AN EXPERIMENTAL STUDY INTO THE EFFECTS OF STRUCTURED GROUP WORK ON STUDENTS' COLLABORATIVE BEHAVIOURS AND GROUP PERFORMANCES

YAPILANDIRILMIŞ GRUP ÇALIŞMALARININ ÖĞRENCİLERİN KUBAŞIK DAVRANIŞLARINA VE GRUP PERFORMANSLARINA ETKİSİ ÜZERİNE DENEYSEL BİR ÇALIŞMA

Ayça ASLAN

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Ayça ASLAN'ın hazırladığı "An Experimental Study into the Effects of Structured Group Work on Students' Collaborative Behaviours and Group Performances" başlıklı bu çalışma jürimiz tarafından **Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda Yüksek Lisans Tezi** olarak kabul edilmiştir.

Başkan	Prof. Dr. Mehmet DEMİREZEN	
Üye (Danışman)	Doç. Dr. İsmail Hakkı ERTEN	
Üye	Prof. Dr. İsmail Hakkı MİRİCİ	
Üye	Doç. Dr. Nuray ALAGÖZLÜ	
Üye	Yrd. Doç. Dr. Deniz ORTAÇTEPE	

ONAY

Bu tez Hacettepe Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca yukarıdaki jüri üyeleri tarafından ..... / ..... / ..... tarihinde uygun görülmüş ve Enstitü Yönetim Kurulunca ..... / ..... / ..... tarihinde kabul edilmiştir.

Prof. Dr. Berrin AKMAN
Eğitim Bilimleri Enstitüsü Müdürü

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ÖZ

Bu çalışma, öğretmenin sınıf içinde kullandığı grup çalışmasını geliştirmeyi ve ilerletmeyi amaçladığı bir eylem araştırmasını temsil etmektedir. Çalışma, grup çalışmasını iki farklı şekilde yürütmenin etkilerinin araştırmaktadır: yapılandırılmış ve yapılandırılmamış. Araştırma, Ankara'da, eğitim dilinin İngilizce olduğu bir özel okulda, 2014-2015 akademik yılında gerçekleştirilmiştir. Katılımcılar, deneysel amaçla öğrenme stilleri göz önünde bulundurularak üç gruba ayrılmış 5. sınıf öğrencilerinden oluşan 18 kişidir. Bu çalışmayı yürütmek için tek grup zaman serisi araştırma deseni uygulanmıştır. Bunun için, her iki haftada bir yapılmak üzere toplam 8 haftalık 4 farklı grup çalışması etkinliği düzenlenmiştir. Katılımcı öğrenciler, Super Minds Level 6 (Puchta, Gerngross & Lewis-Jones, 2013) kitabından yeni kelimeler öğrenmek amacıyla bu grup çalışmalarını yapmışlardır. Kelime öğretiminden sonra, öğrenciler 3 gruba ayrılmış ve her gruba farklı bir görev verilmiştir. Birinci grup, kelimelerin sözlük anlamını yazıp resimlerini çizmekle, ikinci grup kelimeleri cümle içinde kullanmakla, üçüncü grup ise kelimeleri kullanarak bir paragraf yazmakla yükümlü olmuşlardır. İlk iki grup çalışması yapılandırılmamış, diğer ikisi ise öğrencilere grup rolleri ve çalışmalarında izleyecekleri kurallar verilerek yapılandırılmıştır. Her grup etkinliği için ön-test ve son-testler uygulanmıştır. Grup çalışmaları sonunda elde edilen yazılı ürünler özel olarak tasarlanmış değerlendirme rubriği ile incelenirken, kelime gelişimi Vocabulary Knowledge Scale (Wesche & Paribakht, 1996) kullanılarak test edilmiştir. Kubaşık davranışlar gözlemci notları ve öğrencilerin öz değerlendirme puanları ile değerlendirilmiştir. Her grup çalışması için katılımcıların verilere ve grup performanslarına ilişkin algılarını değerlendirmek amacıyla 2 öğrenci ile görüşme yapılmıştır. Ortaya çıkan nicel veriler parametrik testlerin varsayımlarına göre kontrol edilmiştir. Verilerde normal dağılım görülmesine

rağmen, katılımcı sayısının az olmasından dolayı verilerin analizini yapmak için parametrik olmayan testler kullanılmıştır.

