

Research Title	Developing an Innovation for Teaching English at Primary Levels Using Cooperative Language Learning Approach
Researchers	Assistant Professor Kanjana Charttrakul (D.Ed.) Miss Wanida Anchaleewittayakul (D.Ed.) Miss Piyathida Sukkara (M.Ed.) Mr. Sarapol Chirasawasdi (Ph.D.) Miss Kwansuda Deesiri (MEIL) et al.
Research Consultants	Professor Achara Wongsothorn (Ph.D.) Associate Professor John Owen (Ph.D.)
Organization	Business English Curriculum, Faculty of Humanities and Social Sciences, Suan Dusit Rajabhat University
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The study investigated effectiveness of an innovation and the use of cooperative language learning approach, the study also examined perceptions of teacher and students towards the innovation and cooperative language learning. Research design employed case study and action research. As thus, mixed-method was used to collect data. The study was conducted in a regular classroom teaching in a Tedsaban Municipal School in Hat-Yai District, Songkhla Province, with one volunteer teacher and 50 Prathom 5 students. Eight students were purposively selected as interviewees. The innovation called the instructional kit, consisted of a textbook named 'Let's Plearn', picture cards, flash cards, and a Teacher Manual with pair-work and group-work activities as they were the key approach of cooperative language learning in this study. Five research techniques were used for data collection: 1) an English Achievement Test, 2) a set of questionnaire, 3) two classroom-observations, 4) a student group- interview, and 5) a teacher interview. Data analysis employed percentage, mode, means, and standard deviation for quantitative data whereas grounded theory (Strauss & Corbin, 1998) was used for qualitative analysis.

Two major findings revealed:

- 1) The effectiveness of the innovation and cooperative language approach found to be low. This was shown by an average mark of the students from the achievement test which was below the criteria of 50 %. However, though failed in both reading and writing, students earned over 50 % in listening skill. The findings also indicated students' writing skill is critical. On the other hand, observation data revealed 5 significant features of classroom learning and teaching: 1) teacher's regular use of whole-class activities, 2) teacher's role focusing on imparting knowledge to students and classroom controller, 3) students were passive learners, 4) teacher's use of instructional kit involved introduction, presentation, practice, and checking for understanding. It was noted that the teacher rarely employed use pair-work or group-work activities provided in the Teacher Manual.
- 2) Perceptions of both the teacher and students towards the instructional kit were literally high (means = 3.34). Students perceived teacher as an outstanding factor in this research study, followed by the textbook 'Let's Plearn', learning and teaching activities, and content in the text. Findings from student interview revealed the textbook 'Let's Plearn' could increase their positive attitudes towards learning English. Moreover, it served their individual differences related to their learning styles. Similarly, the teacher expressed in the interview her preferences on the textbook, pictures cards, and flash cards. The teacher observed that her students' significant improvement in their listening skill though she hardly used cooperative learning activities in class. Finally, she concluded that the process made her realize the significance of classroom research and professional development.