

Development of Activities for Teaching English Grammar by a  
Collaborative Learning Method for First-Year Students at Chiang Rai  
Rajabhat University, Chiang Rai  
การพัฒนากิจกรรมประกอบการสอนไวยากรณ์ภาษาอังกฤษโดยวิธีการเรียนรู้แบบ  
ร่วมมือสำหรับนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยราชภัฏเชียงราย

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**Abstract**

This research consisted of the follows objectives: 1) To create activities for teaching English grammar by a collaborative learning method for first-year students, where learners learn together and build their own knowledge. The effective criterion is 75/75. 2) To compare the learners' ability on how to use English grammar before and after studying with activities to teach English grammar by a collaborative learning method. It is a pre-experimental research design. The data collection from two lesson plans of activities for teaching English grammar and a test to measure the ability to use English grammar for the first-year students of Chiang Rai Rajabhat University. In this research basic states and t-test are used to analyze the data in comparing the score before and after test. The result of this research revealed that the use of activities for teaching English grammar by the cooperative learning method gained as efficient as 85.4/81.41 which is considered to be in very good condition when comparing the students' ability to use English grammar before and after. It was found that after the students were taught by using activities to teach English grammar by the cooperative learning method, they had higher test scores than before receiving the cooperative learning method. The significance level was at 0.01. Therefore, teachers should improve teaching styles and develop activities related to teaching English grammar by using a collaborative learning approach to encourage learners to participate in the activities and be able to work with others to improve learning efficiency.

**Keywords:** Activities for Teaching English; Cooperative Learning; English Grammar

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**Received:** 2022-02-28 **Revised:** 2022-05-12 **Accepted:** 2022-05-15

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**บทคัดย่อ (Abstract)**

การวิจัยครั้งนี้มีวัตถุประสงค์ คือ 1) เพื่อสร้างกิจกรรมประกอบการสอนไวยากรณ์ภาษาอังกฤษโดยวิธีการเรียนรู้แบบร่วมมือ สำหรับนักศึกษาชั้นปีที่ 1 โดยผู้เรียนเรียนรู้ร่วมกันและสร้างความรู้เอง มีประสิทธิภาพตามเกณฑ์ที่กำหนดคือ 75/75 และ 2) เพื่อเปรียบเทียบความสามารถการใช้ไวยากรณ์ภาษาอังกฤษของผู้เรียน ก่อนและหลังการเรียนรู้ด้วยกิจกรรมประกอบการสอนไวยากรณ์ภาษาอังกฤษโดยวิธีการเรียนรู้แบบร่วมมือ เป็นการวิจัยเชิงทดลอง (pre-experimental design) เก็บข้อมูลจาก แผนการสอนกิจกรรมประกอบการสอนไวยากรณ์ภาษาอังกฤษ จำนวน 2 บทเรียน และใช้แบบทดสอบวัดความสามารถในการใช้ไวยากรณ์ภาษาอังกฤษสำหรับนักศึกษาชั้นปีที่ 1 ของมหาวิทยาลัยราชภัฏเชียงราย ใช้ค่าสถิติพื้นฐาน และการทดสอบที (t-test) ในการวิเคราะห์ข้อมูลเปรียบเทียบคะแนนสอบก่อน - หลัง ผลการศึกษาพบว่า การใช้กิจกรรมประกอบการสอนไวยากรณ์ภาษาอังกฤษโดยวิธีการเรียนรู้แบบร่วมมือ ที่สร้างขึ้นมีประสิทธิภาพเท่ากับ 85.4/81.41 และถือว่าอยู่ในเกณฑ์ดีมาก เมื่อนำมาเปรียบเทียบกับความสามารถทางด้านการใช้ไวยากรณ์ภาษาอังกฤษของนักศึกษา ก่อนและหลัง พบว่า หลังจากนักศึกษาได้รับการเรียนรู้โดยใช้กิจกรรมประกอบการสอนไวยากรณ์ภาษาอังกฤษโดยวิธีการเรียนรู้แบบร่วมมือมีคะแนนสอบสูงกว่าก่อนได้รับวิธีการเรียนรู้แบบร่วมมือ อย่างมีนัยสำคัญที่ระดับ 0.01 ดังนั้น ครูผู้สอนควรมีการปรับปรุงรูปแบบการสอนและพัฒนากิจกรรมประกอบการสอนไวยากรณ์ภาษาอังกฤษโดยใช้วิธีการเรียนรู้แบบร่วมมือเพื่อกระตุ้นให้ผู้เรียนมีส่วนร่วมในกิจกรรม สามารถทำงานร่วมกับผู้อื่น และมีประสิทธิภาพในการเรียนดีขึ้น

