

CHAPTER III

RESEARCH METHODOLOGY

Subjects

The samples for this study were selected from a pool of high school students attending an intensive English summer camp at the Asian University of Science and Technology (AsianUST), an English immersion institution located in Pattaya, Chon Buri, Thailand. Both the experimental group and the control group were selected from these students. According to the information provided by the AsianUST administration, the EFL level of the students in both groups at the beginning of the study was elementary. The students' ages were in the range between 15 and 17 years old. Most of the students were college-bound. The students came from upper-middle class families, some had scholarships, others paying full tuition and fees. There were male and female students in both groups. Each group was comprised of sixteen students.

Instruments

The measurement instruments used in this study were pretests and posttests. The researcher constructed both tests following the university administration's guidelines and with the help of the administration. The pretest was administered to both the control and experimental groups before the beginning of the term (60 hours of instruction), then the posttest was administered to both at the end of the term.

Experimental Design

This is comparative research and the design used in this study was pretest/posttest control group design. On the first day of the term, the same pretest was administered to both control and experimental groups. The group sizes and enrollment remained the same throughout the experiment. At the end of the term, both groups took the same posttest. The test results were compared to find out the difference in English use.

Procedure

Prior to conducting the experiment, all the necessary curriculum development and design work had been completed, which included

setting the course and learning objectives, establishing clear expectations, and consulting the corresponding supervisors and administration officials. Both groups had the same level of English proficiency.

1. The same pretest was administered to both groups. Each student's pretest and posttest results were recorded for progress monitoring purposes and comparison to the posttest results.
2. The students in the control group were instructed using traditional teacher-centered instruction by the researcher.
3. Students in the experimental group were taught using the student-centered cooperative learning in English immersion environment by the researcher.
4. On the last day of the term, the same posttest was administered to both control and experimental groups.
5. The posttest results were compared with the pretest results to see whether the results would differ in favor of the experimental group,

which would thereby support the hypothesis that “students in an English immersion program where cooperative learning is used will demonstrate better proficiency in English than students taught in the traditional teacher-centered approach”. T-score was also calculated and analyzed to compare the differences in pretest and posttest scores for the two groups and to see if statistical significance would be significant enough to support the hypothesis.

Syllabus

The Asian University of Science and Technology administration chose the syllabus. The syllabus was topical and skills-based.

The textbook and the tape that were used for the course were “Accelerate: Elementary” by Sue Bailey and Sara Humphreys (1998), reflecting the Ss’ elementary level of EFL.

UNIT / LESSON

Unit 1: Tradition

Language focus

Skills focus

| | | |
|---|---|--|
| Lesson 1: Family Celebrations Finding out about family celebrations in different countries | Preposition of time Present Simple | Reading for specific information Speaking and writing: interviewing |
| Lesson 2: Festivals Finding out about festivals in different countries | Present Simple Passive | Reading for specific information Writing: taking notes |
| Lesson 3: Customs Talking about customs in different countries | Present Continuous Present Continuous for the future | Speaking: discussing Writing an informal letter |

Unit 2: Sell it to me

Language focus

Skills focus

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| Lesson 4: Where to go Planning a shopping trip | <i>Wh</i> - questions Countable and uncountable nouns | Reading and listening for specific information |
| Lesson 5: Mail order shopping Describing things to buy | Order of adjectives Yes/No questions | Reading for specific information Speaking: the twenty questions game |
| Lesson 6: Advertisements The language of advertisements | First conditional Comparative adjectives | Listening for detail Writing an advertisement |

Unit 3: Islands

Language focus

Skills focus

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| Lesson 7: Which island? Describing an island and what it is like to live there | Superlative adjectives Definite and indefinite articles | Reading for main idea Listening for detail |
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| Lesson 8: Survival at sea A true story about survival in the Pacific Ocean | Past Simple Pronunciation of regular verbs in the Past Simple | Reading: ordering a text Speaking: speculating |
| Lesson 9: Skeleton Island Describing the features of an island | Prepositions of place Future with <i>going to</i> | Speaking: an information gap activity Listening for specific information |

Unit 4: Storytelling

Language focus

Skills focus

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| Lesson 10: '... our dream's come true' Picture story: part 1 | Present Perfect Simple <i>For</i> and <i>since</i> | Reading and listening for detail Speaking: role-playing a conversation |
| Lesson 11: Cindy's crisis Picture story: part 2 | <i>Should</i> for advice <i>Have got to</i> for obligation | Listening for detail Writing an informal letter |
| Lesson 12: 'I can't live without your love' Picture story: part 3 | <i>Will</i> for predictions Pronouns and possessive adjectives and pronouns | Reading and listening for detail Writing a song |

Unit 5: Family Life

Language focus

Skills focus

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| Lesson 13: What size family? Talking about large and small families | Zero conditional Talking about advantages and disadvantages | Reading a magazine article Speaking: discussing advantages and disadvantages |
| Lesson 14: House rules Childhood rules and punishments | <i>Be allowed</i> and <i>could</i> for permission <i>Have to</i> for obligation | Reading a magazine article Speaking: discussing advantages and disadvantages |

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| Lesson 15: Family roles Comparing traditional family roles in different countries | Adverbs of frequency | Speaking: discussing family roles; interviewing Listening for specific information |
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Unit 6: Time

Language focus

Skills focus

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| Lesson 16: Murder at Chateau Firenze A murder mystery story | Past Continuous and Past Simple <i>Anybody, nobody, somebody, everybody</i> | Reading and listening for specific information Speaking: speculating |
| Lesson 17: Time capsules Pyramids and other time capsules | Past Simple Passive Determiners: <i>some, a, an</i> | Reading and listening for specific information |
| Lesson 18: The Olympic Games Facts about the games and general knowledge quiz | Direct and indirect <i>Wh-</i> questions | Reading and listening for specific information Writing questions |

Unit 7: Collectors' items

Language focus

Skills focus

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| Lesson 19: An unusual collection A collection of objects from airplanes and talking about travel experiences | Present Perfect and Past Simple <i>Already, yet and just</i> | Speaking: talking about collections and travel experiences Listening for specific information |
| Lesson 20: Collecting information Finding out about market research and conducting a class survey | Present Perfect Simple and Present Perfect Continuous Polite requests | Listening for main idea Writing: conducting a survey and writing up notes |
| Lesson 21: 'The Collector' Reading a story | <i>-ing</i> form | Reading a narrative Speaking a police interview |

Unit 8: A week of entertainment Language focus Skills focus

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| Lesson 22: What's on? Choosing what to go to at a festival | Making and replying to suggestions Stating preferences | Reading for specific information Speaking: making arrangements |
| Lesson 23: A celebrity guess An explorer's adventures | Non-defining relative clauses Phrasal verbs | Listening for main ideas and details Writing a publicity article |
| Lesson 24: Choosing a program Designing a festival program / brochure | Talking about likes and dislikes Expressing agreement and disagreement | Role-playing a committee meeting Writing: making a festival program |

