15	0.55	0.3	
16	0.65	0.3	
17	0.70	0.4	
18	0.55	0.3	
19	0.55	0.5	
20	0.50	0.4	

Quiz 3

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.60	0.6	
2	0.50	0.4	
3	0.60	0.4	
4	0.75	0.3	
5	0.65	0.5	
6	0.60	0.4	
7	0.65	0.3	
8	0.45	0.5	
9	0.65	0.3	
10	0.55	0.5	0.819
11	0.65	0.5	
12	0.65	0.3	
13	0.55	0.3	
14	0.50	0.6	
15	0.55	0.3	
16	0.65	0.3	
17	0.70	0.4	
18	0.50	0.4	
19	0.75	0.3	
20	0.45	0.7	

Quiz 4

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.6	0.6	
2	0.5	0.4	
3	0.55	0.5	
4	0.65	0.5	
5	0.7	0.4	
6	0.6	0.4	
7	0.65	0.3	
8	0.45	0.5	
9	0.45	0.7	
10	0.55	0.5	0.851
11	0.65	0.5	
12	0.55	0.5	
13	0.5	0.4	
14	0.55	0.5	
15	0.5	0.4	
16	0.65	0.3	
17	0.7	0.4	
18	0.45	0.5	
19	0.7	0.4	
20	0.45	0.7	

Quiz 5

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.70	0.4	
2	0.40	0.6	
3	0.60	0.4	
4	0.75	0.3	
5	0.65	0.5	
6	0.60	0.4	
7	0.65	0.3	
8	0.50	0.4	
9	0.45	0.7	
10	0.55	0.5	0.846
11	0.60	0.6	
12	0.45	0.7	
13	0.50	0.4	
14	0.55	0.5	
15	0.55	0.3	
16	0.65	0.3	
17	0.75	0.3	
18	0.45	0.5	
19	0.60	0.6	
20	0.50	0.6	

Quiz 6

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.60	0.6	
2	0.55	0.3	
3	0.50	0.6	
4	0.75	0.3	
5	0.65	0.3	
6	0.55	0.5	
7	0.55	0.3	
8	0.40	0.4	
9	0.40	0.8	
10	0.45	0.5	0.831
11	0.55	0.5	
12	0.45	0.5	
13	0.45	0.5	
14	0.55	0.5	
15	0.50	0.4	
16	0.50	0.2	
17	0.60	0.2	
18	0.40	0.4	
19	0.60	0.4	
20	0.45	0.7	

Quiz 7

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.60	0.4	
2	0.45	0.3	
3	0.50	0.4	
4	0.55	0.3	
5	0.65	0.5	
6	0.65	0.1	
7	0.50	0.4	
8	0.45	0.5	
9	0.45	0.5	
10	0.50	0.6	0.819
11	0.60	0.4	
12	0.55	0.3	
13	0.40	0.4	
14	0.45	0.5	
15	0.55	0.3	
16	0.50	0.4	
17	0.60	0.4	
18	0.35	0.5	
19	0.70	0.4	
20	0.40	0.8	

Quiz 8

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.70	0.4	
2	0.35	0.5	
3	0.55	0.3	
4	0.70	0.2	
5	0.70	0.4	
6	0.55	0.3	
7	0.65	0.5	
8	0.50	0.4	
9	0.45	0.7	
10	0.40	0.4	0.801
11	0.55	0.5	
12	0.50	0.4	
13	0.45	0.3	
14	0.60	0.4	
15	0.50	0.4	
16	0.60	0.4	
17	0.70	0.4	
18	0.45	0.5	
19	0.60	0.4	
20	0.40	0.6	

Quiz 9

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.55	0.5	
2	0.45	0.3	
3	0.50	0.6	
4	0.65	0.3	
5	0.60	0.4	
6	0.55	0.3	
7	0.55	0.3	
8	0.55	0.5	
9	0.45	0.7	
10	0.50	0.6	0.842
11	0.65	0.5	
12	0.60	0.6	
13	0.45	0.5	
14	0.60	0.4	
15	0.55	0.3	
16	0.60	0.4	
17	0.75	0.3	
18	0.45	0.5	
19	0.70	0.4	
20	0.50	0.6	

Quiz 10

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.60	0.6	
2	0.50	0.4	
3	0.60	0.4	
4	0.70	0.4	
5	0.70	0.4	
6	0.55	0.5	
7	0.65	0.3	
8	0.50	0.4	
9	0.40	0.8	
10	0.55	0.5	0.866
11	0.60	0.6	
12	0.50	0.6	
13	0.50	0.4	
14	0.55	0.5	
15	0.50	0.4	
16	0.65	0.3	
17	0.70	0.4	
18	0.40	0.6	
19	0.65	0.5	
20	0.50	0.6	