**คำสำคัญ (Keywords):** กิจกรรมประกอบการสอนภาษาอังกฤษ; การเรียนรู้แบบร่วมมือ; ไวยากรณ์ภาษาอังกฤษ

**Introduction**

Cooperative learning is the learning activity among the learners in the group to be responsible for the tasks assigned, focusing on thinking skills, collaboration between all members of the group. It relies on the exchange of information organized into a social structure which is able to communicate to solve problems together until the assigned tasks are accomplished according to the objective. The members of the group help each other, exchange and cooperate with each other learners, and then encourage and motivate each other to learn in order to achieve academic success. Each individual's success is regarded as the success of a collective group. (Olsen and Kagan, 1992; Johnson and Johnson, 1993; Slavin, 1995) The appropriate group activities should therefore create meaning in teaching grammar in the classroom. The activities that should be giving students the opportunity to use language to communicate in real life. Including that activities should be diverse to increase

creativity in learning the language of learners. (Pennington, 1995) The benefits of collaborative learning enable learners to increase opportunities for language practice through the process of improving their learning in language communication both academically and socially. It also helps students have a positive attitude towards learning, have confidence and develop skills in working with others. It creates a good relationship with friends and teachers, also, the good teaching atmosphere in classroom. Teachers can use a variety of materials to encourage language learning along with educational concepts especially the method that emphasizes teaching language to convey meaning and focus on learners. Increase opportunities for learners to try communicating with others together to solve problems and have creative thinking in critical analysis on collaborative learning environment. Learners accept each other's opinions and have self-confidence until they can have knowledge. (Johnson and Johnson, 1996; Olsen and Kagan, 1992; William and Burden, 1997)

It is important to organize English language teaching activities using cooperative learning methods that can encourage learners to learn effectively and successfully. This is because it allows learners to improve their academic, social skills and their ability to use English more, and help learners to increase their knowledge of English rules and mechanics and have a higher ability to use English. (Chung, 1999; Ghaith and Yaghi, 1998) Therefore, the researcher recognizes the importance of teaching English grammar because the learners have sufficient knowledge of English grammar, later learners will be able to use English to communicate. Organizing teaching and learning activities using cooperative learning means that learners do not have to memorize grammar rules and become bored with learning. Learners can learn together with others causing the exchange of knowledge with each other to develop language learning and social skills, besides to enable learners to truly understand and use the language more. As a result, the researcher is interested in developing activities for teaching English grammar by using collaborative learning methods for the first-year students to provide opportunities for learners to develop their knowledge of English grammar by working with others and get benefits of the learners in their studies and can be used in real life.

## Research Objectives

1. To create activities for teaching English grammar by a collaborative learning method for first-year students, where learners learn together and build their own knowledge. The effective criterion is 75/75.
2. To compare the learners' ability to use English grammar before and after studying with activities to teach English grammar by a cooperative learning method.

## Research Methods

It is an experimental research (pre-experimental design) using the format one-group Pretest Posttest Design (Bamrung Torat, 1991: 31),

### Participants

The population was the first-year students of Chiang Rai Rajabhat University who studied English course 1 (EN0101) in the 1<sup>st</sup> semester of the academic year 2009, consisted of 604 students. Samples of this research of 24 people, obtained by simple random sampling.