Unit 9: The natural world Language focus Skills focus

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| Lesson 25: Whales Finding out about whales | Comparatives with 'as...as' Revision of comparatives and superlatives Revision of Present Perfect | Reading a factual text for main idea and detail Listening to a radio discussion and expressing opinions |
| Lesson 26: Favorite animals Unusual pets and famous animals | Reported speech <i>Say and tell</i> | Listening to and writing descriptions of animals Reading a newspaper article |
| Lesson 27: Nature at work Talking about climate and holidays | Short forms Past Continuous | Reading and writing postcards Listening for main ideas and detail |

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| Lesson 28: The Blue Nile Two expeditions down the Nile | <i>Too and enough</i> Past Perfect | Reading for main idea and detail Speaking: comparing information |
| Lesson 29: Cycling across the Andes A cycling expedition in South America | <i>Have to and must</i> for obligation Revision of the <i>-ing</i> form | Listening and reading for main ideas and detail Speaking: planning an adventure camp |
| Lesson 30: Organizing an expedition Planning an expedition and asking for sponsorship | Revision of future forms: Present Continuous, <i>going to</i> , <i>will</i> , <i>hope to</i> and <i>hope (that)</i> | Speaking: discussing and organizing an expedition Writing a formal letter |

Lessons

Introductory Session (Meeting Each Other)

Group 1 (Traditional)

Students (also referred to as “Ss” in this manuscript) enter the classroom for the first time. The teacher directs them to their seats.

The students cannot choose the seats themselves. Students sit in a semicircle, two equal rows, facing the whiteboard. The teacher stands by the board and asks the students to stand up. After they stand up and

formally greet the teacher (“Good morning, teacher”), the teacher allows them to sit down.

The teacher introduces himself first while other students sit still and remain quiet. Then, the teacher calls on every student from the list and asks the student to introduce himself/herself to the class. After the student is done speaking, the teacher asks him/her some extra questions (e.g., “Why did you decide to come here?” etc). After the teacher has finished asking questions, other Ss are allowed to ask questions. Most of the dialogue in the classroom is between the teacher and the presenting student. Then, the teacher talks about the goals of the program and explains his vision of good work. It includes:

- Only English is to be used, and there should be no noise/chatting in class,
- Ss should try hard not to make any mistakes, as the teacher will point out the mistakes immediately to them,
- Ss must do what they are told to do, rules may not be disobeyed,
- Ss should ask the teacher if they have any questions about anything,

- Ss must make sure they make a good grade at the end of the program.

Then, the students are to write a short essay about themselves. After they have written their short essays (half a page), they read their essays to each other in pairs (their partners are those sitting right next to them). Meanwhile, the teacher walks around the classroom and corrects any mistakes or errors he can see immediately, on the spot. Then the students read aloud and submit their essays to the teacher who is to check them and return to the students the following day. Teacher tells the students he is glad to meet them. He warns them against being tardy, saying that all those who are tardy will be face consequences.

Group 2 (Cooperative) (includes teambuilding)

The Ss enter the classroom for the first time. The teacher welcomes them informally and allows them to sit wherever they want to, as long as they can hear the teacher well. Most students are sitting not far from the teacher, and all students prefer to sit facing the teacher (rather than

their peers) at this point. The teacher explains that only English should be used, that he would like the students to always be on time.

The teacher asks the students to stand in two circles (inner circle – outside circle), facing each other. One student was late, so the teacher joins the circle, acting as an ordinary member of the team. Students then introduce themselves to their respective partner, rotating the outer circle clockwise and changing partners. This way each student gets to meet every student in the class.

Then, the teacher announces the topic, and the students move around the classroom and form groups based on their interests. For example, the teacher says, “Group with students who like the same kind of ice-cream.” Other topics are hobbies, pets, and favorite subjects. This way students get to communicate for a purpose, and to get to know their peers. Students pair up with any student that shares their interest/hobby/opinion and sit down together with that student anywhere in the classroom. (This is not the team just yet; however, it is already a possible bond.) Then, Ss in pairs discuss why they feel the way they feel about their topic, brainstorming the reasons without writing anything down. Then all students stand up and join the inner

circle - outside circle again, rotating, and telling their partners about their topic. At the end of the class the teacher thanks the students for being diligent.

The class focuses on teambuilding games once again. For the icebreaker and a break, the Ss do the line-ups – they line up by height from tallest to shortest, from the shortest to longest hair etc. Then the students settle down and do a version of Guess-the-Fib activity (Kagan, 1999, p. 3), which is explained by the teacher first:

- Ss form random teams of four and write down three statements about themselves, where one statement is a true fact (believable) and two statements are false;
- Every student gets a temporary number (from one to four);
- A random number (between one and four) is called, and Ss with that numbers stand up and read their statements to their teammates;
- Other Ss in the team put heads together and decide which statement is the fib;
- Ss have to vote and reach consensus;

The teacher praises the team that has guessed all the fibs right having reached consensus first; all teams reach consensus by the end of the class.

Lesson 1 (Family Celebrations - Bailey and Humphreys, 1998, pp.6-7)

Group 1 (Traditional)

Ss look at photographs of two family celebrations and listen to the conversation on the tape that is used with the course. Then they are given two minutes to think about the answers to the listening comprehension questions, e.g., “Which photograph /festival is she talking about?” and so on. Then, the teacher calls on each student to answer the questions in random order, and Ss give brief answers in this teacher-student dialogue. Ss then work individually on matching wedding/family celebrations vocabulary words and pictures, followed by a whole-class teacher-led discussion on what happens at weddings.

Then, Ss read the passage about weddings in Thailand (which allows them to relate the text to their background) silently and answer the reading comprehension questions that follow without consulting other

Ss. Then, the teacher writes down the list of ten most important things at an American wedding and asks the Ss to do the same based on weddings they know of (Ss describe Thai and Chinese weddings mainly). Then the teacher interviews Ss randomly, asking questions and getting full-sentence answers. After the teacher has interviewed the Ss, they turn to whoever sits next them and interview those people (at least two). Then they are to report to the teacher whatever new information they have obtained from the person sitting next to them in form of a short paper.

Group 2 (Cooperative) (includes teambuilding)

Ss sit in the same teams as last time; the teacher reassigns a few students to other teams. The teacher explains that every team member is very important because he/she will play a unique role in the team's success. There are four Ss in each team, and each teammate receives a number (from one to four). In every team, the person with the longest hair is selected to be the Sultan/captain of the team (Kagan, 1998, p.2) (mainly cooperation facilitator and speaker). Other three teammates become the Synergy Guru (Kagan, 1998, p. 2) (mainly the writer), Sergeant Support (mainly the reader), and the Speed Captain (mainly

the materials handler and mediator), The teacher makes sure the students understand that in the next four weeks every teammate will get to play every role – rotation should take place on weekly basis (every 15 hours of instruction).