Quiz 11

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.65	0.5	
2	0.55	0.3	
3	0.55	0.5	
4	0.70	0.4	
5	0.70	0.4	
6	0.55	0.5	
7	0.60	0.4	
8	0.50	0.4	
9	0.50	0.6	
10	0.55	0.5	0.841
11	0.60	0.6	
12	0.50	0.6	
13	0.50	0.4	
14	0.60	0.4	
15	0.50	0.4	
16	0.60	0.4	
17	0.75	0.3	
18	0.45	0.5	
19	0.70	0.4	
20	0.45	0.7	

Quiz 12

Item	Level of difficulty (p)	Discrimination index (r)	Reliability
1	0.60	0.4	
2	0.40	0.4	
3	0.55	0.3	
4	0.70	0.4	
5	0.70	0.4	
6	0.60	0.4	
7	0.65	0.5	
8	0.50	0.4	
9	0.40	0.8	
10	0.50	0.6	0.844
11	0.65	0.5	
12	0.50	0.6	
13	0.50	0.4	
14	0.55	0.5	
15	0.55	0.3	
16	0.60	0.4	
17	0.75	0.3	
18	0.40	0.4	
19	0.65	0.5	
20	0.45	0.7	

Appendix H

Questionnaires for Students' perceptions on STAD

Part I: Students' perceptions on STAD instructional method

A: Please rate your experience with your group on the following scale:

(4 = very much, 3 = much, 2 = little, 1 = nothing)

Useful	4	3	2	1	Useless
Fun	4	3	2	1	Not fun
Interesting	4	3	2	1	Boring
Worthwhile	4	3	2	1	Worthless
Clear	4	3	2	1	Confusing

B: How much did you learn in STAD lessons? Circle the number that indicates your response.

Very much	Much	Little	Nothing
4	3	2	1

C: Would you recommend the use of STAD in other classes? Circle the number that indicates your response.

Definitely yes	Pretty sure	Probably	Definitely yes
4	3	2	1

D: How much did you contribute to the learning of your group mates? Circle the number that indicates your response.

Very much	Much	Little	Nothing
4	3	2	1

Part II: Students' perceptions on STAD components

- Which component of STAD do you like the most?, Why?

     ___ Class Presentation

     ___ Teams

     ___ Quiz

     ___ Individual Improvement Scores

     ___ Team Recognition

Because _____

_____

Part III: Students' comments

<u>Direction:</u> You are encouraged to express your opinions about the instructional method in terms of what you like or dislike. For example, how helpful the instructional method is, suggestions you have, etc.

_____

_____

_____

_____

_____

แบบสอบถามความคิดเห็นในการเรียนแบบร่วมมือโดยใช้เทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์

ตอนที่ 1: ความคิดเห็นความเข้าใจของนักเรียนที่มีต่อการเรียนแบบร่วมมือโดยใช้เทคนิคแบ่งกลุ่มคละผล

สัมฤทธิ์

คำสั่ง ให้นักเรียนวงกลมข้อที่ตรงกับความคิดเห็นของนักเรียนตามความเป็นจริง

1. ให้นักเรียนให้ลำดับตามความเป็นจริงในการเรียนรู้แบบกลุ่มของนักเรียนในห้องเรียน

(4 = มากที่สุด, 3 = มาก, 2 = เล็กน้อย, 1 = ไม่เลย)

มีประโยชน์	4	3	2	1	ไม่มีประโยชน์
สนุก	4	3	2	1	ไม่สนุก
น่าสนใจ	4	3	2	1	น่าเบื่อ
มีคุณค่า	4	3	2	1	ไม่มีคุณค่า
ชัดเจน	4	3	2	1	สับสน

2. นักเรียนได้เรียนรู้มากน้อยเพียงใด เลือกวงกลมหมายเลขว่ามากน้อยเพียงใด

มากที่สุด	มาก	เล็กน้อย	ไม่เลย
4	3	2	1

3. นักเรียนจะแนะนำการเรียนแบบร่วมมือโดยใช้เทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์เพื่อการเรียนในวิชาอื่นหรือไม่

เลือกวงกลมตามความเป็นจริง

แนะนำในทุกวิชา	แนะนำบ้าง	อาจจะ	ไม่แน่ใจ
4	3	2	1

4. นักเรียนได้มีส่วนร่วมในการเรียนกับกลุ่มเพื่อนมากน้อยเพียงใด

มากที่สุด	มาก	เล็กน้อย	ไม่เลย
4	3	2	1

ตอนที่ 2: ความคิดเห็นความเข้าใจของนักเรียนที่มีต่อขั้นตอนของเทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์