### Instruments and Data Collection

This research determines the duration of the experiment according to the structure of the university's curriculum. In the first semester of the academic year 2009, 4 weeks, 2 sessions in total. Objectives of English course 1 (EN0101) of Chiang Rai Rajabhat University determined the purpose, language functions, grammatical content, activities, and collaborative learning methods used to create research tools which include the following:

1. Lesson plan, activities for teaching English grammar by collaborative learning method, 2 lessons suitable for teaching English grammar. It was created from two collaborative learning techniques: 1) the student teams achievement (STAD) cooperative learning technique based on the Kegan concept (Kegan, 1990) and 2) the Kegan approach to teaching, pair check, according to Slavin's concept (Slavin, 1995).
2. A test to measure the ability to use English grammar for the first-year students. The researcher studied the guidelines for creating a test from the book testing and evaluation of English language instruction of Atchara Wongsothon (1996) and creating Rea's grammar test (Rea, P.M. 1995)

After that, the created test was brought to 3 experts using Index of item objective congruence (IOC) formula (Department of Education, 1997: 17-20) to check the accuracy of the content. The correctness of the language and the suitability of

the test then improve it. The test was tested (try out) with a group of 8 non-sample first-year students. The test result of the confidence of both test was 0.90.

### Analysis of Data

1. To answer the first research objective, the researcher used basic statistical values, i.e. average score and percentage to find the effectiveness of activities for teaching English grammar by using the cooperative learning method in each lesson and the conclusions for every lesson. Lessons from assessing students' post-learning English grammar proficiency based on 75/75 percent criteria from E1/E2 formula (Chiyong Promwong, et al. 1977: 134-138).

2. To answer the second research objective, the researcher used the t-test to compare the scores of the pre-test and post-test, which was used to measure grammatical proficiency by paired t-test for analysis. Information using the computer program SPSS for Window.

### Research Results

1. To answer the first research objective, is developing and studying the effectiveness of collaborative activities for teaching English grammar for first-year students by co-learning students and build their own knowledge. The effective criterion was 75/75. The researcher took 2 steps as follows:

1.1 After teaching each activity, the researcher asked the students to complete the exercises of the 2 lessons at the end of the chapter. Then, the average scores of the exercises at the end of each lesson were analyzed. The results of the data analysis are shown in Table 1.

**Table 1** Mean Score ( $\bar{X}$ ), Standard Deviation (S.D.), and the order of mean scores from the two activity-based exercises.

Activity Lesson	Activities / Cooperative Learning Method	Scores	$\bar{X}$	S.D	%	No.
1	Daily Routine. (STAD)	10	9.50	0.84	95	1
2	Likes and Dislikes. (Pairs check)	10	7.50	1.55	75	2
	รวม		8.50	1.33		

From Table 1, it was found that the students scored an average of 8.50 per chapter from a full score of 10. For lessons with a score of 80% or more, it was activity 1 daily routine. (STAD) = 95%. Lessons scored less than 80% is the second activity lesson likes and dislikes. (Pairs check) = 75%

1.2 From a small group activity experiment of 8 students and a field experiment, the results were analyzed on the effectiveness of the activities for teaching English grammar by a collaborative learning method as the following table:  
**Table 2** Summarized the results of the analysis of the effectiveness of activities for teaching English grammar by means of cooperative learning created.

Number of students	Scores	Score of Chapter exercise (E1)	Scores of Posttest (E2)	The effectiveness of teaching materials (E1/E2)
24	Full score	2×10 =20	50	85.4 / 81.41
	Average score	16.98 (85.4%)	39.37 (81.41%)	

From Table 2, it was found that in the experimental stage using small group activities, 8 students did the lesson exercises with an average score of 80.62% and the post-test scores averaged 78.75%. in the field experiment, a total of 24 students were tested. It was found that the students who took the sample worksheets received an average score of 85.4% and the average score of 81.41% did the post-work exercise, which was higher than the specified criteria is 75/75, 3.99% or more.

2. To answer the second research objective, was to compare the ability to use English grammar before and after experimenting with activities to teach English grammar by a cooperative learning method.

**Table 3** Compares the mean score ( $\bar{X}$ ), Standard Deviation (S.D.), Mean difference score ( $\bar{D}$ ), and t-test of 24 students.