Ss then look at the pictures and brainstorm the list of vocabulary words they will need to describe family celebrations. They also look at the pictures first, having to come to consensus on which countries and celebrations are shown. Then they listen to the tape and answer the listening comprehension questions as a team, contributing possible answers following the Round Robin strategy (Jacobs, Lee, and Ball, 1995, p. 41) – this has to be modeled by the teacher first. A ball is passed around the table in each team. Only the person having the ball gets to speak when other students are listening to him/her attentively (this is in opposition to traditional group work where a discussion may be chaotic).

Ss then match pictures and vocabulary words as a team, contributing to the team success following the same Round Robin pattern. Then, in order to discuss what happens at a wedding, Ss do the ThinkPad Brainstorming while they quickly “generate items on thinkpad slips,

announcing them to teammates and placing them in the center of the table” (Kagan, 1998, p. 2). The thinkpad slips are later rearranged and modified into graphic organizer content, making the experience more visual.

The graphic organizer created by the team is allowed to be in any form. For example, it can be a word web or a concept chart. Graphic organizers are creative or non-standard and make learning more visual than the traditional plans or listings. These graphic organizers help students understand the material more efficiently because they can make content connections and can see how information is related.

Additionally, it is easier for them to note information visually rather than verbally which helps these students with limited English proficiency grasp basic concepts and use them in the lesson (meaning first, then the linguistic form, but not totally separated in time). In each team, the student responsible for presentations presents the result of the team’s discussion using the graphic organizer. Other teams are encouraged to praise the presenting team for its efforts, and the teacher tells the student he is glad they understand their roles. Then, Ss read the passage about the Thai weddings in their teams, taking turns,

following the Round Robin pattern again. They then sit silently for a few minutes, working individually on the reading comprehension questions, and then they share their answers using Round Robin.

Because coming to consensus is important, the captain makes sure it is achieved before the team begins to present.

Then, all the class follows the Round Robin, taking turns speaking while other teams are listening. Ss then brainstorm the list of ten most important things at a Thai wedding. The Speed Captains of every team exchange the papers with other teams, moving around the classroom clockwise, while those other teams get to correct these lists (or add to them); at the end of the class, the papers return to the teams of their origin.

Lesson 2 (Festivals - Bailey and Humphreys, 1998, pp. 8-9)

| Group 1 (Traditional) | Group 2 (Cooperative) |
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| <ul style="list-style-type: none">• Ss read three passages with the descriptions of three British festivals individually;• Ss match the three passages with three pictures depicting British festivals, working alone;• Ss pair up with whoever sits next to them and match vocabulary words with definitions based on the reading passages;• Ss work in same pairs to complete the reading comprehension questions table based on the texts, working alone;• Ss listen to the tape and answer comprehension questions alone;• Ss work in groups of four and describe festivals in their country to other students in their group;• Teacher provides/enforces the correct answers at all times. | <ul style="list-style-type: none">• Ss in their teams of four read the descriptions of three British festivals aloud using Round Robin (passing the ball);• Ss follow the Think-Pair-Square pattern (Kagan, 1998, p. 3) to discuss their answers in pairs and then share their partner's answer with the team;• Ss match words with definitions (Think-Pair-Square strategy);• Ss follow the Think-Pair-Square pattern to answer reading comprehension questions;• Ss listen to the tape and answer comprehension questions following the Think-Pair-Square pattern;• Ss follow the Round Robin pattern to describe festivals in their country to their teammates. |

Lesson 3 (Customs - Bailey and Humphreys, 1998, pp. 10-12)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|---|
| <ul style="list-style-type: none"> • Ss match four pictures showing what is rude in different countries with the names of the countries, working alone; • Ss listen to the tape and then find/discuss the correct answers with the teacher; • Ss work in pairs to match pictures with the customs they depict; • Ss discuss politeness/related customs in Thailand as a class; • Each student writes down a list of ten things that are rude and ten things that are polite in Thailand; • Ss discuss their lists as a class and compare their lists with other Ss in the class and write a letter to a foreign pen pal describing Thai customs; • Ss hand in their lists/letters (for the teacher to check). | <ul style="list-style-type: none"> • Ss match the four pictures with the names of the countries following the Think-Pair-Square pattern; • Ss listen to the tape and then find/discuss the correct answers with their teammates following the Round Robin pattern; • Ss work in teams to match pictures with customs (Think-Pair-Square); • Ss brainstorm politeness/related customs in Thailand in team using the ThinkPad Brainstorming (Kagan, 1998, p. 2) pattern. • Ss have their ideas quickly written down by Synergy Guru (captain). • Students use Team-Pair-Solo (Kagan, 1998, p. 2) to finalize their own ideas and write the letter describing the Thai customs; • Ss take turns to read/discuss/peer correct the letters (Round Robin). |

Lesson 4 (Where to Go - Bailey and Humphreys, 1998, pp. 12-13)

| Group 1 (Traditional) | Group 2 (Cooperative) |
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| <ul style="list-style-type: none"> • Ss look at the photograph of Convent Garden, answer the questions as a class; • Ss read the shopping guide to Convent Garden in London and answer the comprehension questions alone, compare their answers with another student; • Ss look at the Convent Garden and listen to the tape, deciding where the people speaking on the tape are (this is done alone, then in pairs); • Ss work alone, choosing four places to visit in Convent Garden and telling other students in a group of four why they made their choices; • Ss write six questions asking for shopping information and converse in pairs using them, present to the teacher. | <ul style="list-style-type: none"> • Ss look at the photograph of Convent Garden, answer the questions as a team; • Ss use the Round Robin to read the shopping guide to Convent Garden and answer the questions that follow, Think-Share-Compare their answers with the teammates; • Ss look at the Convent Garden guide and listen to the tape, deciding where the people are (as a team, Think-Share-Compare); • Ss work as a team, choosing four places to visit in Convent Garden, and telling other teams why they made their choices (teams take turns); • Ss write the six shopping questions and interview each other (their teammates) in turns, report to other teams. |