Sonuçlar, öğrencilerin yapılandırılmış grup çalışmalarında, yapılandırılmamış grup çalışmalarından gözle görülür ve istatistiksel olarak manidar bir biçimde daha iyi olduklarını göstermiştir. Yapılandırılmış grup çalışması etkinliklerinde öğrenciler daha fazla kelime öğrenmiş, daha iyi yazılı ürünler üretmiş ve daha etkili bir şekilde işbirliği yapmışlardır. Sonuç olarak bu çalışma, grup çalışmasının yapılandırılması öğrenmeye daha fazla olanak sağladığından bu deneyimin dil sınıflarında uygulanması gerektiğini göstermektedir.

Anahtar Sözcükler: Grup çalışması, kubaşık davranışlar, yapılandırılmış grup çalışması, yapılandırılmamış grup çalışması, öz değerlendirme.

Danışman: Doç. Dr. İsmail Hakkı ERTEN, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

AN EXPERIMENTAL STUDY INTO THE EFFECTS OF STRUCTURED GROUP WORK ON STUDENTS' COLLABORATIVE BEHAVIOURS AND GROUP PERFORMANCES

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ABSTRACT

This study represents a piece of action research where the teacher aimes to develop and improve her classroom practice of group work. The study explores the effects of conducting group work in two different manners: structured and unstructured. The study was conducted in 2014-2015 academic year at a private school, in Ankara, where English is the medium of instruction. Participants were 18 5th grade learners of English who were placed in three groups for experimental purposes regarding their learning styles. A one-group time-series pre-experimental research design was adopted to carry out the study. To do this, a series of 4 different group work activities were distributed over an 8-week period, placing each group work every two weeks. The participants were instructed to learn new words from the book Super Minds Level 6 (Puchta, Gerngross & Lewis-Jones, 2013). After vocabulary teaching, the students were divided into three groups and each group had different tasks. The first group was supposed to write dictionary definitions of the target words and draw their pictures, the second group was supposed to use the target words in sentences and the task of the third group was to write a paragraph using the target words in it. The first two group work activities were done in an unstructured manner while the latter two were structured in that students were given group work roles and principles to follow in their group work activity. Pre-tests and post-tests were administered for each activity. Vocabulary development was tested through Vocabulary Knowledge Scale (Wesche & Paribakht, 1996) while written products obtained at the end of group works were examined by means of specially designed assessment rubric. Collaborative behaviours were explored through observer notes and student self-assessment scores. For each cycle of group work, 2 students were interviewed to triangulate the data and explore participants' perception of their group work performance. Emergent quantitative data were checked for assumptions of parametric tests.

Although the data appeared to exhibit normal distribution, due to small number of participants non-parametric tests were employed to analyse the data.

The results indicated that participants did considerably and statistically significantly better in structured group activities than they did in the unstructured group work activities. They learned more words; they produced better written products and collaborated more efficiently in the structured group work activities. This study concludes that structuring group work can and needs to be implemented in language classes as such practice can be more conducive to learning and performance.

Key Words: Group work, collaborative behaviours, structured group work, unstructured group work, self-assessment

Advisor: Assoc. Prof. Dr. İsmail Hakkı ERTEN, Hacettepe University, Department of Foreign Language Teaching, Division of English Language Teaching

ETİK BEYANNAMESİ

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü, tez yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında,

- tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi,
- görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu,
- başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu,
- atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi,
- kullanılan verilerde herhangi bir tahrifat yapmadığımı,
- ve bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı

beyan ederim.

İmza

Ayça ASLAN

To my beloved mother

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1. INTRODUCTION

This study mainly aimed to investigate the effectiveness of structured group work on students' collaborative behaviours and group performances. In this chapter, relevant background to the study, statement of the problem, purpose of the study, significance of the study, research questions, assumptions and limitations and definitions of them will be touched upon respectively.