Test	Scores	$\bar{X}$	S.D.	$\bar{D}$	S.D.(D)	t
Pretest	50	20.7500	4.4746	19.9583	3.5322	27.681*
Posttest	50	40.7083	3.7704			

\*p-value < 0.01

From Table 3, it was found that the mean scores of English grammar ability of the first-year students in the sample before and after the experiment were

significantly different at 0.01. The mean score after trial of using activity for teaching English grammar by using the cooperative learning methods was 40.7083 score, which was higher than the average score of 20.7500 score for teaching English grammar before using activities for teaching English grammar. The post-study standard deviation (SD) was 3.7704, lower than before, and the pre-school standard deviation (SD) was 4.4746, and the mean difference score (D) was found between after and before the activities on teaching English grammar equal to 19.9583.

Therefore, the ability to use English grammar after being taught using activities to teach English grammar in both lessons was higher than before being taught using activities to teach English grammar by collaborative learning method statistically significant at 0.01, which is in accordance with the hypothesis number 2.

## Research Discussion

From the results of the data analysis, the results can be discussed as follows:

1. According to the results of research objective number 1, it was found that the activities involved in teaching English grammar by the collaborative learning method created an efficiency of 85.4/81.41 are considered very good, also found that the first performance was slightly higher than the latter. That is, the students were able to take the test on all 4 activities received the average score (85.4) slightly higher than the score received from the after-study test (81.41). The effectiveness of the activities for teaching English grammar by the cooperative learning method was higher than the specified criteria and the first efficiency value is higher than the latter's efficiency. It may be caused by the following:

- 1.1 Activities for teaching grammar by a cooperative learning method that were created, were more effective than the latter activities. This is due to the creation of activities based on the conceptual study of the experts in English grammar teaching. (Penny Ur, 1996; Gerngross and Puchta, 1992; Campbell and kryzewka, 1992; Pennington, 1995; Arends, 1994) Learning activities patterns and test characteristics used to measure in each step are appropriate. Therefore, students have the opportunity to practice using English grammar in a format that can be used in real life. It is explained before starting the lesson, learning objectives and the collaborative learning process are clearly explained which allowing students to know their learning goals and realize the practical benefits. Also, allowing students to recognize the

importance of learning activities and be motivated to learn activities. Students can review together with their peers to encourage activities that must be done in pairs or in groups. For example, students work together to compose sentence or write short passages as a step that learners can build their knowledge (Collaborative Learning) which is consistent with the research of Kandanai Worajittiphol (1999) and Siriruck Thijittang (2001). The post-study test is the content obtained by randomly selecting the content of the workload in every activity. The content of the post-school quiz is more diverse than the activity test. Consequently, giving learners the opportunity to communicate the language for the purpose of using it in real situations and when students complete the tasks in each activity, a quiz was also conducted to assess what was learned from the activity. It will allow learners to remember and understand the content learned from the test at the end of the chapter than the test after the lesson at the end of the experiment.

Additionally, the first performance value is higher may be due to the activity test. The students did not have much anxiety because the content in the activity quiz has a small number.

1.2 To learn English grammar in activities to teach English grammar through a collaborative learning approach. The students practiced the activities according to the cooperative learning techniques by collaborative learning techniques, group performance assessment (STAD) and pairs check techniques. In the implementation of collaborative learning activities, students continually receive feedback from members of their group. When students perform tasks in each activity, teachers always give correct answers which can be considered positive feedback. Students will memorize the appropriate content and enabling students to receive feedback on learning activities from friends and teachers all the time. This is consistent with Tse's research (Tse, 1996) that examines the language use of learners (Teacher Feedback) which the feedback effect on working together with peers and learning language together. It was found that receiving feedback on the activities from teachers and friends, help learners to learn languages more easily and effectively. Nunan's concept that collaborative learning, is especially useful in creating group activities in classes learning English as a foreign language (Nunan, 1992) because it creates a learning atmosphere in which learners will receive feedback from peers (Peer Feedback), discussion, exchange of opinions, motivation to learn and reduce anxiety in language learning which these things lead to achievement in higher education. Consequently,



to study knowledge and create a body of knowledge to work together. Thus, students know their progress in their studies, enthusiastic and eager to develop their ability to use English grammar in a variety of situations which make the score of the students higher on the activity test than the score from the post-study test.