Lesson 5 (Mail Order Shopping - Bailey and Humphreys, 1998, pp. 14-15)

| Group 1 (Traditional) | Group 2 (Cooperative) |
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| <ul style="list-style-type: none"> • Ss match pictures and catalogue descriptions, working individually; • Ss answer the questions (“What would you like to buy for yourself?” and “Which would you like to buy for someone you know?”) as a class; • Ss read the descriptions, find words to complete the classification table (size, color, origin, material, noun) alone, then share the answers with the teacher; • Ss look at pictures and write three catalogue descriptions using some of the adjectives in the table, the teacher checks the papers; • Ss write a description of their favorite possession alone, read it to the class, the teacher comments; • Ss play the Yes/No (“20 Questions”) game as a class. | <ul style="list-style-type: none"> • Ss match pictures and catalogue descriptions in teams (Think-Pair-Square), check with other teams; • Ss use the questions to interview each other in teams, taking turns following the Team Interview strategy (Kagan, 1998, p. 3); • Ss use the Round Robin to help teammates with answers to fill in table, compare with other teams; • Ss as a team brainstorm descriptions of the three objects shown on the pictures while Synergy Guru writes the description down; • Ss alone describe their favorite possession, swap papers with the teammates, and correct the other three papers, read taking turns. • Ss play the Yes/No game in their teams. |

Lesson 6 (Advertisements - Bailey and Humphreys, 1998, pp. 16-17)

| Group 1 (Traditional) | Group 2 (Cooperative) |
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| <ul style="list-style-type: none"> • Ss in pairs look at the photographs from some advertisements and decide what is being advertised; • Ss work alone to match the products with the correct slogan; • Ss as a class discuss which words helped them decide which product matched which slogan; • Ss write sentences to explain what will happen if they buy one of the products from the previous activity and make up a name for each product (individually), present their sentences to the class; • Ss listen to radio advertisements and complete the comprehension check table as a class; • Ss listen to another ad, fill in the missing adjectives in the text (alone), write a similar ad, read it to their friends, hand it in. | <ul style="list-style-type: none"> • Ss look at the photographs and decide what is being advertised, share ideas in teams (Think-Pair-Square); • Ss in teams do the Think-Pair-Square to match the products with the correct slogan; • Ss follow the Simultaneous Round Table (Kagan, 1998, p. 3), i.e., Ss in teams to simultaneously take turns writing the cause-effect sentences, share with other peers; • Ss listen to the radio advertisements and complete the comprehension check table in their teams (Think-Pair-Square); • Ss listen to another ad, fill in the missing adjectives in the text (in Round Robin, taking turns), do the ThinkPad Brainstorming to write a similar ad, read it in Round Robin. |

Lesson 7 (Which Island? - Bailey and Humphreys, 1998, pp. 18-19)

| Group 1 (Traditional) | Group 2 (Cooperative) |
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| <ul style="list-style-type: none"> • Ss look at the outlines of the islands and match them with the names (Japan, the Galapagos etc), match the islands with the locations (Europe, Asia etc) alone; • Ss read the text about the Galapagos and answer the comprehension questions alone; • Ss discuss their answers as a class; • Ss in pairs match information with corresponding paragraphs in text; • Ss alone try to predict what words they will hear in the interview with a Galapagos resident, listen to the tape, check their predictions; • Ss in pairs discuss advantages and disadvantages of living on the islands and write them down; • Ss alone write a similar description based on a Thai island, and present it to the class. | <ul style="list-style-type: none"> • Ss in teams match the islands with the names (Think-Pair-Square); • Ss in teams read the text about the Galapagos aloud (Round Robin), answer the comprehension questions (Think-Pair-Square); • Ss in teams match information with corresponding paragraphs in text (Think-Pair-Square); • Ss in teams do the Four S Brainstorming (Kagan, 1998, p. 2), playing their roles and naming the expected words (written down by the Synergy Guru); • Ss listen to the tape and check their predictions in teams; • Ss do the ThinkPad Brainstorming to identify advantages and disadvantages of living on the islands; produce a similar description of an island as a team. |

Lesson 8 (Survival at Sea - Bailey and Humphreys, 1998, pp. 20-21)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss read the text about the Robertson family's ship-wreck, match pictures with vocabulary words (shark, sail etc) (alone); • Ss look at the passage again and answer comprehension questions alone, then discuss the answers as a class with the teacher; • Ss in pairs answer inference questions and predict what is going to happen next, discuss the answers with another pair; • Ss put sentences in correct order to find out what happened to the survivors of the ship-wreck (alone), listen to the tape to check; • Ss in pairs separate the given "feeling" adjectives into positive and negative, write a description of how the survivors felt during their stay at sea (alone); submit. | <ul style="list-style-type: none"> • Ss read the text in teams, taking turns (Round Robin); • Ss in teams answer the comprehension questions (Think-Pair-Square), then share their viewpoints with other teams; • Ss in teams answer inference questions and predict what is going to happen next (Think-Pair-Square); discuss with other teams; • Ss put sentences in correct order to find out what happened to the survivors (in teams, Think-Pair-Square), listen to the tape to check; • Ss in teams separate the given "feeling" adjectives into positive and negative, and write a short description of how the survivors felt during their stay at sea (Think-Pair-Square), exchange papers with other teams and peer correct. |

Lesson 9 (Skeleton Island - Bailey and Humphreys, 1998, pp. 22-23)

| Group 1 (Traditional) | Group 2 (Cooperative) |
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| <ul style="list-style-type: none"> • Ss in random pairs to match vocabulary words with pictures; • Ss listen to the tape and decide which statements about the island are false while looking at the map; • Ss listen to Part 2 of the description and complete the map, compare their answers with other students as a class; • Ss alone draw maps of their own imaginary islands, placing different things from the first activity on the maps; • Ss in pairs interview each other to copy and compare each other's map, the teacher corrects errors; • Ss in random groups answer questions about what they would do if they had to live on an their islands, report their ideas to the class (alone). | <ul style="list-style-type: none"> • Ss Think-Pair-Square to match vocabulary words with pictures; • Ss listen to the tape and decide which statements about the island are false while looking at the map, use the Round Robin to share/compare their answers; • Ss listen to Part 2 of the description and complete the map, Think-Share-Square their answers; • Ss alone draw maps of their own imaginary islands, placing different things on the maps; • Ss in teams do the Team Interview to draw copies of their teammates' islands, then compare the maps; • Ss in teams do the Four S Brainstorming to decide what they would do if they had to live on their islands, report their ideas to the class (as a team). |

Lesson 10 (“Our Dream’s Come True” - Bailey and Humphreys, 1998,
pp. 24-25)

| Group 1 (Traditional) | Group 2 (Cooperative) |
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| <ul style="list-style-type: none"> • Ss as a class brainstorm the list of favorite pop groups and singers while the teacher writes them down on the whiteboard; • Ss tell each other why they like this or that pop group as a class; • Ss read the first part of the story “The Singer Not The Song” and answer the questions alone; • Ss try to predict what will happen next and listen to the next part of the story to check their predictions (in random pairs); • Ss in the same pairs read the summary of the story so far and correct factual mistakes in it, then listen again to check; • Ss in random groups decide what has happened and role-play the conversation between characters. | <ul style="list-style-type: none"> • Ss in teams do the ThinkPad Brainstorming to write down favorite pop groups and singers using any graphic organizer (chart, mind map etc) of their choice; • Ss as a team tell other teams what pop groups they like and why; • Ss in teams role-play to read the first part of the story and Think-Pair-Square their answers to the comprehension questions; • Ss in teams Round Robin their predictions and listen to the next part of the story to check their predictions; • Ss in teams Round Robin take turns reading the summary and correcting factual mistakes, decide what has happened and role-play the conversation between characters. |