1.1. Background of the Study

In recent years, there has been a noticeable transformation in the field of foreign language learning and teaching with greater stress on learners and learning rather than on teachers and teaching. In this field, many studies have been conducted to understand the most effective ways of learning a foreign language. Since the beginning of foreign language education history, there have been various approaches that are improving or changing throughout the years. While traditional language teaching theories were more centred upon habits and memories, in recent years, interaction and collaborative learning have been in the forefront.

This investigation grounds on the previous studies about collaborative language learning, structuring group work, the factors effecting group performances and group dynamics, small-group tasks and collaborative behaviours of the learners while working as groups. Firstly, the studies which were conducted related to collaborative language learning generally focuses on the advantages of working cooperatively in teaching and learning environment. Rowland (1993) indicates that "the idea that learning takes place when individuals are put in a position of finding their own solutions fails to recognise the essential social nature of learning" (p.131). From Smith's (1979) point of view, effective teaching requires cooperative learning structure because collaborative learning is believed to reduce anxiety.

Secondly, the investigations about structuring group work attach an importance to the most effective ways of applying team activities. As one of these, Gillies (2003) tried to demonstrate the importance of explicitly structuring cooperative small-group work in classrooms highlighting that students attain higher academic outcomes and are more motivated to achieve than they would be if they worked alone. Furthermore, the study follows earlier studies by Pica and Doughty (1985),

Brown and Palincsar (1989), Dörnyei and Malderez (1997), Saleh, Lazonder and Jong (2007), Chang (2007), Long and Porter (1984), which were conducted to evaluate the role of group work in the classroom, specifically in regard to its possible effects on classroom second language acquisition; group dynamics and group processes on learners' autonomous beliefs and behaviours. Apart from these studies; Ota, Berdondini, and Kutnick. (2008) sought an answer to whether pupils collaborate or learn effectively within group work and they concluded that young children were capable of engaging in effective group work promoting academic achievement. Oflaz and Turunc (2012) examined the effectiveness of using group work activities in EFL classrooms. Similar to Oflaz and Turunc (2012), Webb (1989) and Biott (1987) argue strongly for the need to develop a structured approach to group work, particularly shared understanding between the teacher and the students regarding group activity.

Furthermore, the factors affecting group performances and group dynamics are the topics that many studies were conducted about. Dörnyei and Murphey (2003) suggest that the formation stage of group development is centred on getting to know each other and breaking the ice. The teacher's main role involves setting up a friendly atmosphere, dealing with group anxiety, clarifying group goals, and projecting enthusiasm for the group. The results of another study conducted by Oflaz and Turunc (2012) indicate that students participate and do well in group work performances in the language classroom if the teacher takes the learning styles of the students into consideration when forming the groups. They assert that balancing activities including all learning styles assists the learner to concentrate, to get motivated and to show a better performance.

In addition to all those stated above, some other investigations about small-group tasks and collaborative behaviours of the learners while working as groups shed light on this study. One of the studies conducted on small-group tasks and collaborative behaviours of the learners while working as groups is by Webb and Mastergeorge (2003) who examined the behaviours and experiences of students in need of assistance while working in small groups and the processes that help or hinder their learning. They discuss possible reasons for the patterns of help seeking and help giving, and make suggestions for further research to improve the quality of helping behaviour in collaborative groups. Gruba (2004) also discusses

about designing tasks for online collaborative language learning. One of the studies on the effects of task-based group activities on students' collaborative behaviours by Erten and Altay (2009) concluded that task-based speaking activities may be more conducive to creating a more collaborative learning environment. Moreover, Gillies (2006) has a study on teachers' and students' verbal behaviours during cooperative and small-group learning which suggests teachers implementing cooperative learning in their classrooms engage in more mediated-learning interactions and make fewer disciplinary comments than the ones who implement group work only. Furthermore, he asserts that the students model many of these interactions in their groups and when teachers implement cooperative learning; their verbal behaviour is affected by the organizational structure of the classroom.