From the study of the effectiveness of activities for teaching English grammar by the learning and cooperation method, it was found that the activities for teaching English grammar by the collaborative learning method with highest score is activity 1 (Daily Routines: STAD) accounted for 95 percent. From the study, it was found that the activities of cooperative learning techniques which has the highest score is Cooperative learning techniques, the group achievement assessment (STAD) which may be due to the following reasons which is the steps of the cooperative learning technique activity and the group achievement assessment help each learner in the group clearly understand the rules and use of English grammar. In other words, four members are required to work together, in the first step, the teacher presents the content to the whole class and assigns the group works on a schedule (Teacher Presentation), students in groups help each other in their work by making sure that all members understand the content of the lesson well (Team Practice), and testing to ensure students in the groups understand the content (Quiz). In learning together, each group member has different abilities, students help each other for the group to be successful, smart students will play a greater role which is to help explain the content of the workload to students who are weaker until they are understanding the content. This is consistent with the research by Ghaith and Yaghi (Ghaith and Yaghi, 1998) that examined the effects of cooperative learning towards learning second language rules and mechanisms for low-achieving learners and students with high academic achievements and compare the learning of the two groups in the same content of the cooperative teaching method, the group achievement assessment (STAD) was used with individual teaching methods. The sample group was 318 primary school students, 157 control groups, and 161 experimental groups. The results showed that cooperative learning in groups help students to interact with language and low-achieving students were able to work more in groups and have better learning ability. Therefore, it can be said that students and group members use collaborative learning techniques. There is an exchange of ideas and knowledge together, enabling all members to develop their language skills, making students

have a better understanding of the lesson and students who are weaker will have more encouragement to study.

It was also found that the effectiveness of cooperative learning help learners to increase their knowledge of the rules and mechanics of a second language. As for the collaborative learning technique that scores lower than other learning methods, it is the pairs check learning technique. That is the activity 2 like and dislikes, which may be due to students working in pairs, help each other to perform the task of only 2 people, with each pair taking turns answering questions and being an answer checker. Students working in pairs are less productive than students working in groups. This is consistent with research by Slavin (Slavin, 1995) a comparative study of learning English as a foreign language by performing dual tasks and performing tasks by working in groups using a collaborative learning approach. The results showed that students who study cooperatively in groups are able to learn languages more effectively and have higher academic achievement than students who learn cooperatively in pairs.

2. According to the results of research objective number 2, it was found that students' ability to use English grammar after learning by using activities to teach English grammar by a cooperative learning method was higher than the ability to use English grammar before being learned by using activities to teach English grammar through a cooperative learning method. Significantly at 0.01 level. Especially when studying the standard deviation (S.D.) after learning with the created activities, it was found that teaching standard deviation (S.D. = 3.77) was lower than before (S.D. = 4.47). In addition to the mean ( $\bar{X}$  = 40.71) after the activity study was higher. Students also scored more aggregated for better grades. This may be due to the following reasons:

2.1 The activities for teaching English grammar are created in accordance with the activities of teaching English grammar to develop knowledge and ability to use English grammar in order to be able to use it in real situations according to the principles of teaching a language that focus on learners. Activities for teaching English grammar by this collaborative learning method, were built on the advice of experts and educators in teaching English and English grammar, and a cooperative learning approach from Kagan (Kagan, 1992) and Slavin (Slavin, 1995). In these activities there will be techniques for cooperative learning which suitable for teaching English grammar. It is an activity where students learn a language together in a learning style, encouraging