Lesson 11 (Cindy's Crisis - Bailey and Humphreys, 1998, pp. 26-27)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|--|
| <ul style="list-style-type: none"> • Ss tell their peers what they remember about what has happened in the story so far in random pairs, then as a class; • Ss listen to the next part of the story, decide which statements about what has happened are true; • Ss read the next part of the picture story and decide if the advice given to one of the characters is good or bad (in random pairs); • Ss in the same pairs discuss some advice that can be given to one of the characters; • Ss listen to the next part of the story and put the events in the correct order, discuss the correct order as a class; • Ss alone write a letter from one of the characters to her sister telling what happened/asking for advice. | <ul style="list-style-type: none"> • Ss in teams do the ThinkPad Brainstorming to recall what has happened in the story so far; • Ss listen to the next part of the story, decide which statements about what has happened are true, Round Robin to share their ideas; • Ss in teams role-play to read the next part of the story, decide if the advice given to one of the characters is good or bad; • Ss Round Robin to come up with some advice that can be given to one of the characters (in teams); • Ss listen to the next part of the story, sequence events, Round Robin to discuss the correct order; • Ss use the ThinkPad Brainstorm strategy to brainstorm the content of the letter and take turns writing the letter using the Round Table strategy (Kagan, 1998, p. 3). |

Lesson 12 ("I Can't Live Without Your Love" - Bailey and

Humphreys, 1998, pp. 28-29)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss look at the next part of the picture story and match the speech and thought bubbles with the correct picture and correct person (this is done alone); • Ss listen to the story and check their answers (individually); • Ss discuss how they think the story will end (in random groups), listen to the last part of the story and check their answers (alone); • Ss in the same groups discuss what will happen to this pop group in five (ten, fifteen, twenty) years; • Ss in the same groups write the words of a new song for this pop group, practice singing it, and perform in front of the class. • The teacher gives away small prizes for the best performance and song. | <ul style="list-style-type: none"> • Ss in teams match the speech and thought bubbles with the correct picture and correct person (Think-Pair-Square); • Ss listen to the story and check their answers as a team; • Ss discuss how they think the story will end (Round Robin), listen to the last part of the story and check their answers as a team; • Ss in teams ThinkPad Brainstorm what will happen to this pop group in five (ten, fifteen, twenty) years; • Ss in teams do the Four S Brainstorming, then generate the words of a new song for this pop group (Synergy Guru writes them down), they practice singing it, and perform in front of the class. • The teacher praises all four teams for their collective effort. |

Lesson 13 (What Size Family? - Bailey and Humphreys, 1998, pp. 30-31)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|---|
| <ul style="list-style-type: none"> • Ss look at the picture and match the descriptions of the five daughters with the depicted people (this is done alone), compare; • Ss in random pairs separate related adjectives into negative and positive using a dictionary; • Ss read the passage about the family and answer the comprehension questions (alone); • Ss in random groups find the advantages and disadvantages of living in a large family; • Ss listen to the tape describing a British student, determine the size of her family, and note the points she mentions (alone); • Ss in random groups discuss big family experiences, decide on the ideal family size, and give reasons, producing a paper. | <ul style="list-style-type: none"> • Ss look at the picture, match the descriptions of the five daughters with the depicted people (in teams using Think-Pair-Square); • Ss in their teams separate related adjectives into negative and positive using the Round Robin; • Ss read the passage about the family and answer the questions (in teams, Think-Pair-Square); • Ss in teams ThinkPad Brainstorm advantages and disadvantages of living in a large family; • Ss listen to the tape describing a British student, determine the size of her family, and note the points she mentions (Think-Pair-Square); • Ss in teams ThinkPad Brainstorm big family experiences, decide on the ideal family size, and give reasons, producing a paper. |

Lesson 14 (House Rules - Bailey and Humphreys, 1998, pp. 32-33)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|--|
| <ul style="list-style-type: none"> • Ss agree or disagree with the provided family rules (alone), compare their answers in pairs; • Ss agree or disagree with the provided types of punishment, compare their answers in pairs; • Ss look at a photograph of a young woman from the 1960s, listen to two people on tape talking about the house rules they used to have when they were young, answer the comprehension question as a class; • Ss in random groups describe the photograph of the woman from the previous activity, trying to guess what happened to her when she was a teenager; • Ss listen to the tape and check their predictions (alone); • Ss in random pairs tell each other about any time when they broke a house rule and the consequences. | <ul style="list-style-type: none"> • Ss agree or disagree with the provided family rules (in teams), following the Round Robin Turn Toss (Kagan, 1998, p. 3), tossing a ball while doing the Round Robin; • Ss use the Round Robin Turn Toss to agree or disagree with the types of punishment; • Ss look at a photograph of a young woman from the 1960s, listen to two people talking about the house rules they used to have, answer the comprehension question in the Think-Pair-Square; • Ss use the Round Robin Turn Toss to describe the photograph of the woman from the previous activity, trying to guess what happened to her when she was a teenager; • Ss listen and check (in teams); • Ss use the Round Robin Turn Toss to share their negative house rules experiences with their teammates. |

Lesson 15 (Family Roles - Bailey and Humphreys, 1998, pp. 34-35)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|--|
| <ul style="list-style-type: none"> • Ss look at the provided statements and agree/disagree with them (alone); • Ss in random pairs try to guess what families in Italy are like; • Ss listen to the tape, put the provided statements about Italian customs in correct order (alone), compare with other Ss; • Ss listen again, answer the comprehension questions (alone); • Ss try to guess what Norwegian family customs are like (in groups), listen to the recording about Norwegian customs, answer comprehension questions; • Ss compare their predictions and results (alone). • Ss prepare similar questions and interview another student, writing down his/her answers (in pairs). | <ul style="list-style-type: none"> • Ss look at provided statements and agree/disagree with them (Think-Pair-Square); • Ss Four S Brainstorm what Italian families may be like; • Ss listen to the tape, put the provided statements about Italian customs in correct order, compare with other Ss (Think-Pair-Square); • Ss listen again, answer the questions (Think-Pair-Square); • Ss Four S Brainstorm what Norwegian family customs are like (in teams), listen to the recording about Norwegian customs, answer the questions (Round Robin); • Ss compare their predictions and results (in teams); • Ss prepare similar questions and Team Interview each other in teams, writing down their answers. |