1.2. Statement of the Problem

The central problem of this study is to understand the effects of structuring group work on collaborative behaviours and group performances of young EFL learners. This study will endeavour to investigate whether structuring group work has a positive impact on both students' collaborative behaviours and their group work performance.

The aim of this study is to propose some solutions to the problem by structuring group work. The study will evaluate not only the effects of structured group work activities on learners' collaborative behaviours and performance but the effects of unstructured group work activities on learners' collaborative behaviours and performance as well. What is more, this study will try to find out whether young EFL learners' working as groups has an influence on their learning outcomes regardless of being structured or unstructured. Furthermore, students' attitudes towards group activities will be examined and the results of structured and unstructured group work will be compared. The researcher will try to observe young EFL learners' group performances and group behaviours, and with the help of self-assessments and interviews reflect upon the observation objectively.

1.3. Purpose of the Study

The problem will be investigated in order to understand the relationship between structuring group work activities and group performance as well as collaborative

behaviours of young EFL learners. The main aim of this study is, first of all, to reveal whether there is an impact of structured group work activities upon students' learning outcomes, such as their vocabulary learning and written products. Secondly, the present study sets out to investigate the attitudes of students towards working as a group and reveal the difference between structured and unstructured groups. In addition, the effectiveness of structuring group work on learners' group performances and collaborative behaviours will be focused and discussed. Finally, this investigation aims to shed light on foreign language teaching field with the help of the teacher/researcher's observations, interviews made with some of the students, and reflections on the results.

1.4. Significance of the Study

Significance of this study is two fold. Firstly, this is a piece of action research where the teacher/researcher seeks further understanding of her students' interaction with different types of group work. Her improved understanding will assist teachers with her future endeavours to better structure classes. Further, this action research will also be informative to institutional colleagues with whom the teacher/researcher will share the findings of this study.

Secondly, the findings of the topic being of special interest will provide vital information for teacher training programmes and material designers. Considering the need for raising awareness of both teachers and teacher trainers of foreign language, this study aims to highlight the understanding of how group work should be structured and what are the effects of such structuring on collaborative behaviours and performances of learners rather than proving the effectiveness of structured group work activities on learners' collaborative behaviours or group performances.

1.5. Research Questions

The main aim of this research was to shed light on the effectiveness of structured group work by means of the following questions. As for the purpose of this study, the following research questions were formulated:

1. Does group work result in any positive learning effect?
2. Does structured group work yield better learning outcomes than unstructured group work?

a. In terms of vocabulary learning
b. In terms of written product

3. Do students in structured group work manifest better attitudes towards group work activities?
4. Does structured group work generate more collaborative behaviours and better group performance than unstructured group work?

1.6. Assumptions and Limitations

The entire participants were thought to have similar proficiency levels. They were supposed to be grouped regarding their learning styles and according to group formation strategies. Furthermore, group tasks were different but at similar difficulty level. The researcher believes that any effects of structuring group work in this study can be generalized to other primary schools that implement a similar instructional programme.

The major limitation of the present study lies, first of all, in the size of the sample. The sample of this study cannot be considered totally representative of the original population of interest, but generalizability is not a primary goal since this is a piece of action research. The general aim of this study is to determine whether structured group work activities could work more effectively regarding students' collaborative behaviours in an accessible context. Secondly, the study consisted of only fifth grade students; therefore, the results cannot be considered as valid for all grades of students. Moreover, the setting's being a private school does not represent all types of language teaching environments. Another limitation can be considered about number of tasks and outcome types. There were applied only four tasks, two of which were unstructured, and the other two were structured designed for teaching vocabulary and writing.

1.7. Definitions of Terms

For the purpose of this study, the following terms will be defined as follows:

Group: A group exists when two or more people see themselves as members of it and when it is recognized by outsiders (Brown, 2000).

Task: A task is an activity "where the target language is used by the learners for a communicative purpose in order to achieve an outcome" (Willis, 1996, p.26).

Cooperation: Cooperation means working together in order to accomplish shared goals (Smith, 1996).