students to have the opportunity to use English grammar to communicate in real situations. Consistent with the concept of (Savignon, 2002), said that the activities of learning English grammar that gives students the opportunity to use language and to research and solve problems work together with friends, have common language interactions with friends and teachers. Learning activity should be activities that students need to develop their communication skills. Learners will develop both their ability to use English grammar to communicate in real life and their experience of using the English language. As for Kagan's concept (Kagan, 1996), the practice of activities through cooperative learning in small groups can promote an understanding teaching atmosphere and appropriateness, it helps foster communication in the classroom in an environment that is reinforcing, motivating, and resonating, the cooperative learning also causing positive language learning. This is consistent with Han's research (Han, 2002) who had studied English grammar learning of learners learning English as a second language in the United States using cooperative learning activities where students work together to create new messages and interact with each other in language. It was found that the learning activities by the cooperative learning method help to promote and develop the learner's ability to learn the language structure of the workload better. As a result, learning activities emphasize the proper use of patterns in real-life situations. In performing activities, students work together with their peers. Received feedback from both teachers and peers. Activities provide opportunities for students to solve problems (Problem – Solving) and research so that students can build their own body of knowledge, apart from this, students can use English grammar in real situations effectively and successfully in learning English grammar better.

2.2 Activities for teaching English grammar by a collaborative learning method, consist of a content structure, English grammar structure, and language functions. The learning objectives were analyzed for the consistency of English language teaching experts as to their suitability for the student's grade level. The content of the learning is related to the learners themselves and their locality, helping learners to see the importance of using language in real life. As Alptekin (Alptekin, 2002) states, media and instructional activities that are relevant to the learner's local context and relevant to the learner's real life can help motivate learners to succeed in language learning and the potential use of language. This consists of the concept of nation (Nation, 2000) that the aim of language learning is

to develop communication abilities. It is to encourage learners to use language to communicate in situations that can actually happen to the learners, create interest and motivation in learning. Help learners to understand the language and rules of English grammar, develop language skills used in daily life. Peacock's research (Peacock, 1997), which examined the use of real-life activities and real document communication with English language learners at South Korean university, found that the use of real documents had a positive effect to create motivation in learning English of learners and create good results in learning. It can be said that using real documents to teach English grammar, grammar practice activities will help students develop their ability to use grammar. The teaching materials must contain grammar content and learning materials that are consistent with their needs and are important for learners to develop their ability to use English grammar in communication in things that learners are interested in and realized that they are useful and intended to be applied in real life.

Using activities to teach English grammar by a collaborative learning method created with an efficiency of 85.4/81.41 and considered very good. When comparing the students' ability to use English grammar before and after, it was found that after the students were taught by using activities to teach English grammar by the cooperative learning method, they had higher test scores than before getting a collaborative learning approach. Significantly at 0.01 level. However, after studying with the aforementioned activities, it also makes students have more group scores. The activities involved in teaching English grammar by collaborative learning method consisted of the collaborative learning technique activities used in this research. It is an activity which students practice using English grammar in inclusive skills or relationship skills. Students have the opportunity to learn, practice language content, gain experience from reading, writing, listening, and speaking. Which can be used as content information to build knowledge of English grammar effectively resulting in the students' ability to use English grammar to improve.

Therefore, the use of cooperative learning techniques, both techniques and learning methods namely, the collaborative learning method technique, the group achievement assessment (STAD) and the pairs check technique will encourage learners to acquire grammar by utilizing combined skills or related skills under appropriate tasks and effective. Because learning grammar is not about learning rules, but also the ability to use grammar in a meaningful context.

## Research Suggestions

From this research study, the researcher has some useful suggestions for improving and developing activities for teaching English grammar by collaborative learning method as well as teaching English grammar as follows:

1. Should adjust or be flexible in the time to perform various learning activities and making the test at the end of the chapter to increase or decrease. In performing the activities in each chapter, the difficulty and ease of the activities in each chapter were not the same and the abilities of each group of students were different, depending on the skill level of the learners. To give students the opportunity to use language creatively and appropriately on their own. Therefore, teachers should facilitate learners to perform activities as efficiently as possible.

2. In grouping in cooperative learning, the instructors should encourage members in each group to participate in activities and show their full potential.

3. From the research, it was found that learning with activities to teach English grammar in a collaborative way, with the results created by the researcher help to develop students' ability to use English grammar higher. Therefore, teachers can use interesting collaborative learning techniques to develop learning and teaching in order to make the activities more diverse.

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