Lesson 16 (Murder at Chateau Firenze - Bailey and Humphreys, 1998, pp. 36-37)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|--|
| <ul style="list-style-type: none"> • Ss in random pairs list and briefly describe any famous detectives they know of, discuss as a class; • Ss read about the characters in the “Murder at the Chateau Firenze” story (alone), list the most important clues to the murder, and discuss the clues as a class; • Ss read the first part of each witness’s interview with the police, and make notes about where each person was and what they were doing (alone); • Ss look at the interviews and draw the movements of each of the witnesses on the plan of the house (alone), show their plans to peers; • Ss listen to the second part of each interview and make notes (alone); • Ss in random pairs discuss the story and try to find the murderer. | <ul style="list-style-type: none"> • Ss in their teams ThinkPad Brainstorm the list and descriptions of famous detectives; • Ss in teams follow the Jigsaw pattern (Kagan, 1998, p. 2), each reading one description of one of the characters and reporting to their teammates (Round Robin); • Ss follow the same Jigsaw pattern to read the first part of one interview per student and report to their teammates (in teams); • Ss follow the same Jigsaw pattern to draw the movements of each of the witnesses on the plan of the house, report to the teammates; • Ss follow the same Jigsaw pattern to listen to the second part of each interview, report to the teammates; • Ss in teams Think-Pair-Square to find the murderer. |

Lesson 17 (Time Capsules - Bailey and Humphreys, 1998, pp. 38-39)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss look at the picture of the Pyramids, answer the pre-reading prediction questions (as a class); • Ss read the passage about the Egyptian Pyramids, check if their predictions are right (alone); • Ss match vocabulary words with their definitions (alone); • Ss answer reading comprehension questions alone, discuss as a class; • Ss in random pairs read the definition of a time capsule, find similarities between the Pyramids and time capsules; • Ss listen to the tape, answer questions, use vocabulary words to complete the tapescript, listen again and check (alone); • Ss alone list five things they would put in a time capsule, share and compare ideas in random groups. | <ul style="list-style-type: none"> • Ss look at the picture of the Pyramids, answer the pre-reading questions (Think-Pair-Square); • Ss read the passage about the Pyramids, check their predictions taking turns in the Round Robin; • Ss in teams match words with the definitions (Think-Pair-Square); • Ss in teams answer comprehension questions (Think-Pair-Square); • Ss read the definition of a time capsule, ThinkPad Brainstorm similarities between the Pyramids and time capsules; • Ss listen to the tape, answer questions, use vocabulary words to complete the tapescript, listen again, check (Think-Pair-Square); • Ss draw one time capsule per team in Four S Brainstorming, with five items inside, and present to class. |

Lesson 18 (The Olympic Games - Bailey and Humphreys, 1998, pp. 40-41)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|---|
| <ul style="list-style-type: none"> • Ss in random pairs write down their five questions about the Olympic Games; • Ss in random pairs read the passage about the Olympic Games, try to find the answers in the text; • Ss in random pairs write questions for the provided answers, find differences between the ancient and the modern Olympics; • Ss alone answer the questions in the Olympic quiz, compare their answers with other students; • Ss listen to the contestant doing this quiz on a radio show, note his answers, listen to the correct answers, check and compare; • Ss in random groups write six questions for a sports quiz, join another group, ask their questions, and then do the other group's quiz. | <ul style="list-style-type: none"> • Ss in teams ThinkPad Brainstorm five questions about the Olympics; • Ss in teams read the passage about the Olympics (Round Robin), try to find the answers in the text; • Ss Think-Pair-Square questions for the provided answers, find differences between the ancient and the modern Olympics; • Ss Think-Share-Square answer the questions in the Olympic quiz; • Ss listen to the contestant, note his answers, listen to the correct answers, check and compare; • Ss in teams ThinkPad Brainstorm six good questions for a sports quiz, join another team, ask their questions, do the other team's quiz (huddling together to decide on correct answers), then Round Robin to discuss new information. |

Lesson 19 (An Unusual Collection - Bailey and Humphreys, 1998, pp. 42-43)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|---|
| <ul style="list-style-type: none"> • Ss look at some things that people collect and tell the class whether they would want to collect them or not (discussion, as a class); • Ss decide what three things they would collect (if they were rich) and why, discuss with a partner; • Ss match the airline logos with their countries (alone), list other airlines they know of, compare with a partner, share with others; • Ss match pictures of collectible items with the vocabulary words, listen to the tape, and tick the items that the lady collects (alone); • Ss listen again, answer the comprehension questions (alone); • Ss read the passage about a scary flight, answer questions (alone); • Ss in random groups tell about their bad traveling experiences. | <ul style="list-style-type: none"> • Ss look at some things that people collect, tell their teams whether they would want to collect them or not (Round Robin); • Ss ThinkPad Brainstorm three things they would collect (if they were rich) and why (in teams); • Ss match the airline logos with the countries (Think-Pair-Square), Four S Brainstorm other airlines they know of, share with peers; • Ss match the pictures with words, listen to tape, and tick the items that the lady collects, then Think-Pair-Square with the teammates; • Ss listen again, answer the questions (Think-Pair-Square); • Ss tell their teammates about their bad traveling experiences (Round Robin) and then teammates interview them (Team Interview). |

Lesson 20 (Collecting Information - Bailey and Humphreys, 1998, pp. 44-45)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss look at a picture of an interview, try to guess what the interviewer is asking about (alone), and tell the class about their interviewing experiences; • Ss listen to four interviews, choose the four topics from the provided list of possible topics (alone); • Ss listen again and list the key words that helped them identify the topic (this is done alone), share and compare with other students; • Ss read the interview notes and complete the interviewer's report; • Ss alone choose a topic for a survey, write eight questions, and interview some other students; • Ss compare the results, discuss them in random groups, and write up the results of the interviews, submit the paper to the teacher. | <ul style="list-style-type: none"> • Ss ThinkPad Brainstorm what the interviewer in the picture is asking about, and tell their teammates about their interviewing experiences (Round Robin Turn Toss, tossing a ball); • Ss listen to four interviews, choose the four topics from the provided list of topics (Think-Pair-Square); • Ss listen again, list the key vocabulary words, and reach consensus (Think-Pair-Square); • Ss read the interview notes and complete the interviewer's report (Think-Pair-Square); • Ss each choose a topic for a survey, write eight questions, and interview their three teammates taking turns in Team Interview, then compare the results and report their findings to their team. |