Collaborative learning: It can be defined as when learners work together, respect each other's language input and are encouraged to achieve common learning goals together rather than with the teacher (Macaro, 1997).

Group dynamic: Group dynamic can be described as "the influential action, process, and change that occurs within and between groups over time; also, the scientific study of those processes" (Forsyth, 2009, p.2).

1.8. Conclusion

In the first chapter of the study, some introductory information, background information of the study which is a brief theoretical base for this research; statement of the problem as the starting point of the study; the purpose and significance of the study, questions which guide this research, assumptions and limitations, definitions of some key terms which will be used throughout the study were presented. The following chapters will have detailed explanations of literature review; methodology including setting and participants, materials and instrumentation, data collection procedures and data analysis; findings; discussion and conclusion.

2. REVIEW OF LITERATURE

2.1. Introduction

Different theories of learning promote various approaches to the task of learning a foreign language. Richards and Rodgers (2001) state the twentieth century is the time when language teaching came into its own as a profession. As in all other areas of knowledge, from Williams and Burden's (1997) point of view, "educational psychology theory has passed through a number of changes and fashions, some of which have had a greater impact on educational practice and approaches to language teaching than others" (p. 7). These foreign language teaching trends and fashions will be described to make clear how they emerged and connected or conflicted with each other so that the readers can evaluate what contributions of these theories to language teaching have been throughout language history. Such theories will only be briefly summarized here with a special emphasis on social interactionism and collaborative learning theory. Subsequently, collaborative language learning in EFL classrooms will be explained in detail in terms of the advantages of collaborative learning, the roles of teachers and learners in collaborative learning. Lastly, group work will be handled with its importance, group formation strategies, key challenges and structuring group work.

2.2. Learning Theories

Although there are disagreements among applied linguists and SLA researchers, some historical patterns emerge highlighting trends and fashions which overlap each other throughout history in the study of foreign language learning. The influence of different learning theories causes some changes of focus in research in science education (Duit & Treagust, 1998). Researchers were concerned about discovering whether or not changes in a teaching procedure or in a curriculum led to alterations in student's performances. Therefore, throughout the language history, changes in teaching procedure emerge some trends and fashions in the study of language learning. These trends will be described below to provide a general understanding about learning theories and to focus better on the topic of this experimental study.

2.2.1. Behaviourism

Behaviourism is an approach to educational psychology which has had a crucial impact upon teaching languages throughout history. Williams and Burden (1997) suggest behaviourism arose out of the ideas of theorists who believe in conditioning to explain learning. Founded by J. B. Watson and later supported by Leonard Bloomfield, O.N. Mowrer, B.F. Skinner, and A.W. Staats, behaviourism is fundamentally a philosophy of psychology that has great impact on learning theory and attains considerable trust from the educational world of 1950s, making particular emphasis on the necessity of verbal behaviour. It is generally described as an antimentalist approach to psychology which is based on empirical studies of human behaviour. According to behaviourism, basically, learner is assumed as a passive responder to environmental stimuli. From Brown's point of view, among psychologists, a behaviouristic paradigm also centred on visibly observable responses that can be objectively perceived, recorded and measured (Brown, 2000).

Behaviourism arose in the early twentieth century as a reaction to mentalistic psychology. Behaviourism was coined as a term in 1913 by Watson who gave emphasis to external behaviour of people and their reactions on given situations, rather than the internal, mental state of those people. The studying of consciousness was rejected by Watson's behaviourism. In the writings of John B. Watson, the primary principle of behaviourism is asserted that observing behaviours of people and animals should be the main concern of psychology.

Besides Watson, many psychologists including B. F. Skinner and Pavlov had great contributions to behaviourism. The former, for instance, developed operant conditioning in 1937 which deals with learning that occurs through rewards and punishments for behaviour. Rejecting Thorndike's reference to unobservable mental states, Skinner built his analysis on observable behaviour and its consequences. For this reason, he created the Skinner box or operant conditioning chamber in which repeatable responses of rats and pigeons were observed.