ในการเรียนแบบร่วมมือโดยใช้เทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์ นักเรียนชอบขั้นตอนใดมากที่สุด เพราะเหตุใด

_____ การนำเข้าสู่บทเรียน

_____ กลุ่ม

_____ การทดสอบ

_____ คะแนนพัฒนารายบุคคล

_____ การพิจารณาผลงานของกลุ่ม

เพราะ _____

_____

ตอนที่ 3: ความคิดเห็น ข้อเสนอแนะ

<u>**คำสั่ง**</u> นักเรียนสามารถแสดงความคิดเห็นเกี่ยวกับการเรียนการสอนในห้องเรียนการเรียนแบบร่วมมือโดยใช้

เทคนิคแบ่งกลุ่มคละผลสัมฤทธิ์ โดยสามารถแสดงความคิดเห็นในเรื่องต่างๆเช่น ประโยชน์ของวิธีการเรียน

หรือแสดงความคิดเห็น ข้อแนะนำที่นักเรียนมี

_____

_____

_____

_____

_____

_____

Appendix I

Evaluation Forms (Thai)

แบบประเมินแบบสอบถาม
(Evaluation Form for Questionnaires)

คำชี้แจง : กรุณาพิจารณาข้อสอบก่อนเรียน และทำเครื่องหมาย ✔ ลงในช่องว่างเพียงหนึ่งช่องเท่านั้น เพื่อ
ตรวจสอบคุณภาพของข้อสอบในแต่ละด้านตามความคิดเห็นของผู้ทรงคุณวุฒิ

1. ด้านความตรง (Validity)

รายการประเมิน	ระดับคุณภาพ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1.1 แบบสอบถามมีความสอดคล้องกับเนื้อหาสาระที่ต้องการศึกษา (Content Validity)					
1.2 ข้อคำถามมีความเหมาะสมกับพฤติกรรมเป้าหมาย (Construct Validity)					

รายการประเมิน	ระดับความคิดเห็นของผู้ทรงคุณวุฒิ		
	เห็นด้วย (+1)	ไม่แน่ใจ (0)	ไม่เห็นด้วย (-1)
1.3 ข้อคำถามมีความสอดคล้องกับพฤติกรรมเป้าหมาย (Construct Validity)			

ข้อเสนอแนะ :

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Appendix J

Discrimination Index of the Four-Point Rating Scale Questionnaires

(t-test)

Item	t	Sig.
STAD's fun	6.647	0.000
Students' recommendation	4.980	0.001
Students' contribution	4.954	0.001
Students' learning amount	4.809	0.001
STAD's components	4.247	0.002
STAD's interest	4.245	0.002
STAD's usefulness	3.574	0.006
STAD's clearness	3.503	0.007
STAD's worthiness	2.686	0.025

Reliability Analysis for the Four-Point Rating Scale Questionnaires

Reliability Coefficients

Numbers of Cases: 20 students

Numbers of Items: 9 items

Reliability (Alpha): 0.885

Appendix K

Pre-test and Post-test Scores of Experimental and Control Groups

The experimental group (n=31)

Student	Pre-test (30)	Post-test (30)
1	4	21
2	9	18
3	8	31
4	21	30
5	13	24
6	6	15
7	9	13
8	14	19
9	13	26
10	21	20
11	17	17
12	14	18
13	4	12
14	12	17
15	22	23
16	15	19
17	19	20
18	13	17
19	14	12
20	21	20
21	14	18
22	23	32
23	23	33
24	17	16
25	13	30
26	32	35
27	30	34
28	24	21
29	18	26
30	28	23
31	20	20
Mean	12.61	21.94

The control group (n=30)

Student	Post-test (30)	Pre-test (30)
1	10	11
2	21	22
3	16	21
4	22	24
5	22	18
6	22	14
7	27	35
8	28	30
9	34	36
10	17	30
11	22	31
12	11	15
13	17	14
14	9	20
15	17	14
16	24	33
17	10	21
18	18	19
19	8	15
20	14	16
21	24	21
22	34	35
23	18	24
24	26	26
25	30	33
26	28	29
27	22	25
28	25	30
29	26	31
30	17	31
Mean	13.63	17.60

Appendix L

List of Specialists

Name	Position	Review
1. Ms. Rujinan Tawatchaiphan	Primary English Teacher, Rat-Ratrangsan School, Nakhon Ratchasima	- Lesson Plans - English Learning Achievement Test - Questionnaires
2. Mr. Nakhon Buranakajorn	Primary English Teacher, Rat-Ratrangsan School, Nakhon Ratchasima	- Lesson Plans - English Learning Achievement Test - Questionnaires
3. Ms. Aree Suntornsanoh	Primary English Teacher, Wat Sakaew School, Nakhon Ratchasima	- Lesson Plans - English Learning Achievement Test - Questionnaires