Lesson 21 ("The Collector" - Bailey and Humphreys, 1998, pp. 46-47)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|---|
| <ul style="list-style-type: none"> • Ss look at the picture of a collector and try to guess what he is like, answer pre-reading questions (alone); • Ss read the extract from "The Collector" story, check their predictions (alone); • Ss in random pairs choose the most appropriate word to fill in the gaps in the text, share with other students as a class; • Ss listen to the radio report about one of the character's disappearance and fill in the police report form (alone); • Ss in random pairs role-play a police and witness interview using the text, the police report form, and the provided questions then change roles and interview again; • Ss write up the police report. | <ul style="list-style-type: none"> • Ss look at the picture of a collector and Four S Brainstorm what he is like, answer pre-reading questions; • Ss read the extract from "The Collector" story, check their predictions (Round Robin); • Ss in teams choose the most appropriate word to fill in the gaps in the text (Think-Pair-Square); • Ss listen to the radio report about one of the character's disappearance and fill in the police report form (Think-Pair-Square); • Ss ThinkPad Brainstorm a list of police interview questions; • Ss in teams role-play a police and witness interview using the text, the police report form, and their list of questions (Team Interview); • Ss come to consensus (Think-Pair-Square), produce the police report. |

Lesson 22 (What's On? - Bailey and Humphreys, 1998, pp. 48-49)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|--|
| <ul style="list-style-type: none"> • Ss look at three pictures and try to guess what the people are doing and which countries these activities come from (alone); • Ss read the international festival program, tick the events from the provided list that are advertised (alone), share with peers; • Ss listen to three friends on tape talking about the festival and answer comprehension questions (alone); • Ss listen to parts of the conversation again and complete the dialogue on paper (alone); • Ss in random groups read the program again and tick five events they would like to go to, fill in their diary for the week; • Ss read two festival reports, decide whether the described experiences were positive or negative. | <ul style="list-style-type: none"> • Ss Think-Pair-Square to describe depicted activities and what countries they are from; • Ss read the international festival program (Round Robin), tick the events from the provided list that are advertised, Think-Pair-Square to come to a cooperative consensus; • Ss listen to three friends on tape talking about the festival and answer comprehension questions, Think-Pair-Square to share the answers; • Ss listen to parts of the conversation again, complete the dialogue, role-play to share their answers (Round Robin); • Ss in teams read the program again, Think-Pair-Square to where they want to go as a team; • Ss Think-Pair-Square to analyze two festival experiences. |

Lesson 23 (A Celebrity Guest - Bailey and Humphreys, 1998, pp. 50-

51)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|--|
| <ul style="list-style-type: none"> • Ss alone read an article about a famous traveler, complete it using the supplied numbers (“25 kg”, “1983”, “nineteen-day” etc), discuss as a class; • Ss answer comprehension questions, discuss as a class; • Ss in random pairs look at pictures of other places the celebrity has visited, try guess what they are; • Ss listen to the celebrity’s talk, sequence the pictures (alone); • Ss listen again, complete the comprehension table (alone), compare their table with others; • Ss choose the celebrity’s most dangerous and interesting trip, give their reasons (as a class); • Ss write an article for a festival brochure about the celebrity’s talk (alone), report to the class. | <ul style="list-style-type: none"> • Ss read an article about a famous traveler (Round Robin Turn Toss), complete it using the supplied numbers (Think-Pair-Square); • Ss Round Robin their answers to comprehension questions, then produce one Team Statement per question (Kagan, 1998, p. 3), coming to consensus; • Ss define the places the celebrity has visited (Team Statements); • Ss listen to the talk, sequence the pictures (Think-Pair-Square); • Ss listen again, Round Robin to complete the comprehension table; • Ss choose the celebrity’s most dangerous and interesting trip (Round Robin to explain why); • Ss ThinkPad Brainstorm to write an article about the celebrity’s talk, captains report to the class. |

Lesson 24 (Choosing a Program - Bailey and Humphreys, 1998, pp.

52-53)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|--|--|
| <ul style="list-style-type: none"> • Ss in random groups associate items in the picture with festivals; • Ss decide what four events they would like to include in a festival, listen to the committee discussing the next festival, and compare the committee's choices with their own (alone); • Ss listen again, make notes on the reasons for the decisions (alone); • Ss drill useful discussion phrases as a class; • Ss role-play a festival planning committee meeting and plan their own festival program in random groups (using the drilled discussion phrases); • Ss write down their festival program, including the program of events and report to the class, submit. | <ul style="list-style-type: none"> • Ss associate the depicted items with festivals in teams (Think-Pair-Square); • Ss ThinkPad Brainstorm four events they would like to include in a festival, listen to the committee discussing the next festival, and compare the committee's choices with their team's choices; • Ss listen again, make notes on the reasons for the decisions, share with teammates (Round Robin); • Ss Four S Brainstorm useful discussion phrases in teams; • Ss role-play a festival planning committee meeting (Round Robin), plan and produce their team's festival program (Team Statements), share with other teams (teams take turns). |

Lesson 25 (Whales - Bailey and Humphreys, 1998, pp. 54-55)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss discuss the things they know about whales as a class; • Ss look at the photo and match the depicted items with words, tick the items they think are made of whales (alone), compare with other students and teacher; • Ss discuss predictions about whales with a partner; • Ss read the text and check their predictions, match topics with paragraphs in the text (alone); • Ss look at the photo of a killed whale and tell the class how they feel about it (as a class); • Ss listen to a radio phone-in where two people elaborate on the issue of whaling to decide which speaker support whaling and which does not, note why, then share their opinions with others. | <ul style="list-style-type: none"> • Ss ThinkPad Brainstorm the things they know about whales; • Ss look at the photo and match the depicted items with words, tick the items they think are made of whales, Think-Pair-Square; • Ss discuss predictions about whales in teams (Round Robin); • Ss read the text (Round Robin) and check their predictions, match topics with paragraphs in the text (Think-Pair-Square); • Ss look at the photo of a killed whale and tell teammates how they feel about it (Round Robin); • Ss listen to a radio phone-in about whaling, decide which speaker support whaling and which does not, note why, and then share their opinions with their teammates (Round Robin Turn Toss). |

Lesson 26 (Favorite Animals - Bailey and Humphreys, 1998, pp. 56-57)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss in random groups associate animals with subjects (e.g., “sport: horse”), compare lists with peers; • Ss alone read the article about an apartment full of uncommon pets (crocodiles, snakes etc), discuss; • Ss alone match the halves of the sentences from the article, share; • Ss look at the pictures of famous animals, describe them to their partners using the provided vocabulary words; • Ss listen to descriptions of five animals, write the name of each animal and related words in the provided table (alone); • Ss in random pairs write descriptions of an animal, peers guess the identity of their animal; • Ss interview each other (“What’s your favorite animal and why?”). | <ul style="list-style-type: none"> • Ss in teams associate animals with subjects resulting in the Team Mind Map (Kagan, 1998, p. 3); • Ss read the article about the apartment with pets (Round Robin), draw Team Mind Map; • Ss in teams match the halves of the sentences (Think-Pair-Square); • Ss describe the pictures of famous animals with the provided words (Team Mind Map); • Ss listen to descriptions of five animals, write the name of each animal and related words in the provided table, Think-Pair-Square; • Ss Four S Brainstorm and write descriptions of animal, other teams guess the identity of their animal; • Ss Team Interview each other (“What’s your favorite animal and why?”), report to other teams. |