Even though operant conditioning has the major part in discussions of behavioural psychology, classical (Pavlovian) conditioning plays also an important role in analysing behaviour. Pavlov gives details about his experiments to explain

classical conditioning procedure and says he made a simple experiment with a dog and observed unusual behaviours. Afterwards, he elucidates that he used a number dogs for his experiments to clarify this unfamiliar behaviour (2003). In his experiment, the dog was presented with a stimulus like a sound, and then food was given to the dog. After this sequence was repeated a few more times, the stimulus triggered the dog to salivate.

The difference between Skinner's operant conditioning and Pavlovian experiment is stated by Skinner as:

> *In the Pavlovian experiment, a reinforcer is paired with a stimulus whereas in operant behaviour it is contingent upon a response. In operant conditioning, we strengthen an operant in the sense of making a response more probable or frequent while in Pavlovian or respondent conditioning we simply increase the magnitude of response elicited by the conditioned stimulus and shorten the time which elapses between stimulus and response (Skinner, 1953, p.65).*

Behaviourism is believed to have not only strengths but also limitations as an approach. To begin with its positive sides, it can be claimed that it emphasizes an objective measurement because the behaviour is observable. Secondly, many experiments were done to support the theories. Another advantage of behaviourism is being scientific and highly applicable. Next, observing human behaviour has a great impact on language learning and it is applicable for vocabulary and pronunciation learning.

On the other hand, behaviourism has some disadvantages. First of all, it is not enough for enormous range of human actions because it concentrates on observable behaviours. However, learning is not restricted only with observable behaviours. Secondly, behaviourism ignores mental processes and biology, which are the bases of learning from cognitivist's point of view. Moreover, it is too deterministic which causes passive learning and this means it does not promote autonomous learning. As stated by Williams and Burden (1997), it is undeniable that learners take advantage of using mental strategies in learning a language. In order to explore this aspect of learning, cognitive psychologists conducted many studies.

2.2.2. Cognitive Psychology

Cognitive psychology is a branch of psychology that deals with mental processes. In contrast to behaviourism, cognitive psychology is concerned with how the human mind thinks and learns (Williams & Burden, 1997). Therefore, it is stated, “cognitive psychology is interested in the mental processes that are involved in learning, such as how people build up and draw upon their memories and the ways in which they become involved in language learning process” (p.13).

Behaviourism was the leading school of thought in psychology until the 1950s. From 1950s to 1970s, the flow shifted against behaviourism to concentrate on areas such as attention, problem-solving and memory. In this period, the term “cognitive psychology” was used for the first time and considerable research was generated on processing models and cognitive research methods.

Cognitive psychology is said to be radically different from the approaches on the field earlier from two aspects. First, according to cognitive psychology, the use of scientific method is acceptable and introspection is not seen as a valid way of investigation. Secondly, it unequivocally acknowledges the existence of internal mental states. In its early years, the empiricism of cognitive psychology was criticised for being incompatible with its acceptance of internal mental states.

Figure 1 shows how cognitive psychology can be explained in detail.