Appendix M

Answer Key

- **English Learning Achievement Test**

- **12 quizzes**

English Learning Achievement Test

Listening

1.	d	6.	a
2.	c	7.	c
3.	a	8.	d
4.	c	9.	d
5.	b	10.	c

Speaking

1.	a	6.	c
2.	d	7.	a
3.	c	8.	a
4.	a	9.	a
5.	d	10.	a

Reading

1.	a	6.	a
2.	c	7.	c
3.	d	8.	b
4.	b	9.	c
5.	a	10.	b

Writing

1.	d	6.	a
2.	a	7.	c
3.	d	8.	d
4.	c	9.	a
5.	c	10.	a

Quizzes

Quiz 1

1.	a	11.	b
2.	d	12.	c
3.	c	13.	d
4.	c	14.	d
5.	a	15.	d
6.	b	16.	c
7.	d	17.	c
8.	a	18.	b
9.	c	19.	d
10.	c	20.	b

Quiz 2

1.	small	11.	a
2.	tall	12.	c
3.	big	13.	d
4.	smaller	14.	c
5.	taller	15.	d
6.	shorter	16.	a
7.	bigger	17.	d
8.	smaller	18.	b
9.	smallest	19.	d
10.	tallest	20.	c

Quiz 3

1. a	11. d
2. b	12. b
3. c	13. b
4. d	14. c
5. d	15. d
6. c	16. c
7. d	17. a
8. a	18. b
9. c	19. c
10. d	20. c

Quiz 4

1. d	11. d
2. a	12. b
3. c	13. b
4. b	14. b
5. a	15. d
6. a	16. c
7. d	17. c
8. d	18. d
9. a	19. c
10. d	20. b

Quiz 5

1.	a	11.	d
2.	a	12.	a
3.	c	13.	d
4.	d	14.	a
5.	a	15.	a
6.	b	16.	c
7.	d	17.	d
8.	c	18.	a
9.	a	19.	a
10.	c	20.	d

Quiz 6

1.	c	11.	d
2.	d	12.	a
3.	b	13.	d
4.	b	14.	c
5.	d	15.	b
6.	c	16.	a
7.	b	17.	d
8.	a	18.	c
9.	a	19.	b
10.	a	20.	d

Quiz 7

1. c	11. lunch
2. c	12. Mark
3. d	13. kitchen
4. b	14. eat
5. c	15. some
6. a	16. lettuce
7. b	17. refrigerator
8. a	18. in
9. a	19. menu
10. a	20. sandwich

Quiz 8

1. T	11. a
2. F	12. c
3. F	13. d
4. T	14. d
5. F	15. c
6. T	16. d
7. T	17. c
8. T	18. a
9. T	19. d
10. F	20. c

Quiz 9

1.	c	11.	a
2.	a	12.	c
3.	c	13.	b
4.	d	14.	d
5.	a	15.	d
6.	c	16.	c
7.	b	17.	b
8.	b	18.	a
9.	c	19.	a
10.	b	20.	c

Quiz 10

1.	b	11.	a
2.	a	12.	b
3.	d	13.	d
4.	d	14.	c
5.	b	15.	b
6.	d	16.	c
7.	b	17.	d
8.	c	18.	c
9.	a	19.	b
10.	d	20.	c

Quiz 11

1.	d	11.	b
2.	d	12.	a
3.	b	13.	c
4.	b	14.	b
5.	a	15.	d
6.	d	16.	c
7.	b	17.	d
8.	d	18.	c
9.	a	19.	a
10.	b	20.	a

Quiz 12

1.	b	11.	d
2.	a	12.	b
3.	b	13.	d
4.	c	14.	a
5.	a	15.	c
6.	b	16.	a
7.	c	17.	a
8.	b	18.	b
9.	d	19.	a
10.	a	20.	c

CURRICULUM VITAE

Lawarn Yoowiwat was born on July 25, 1981 in Nakhon Ratchasima. She received a Bachelor Degree in English from Khon Kaen University in 2003. After she graduated, she attended Work and Travel program for university students. She worked as a cashier at Bush Gardens Amusement Park, USA. Then, she worked formerly as Japanese's secretary for JICA's project. After that, she enrolled in a Master of Arts (English Language Studies) at Suranaree University of Technology in 2004. While she was studying, she was also an English language teacher at a tutorial school in Nakhon Ratchasima.

Currently, she is an English language teacher at Fahsai Tutor School.