Lesson 27 (Nature at Work - Bailey and Humphreys, 1998, pp. 58-59)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|--|
| <ul style="list-style-type: none"> • Ss look at the pictures of various types of weather, discuss as a class (where the pictures were taken and why they think so), share their personal experiences of these types of weather with the class; • Ss listen to different sounds and match them with the pictures of weather, try to guess the places; • Ss listen to a tourist's story and answer comprehension questions, check their predictions about the location (alone); • Ss in random pairs read the three postcards and decide which one of them was written by the tourist, give their reasons (as a class); • Ss invent a "worst holiday ever" story using the provided vocabulary words and read it to each other in random groups. | <ul style="list-style-type: none"> • Ss in teams look at the pictures of weather, discuss them (where the pictures were taken and why they think so) and share experiences of these types of weather with teammates in Round Robin; • Ss listen to different sounds and match them with the pictures of weather, try to guess the places (Think-Pair-Square); • Ss listen to a tourist's story and answer the questions, check their predictions (Think-Pair-Square); • Ss in teams read the three postcards, decide which one of them was written by the tourist, give their reasons (Round Robin); • Ss ThinkPad Brainstorm, do the Team Mind Map, and write a "worst holiday ever" story, report to other teams. |

Lesson 28 (The Blue Nile - Bailey and Humphreys, 1998, pp. 60-61)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss look at the photograph of people in a dinghy boat, describe and discuss it as a class; • Ss answer pre-reading questions about the Nile alone, check their answers with the teacher; • Ss match the provided words with their definitions, compare; • Ss in random pairs read story A and story B about two different expeditions, sequence events, and complete the comprehension table; • Ss work in random pairs and discuss additional questions, such as “Which expedition took place first?” (compare the two stories); • Ss write a page from their imaginary expedition diary, present it to the class, and submit it to the teacher. | <ul style="list-style-type: none"> • Ss look at the photograph of people in a dinghy boat, discuss it in their teams using Paraphrase Passport, i.e., “share their own ideas only after they accurately paraphrase the person who spoke before them” (Kagan, 1998, p. 2); • Ss answer the pre-reading questions (Think-Pair-Square); • Ss match the words with their definitions (Think-Pair-Square); • Ss #1 and 3 read story A, Ss #2 and 4 read story B, sequence events, and complete the tables for their respective stories, Round Robin to share their information; • Ss in Round Robin compare the two stories using more questions, • Ss Team Mind Map and write a page from their imaginary diary, present it to the class as a team. |

Lesson 28 (Cycling Across the Andes - Bailey and Humphreys, 1998,

pp. 62-63)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss match pictures of different landscapes with the vocabulary (alone), compare with others; • Ss listen to the interview with somebody who has crossed the Andes by bicycle, complete the comprehension table (alone); • Ss in random groups list the problems the traveler had, read the second part of the interview, check their predictions; • Ss answer reading comprehension questions (alone); • Ss read the notes made from the interview, match them with headings (alone), listen to the tape, compare (in random pairs); • Ss in random groups plan an adventure trip, naming six essential pieces of equipment to be brought along, report to the class. | <ul style="list-style-type: none"> • Ss match pictures of landscapes with the vocabulary (Think-Pair-Square), then in Numbered Heads Together “a number is called, the student with that number responds” (Kagan, 1998, p. 2); • Ss listen to the interview and complete the comprehension table using the Paraphrase Passport; • Ss ThinkPad Brainstorm possible problems, read the second part of the interview, check, answer questions (Round Robin); • Ss read the interview notes (Round Robin), match them with headings (Think-Pair-Square), listen, check; • Ss ThinkPad Brainstorm six essential pieces of equipment to be brought along, Team Mind Map and write their team’s adventure trip plan, report to other teams. |

Lesson 30 (Organizing an Expedition - Bailey and Humphreys, 1998,
pp. 64-65)

| Group 1 (Traditional) | Group 2 (Cooperative) |
|---|---|
| <ul style="list-style-type: none"> • Ss alone read the advertisement of The Adventure Foundation Trust and discuss it as a class; • Ss alone read the four letters asking for sponsorship for an expedition, match the letters with the listed types of expeditions, select the most interesting expedition (alone); • Ss discuss the appropriateness of the letter formats as a class; • Ss in random groups decide which expedition they would sponsor; • Ss plan their own expedition and tell the class about it; • Ss in random groups write a letter to The Adventure Foundation Trust asking for sponsorship, present it to the class; • The teacher thanks the Ss and wishes them good luck. | <ul style="list-style-type: none"> • Ss Round Robin to read the ad of The Adventure Foundation Trust and discuss it in their teams; • Student #1 reads letter A, student #2 reads letter B, student #3 reads letter C, student #4 reads letter D, match them with their type of expedition, then share the information with their teammates in the Jigsaw pattern; • Ss discuss the appropriateness of the letter formats in their teams (Paraphrase Passport); • Ss use the Team Statements strategy to select the best proposal; • Ss ThinkPad Brainstorm and write their team's expedition proposal asking the Trust to sponsor it, present it to the class; • Teammates thank and praise each other, teacher wishes them luck |

Data Collection

The data was collected using a pretest and a posttest.

1. The researcher designed the pretest and the posttest.
2. The pretest was administered to both groups at the beginning of the term.
3. The posttest was administered to both groups at the end of the term.
4. Then the data was analyzed to compare the progress of the students in both groups.

Data Analysis

The scores received from the pretest and posttest were analyzed to determine the students' progress (including the mean scores and standard deviation) using the SPSS computer program. The statistical treatment of data included calculating T-score (to determine statistical significance) and the means for both groups and then comparing them in order to see whether the results of this study will support the hypothesis.

Location for Thesis Research

The location for the research was the Asian University of Science and Technology in Pattaya, Chon Buri, Thailand.

Research Schedule

1. Length of time for the research: one year (February 2001 - February 2002).
2. Breakdown of research time:
 - preparation for the action research (February 2001-March 2001),
 - action research/teaching (March 2001-May 2001),
 - review of results (June 2001),
 - library research/literature review (August 2001-September 2001),
 - writing the thesis (October 2001-January 2002),
 - submission of the thesis (February 2002),

The thesis defense is expected to take place in March 2002.