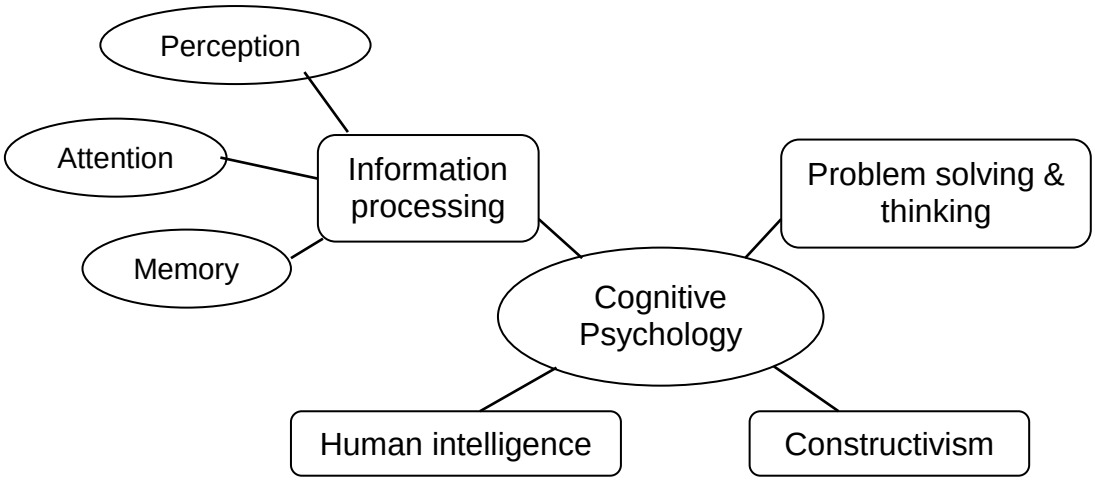

Figure 1. Model of Cognitive Psychology (based on the ideas of Williams & Burden, 1997, pp 13-22)

2.2.2.1. Information processing

The development of the computer in the 1950s and 1960s had an essential inspiration on psychology and initiated cognitive approach as a dominant approach in modern psychology. Cognitive psychology makes a connection between human mind and computer and suggests that human brain processes information. Information processing is a term that defines everything happening in the universe.

Within the field of cognitive psychology, information processing is an approach to the aim of understanding how human beings think in relation to processing of information as computers (Shannon & Weaver, 1963). The system of information processing proposes four basic sub-systems, such as input, storage, processor and output. Firstly, input deals with the analysis of the stimulus. Secondly, whatever happens to stimulus in the brain and coding of the stimulus is concealed by storage. Then, the processor transforms and conveys the input in the storage to the last stage. Lastly, the output prepares a proper response to the stimulus. As Williams and Burden state, “since cognitive psychologists are mainly concerned with the way in which people take in information, process it and act upon it, such factors as attention, perception and memory can be seen as the focus of the work of information processing theorists” (1997, p.15).

Perception is the way of organization and interpretation of information so that we should understand the environment. As stated by Slavin (2006), “when the senses receive stimuli, the mind immediately begins working on some of them” (p.168). Perception of stimuli is not as straightforward as reception of stimuli. Instead, it involves mental interpretation and is influenced by our mental state, knowledge, past experience, motivations and many other factors.

Attention is the cognitive process of focusing on selected parts of the environment and disregarding all other things. It is assumed by most of the previous works on attention that attention could easily be drawn to a stimulus, whether auditory or visual, by its location in space (Pollatsek & Rotello, 2001). As they suggest, such attention could be drawn either by instruction (e.g. “pay attention to the front door”) or by an abrupt stimulus, such as motion of the front door or a loud sound coming from that direction.

Memory is the process where stimuli are initially recorded for a brief amount of time before being passed into short term (working) memory (Williams & Burden, 1997, p.16). Sensory register is the first component of the memory system that incoming information meets. Slavin (2006) states that sensory registers receive large amounts of information from five senses (sight, hearing, touch, smell, taste) and hold it for a very short time, no more than a couple of seconds. As Figure 2 shows, information that is to be remembered must first reach a person's senses, then be attended to and transferred from the sensory register to the working memory, then be processed again for transfer to long-term memory.

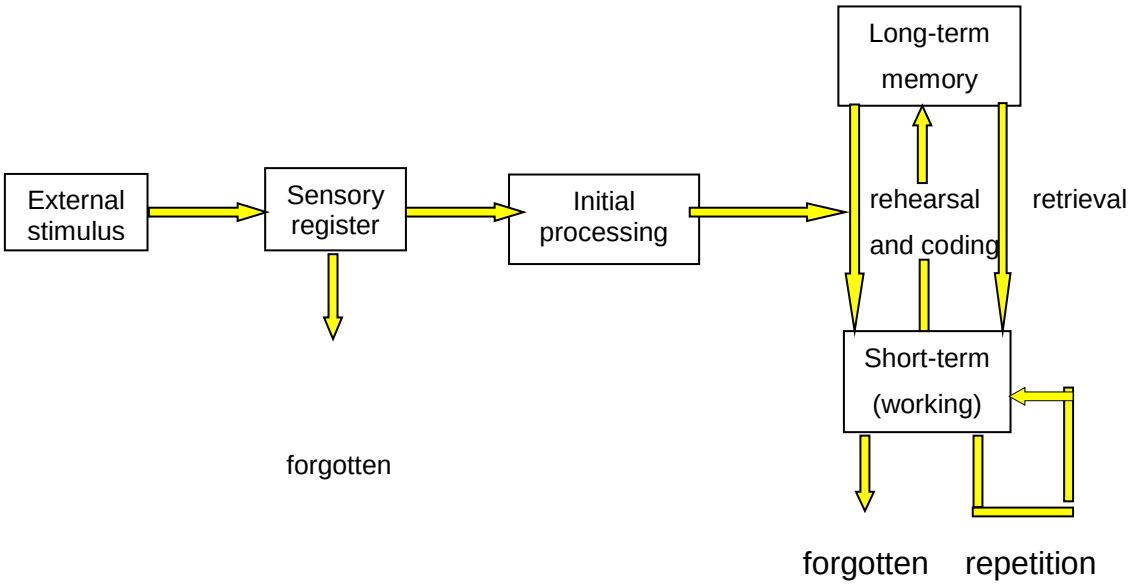

Figure 2. Sequence of Information Processing (Slavin, 2006, p.167)

2.2.2.2. Problem solving & thinking

If *problem* is defined broadly as a situation in which an individual wants to do something but does not know the course of action to follow to get what she wants, then *problem solving* consists of the cognitions, affective responses and behavioural activities that are used in dealing with problems (Hohn, 1995). From Hohn's point of view, problem solving occurs in a series of steps or cognitive processes.

When you attempt to solve a problem, probably you read it a few times. You might recall your past experiences about the problematic situation or you might talk to yourself thinking what you believe the problem involve. As Hohn states, "these efforts are all designed to understand or represent the problem" (1995, p.347).

Since people differ in ability to encode some aspects of the problem, their internal representations of the same problem can be varied.

2.2.2.3. Human intelligence

It is a common assumption that intelligence is inborn, general ability which enables us to learn better or faster than others (Williams & Burden, 1997). However, there is increasing evidence that the likelihood of their success is influenced not only by actual ability, but also by the beliefs and goals that they bring to the achievement situation (Elliot & Dweck, 2005). According to previous behavioral studies, students who believe that intelligence is a fixed quantity are particularly vulnerable to decreased performance when they recognize they are at risk of failing, while students who view intelligence as acquirable appear better able to remain effective learners (Mangels, Butterfield, Lamb, Good & Dweck, 2006).

Entity theorists tend to be more concerned with leaving students exposed to negative feedback in order to prove their intelligence whereas incremental theorists are more likely to support the goal of increasing ability through effort. As a result, when students are exposed to negative feedback, they are more likely to avoid learning opportunities where they anticipate a high risk of errors, or to escape from these situations when errors occur. On the other hand, for incremental theorists, there is always potential for intellectual growth. According to Mangels, Butterfield, Lamb, Good and Dweck (2006), “when they experience academic difficulty, they are more willing to pursue remedial activities” (p.76).

2.2.2.4. Constructivism

Constructivism is a term which has various meanings for different people. It has been defined as an explanation of how knowledge is acquired (Simpson, 2001), a theory of classroom learning (Bevevino, Dengel & Adams, 1999), or a worldview or an ideological position (Matthews, 2002). Although constructivism has connections to many different philosophies, it generally concentrates on classroom learning and instructional design. As one of the dominant figures in cognitive developmental psychology, Piaget (1959) put emphasis on constructive nature of the learning process.

By combining the implications of both psychological and social constructivism for classroom learning, it is possible to develop some constructivist suggestions for

classroom learning. Fetsco and McClure (2005, p.143) suggest the following implications:

- *Through problem-solving experiences, classrooms need to provide opportunities for students to discover new knowledge.*
- *Complex learning experiences that help students integrate knowledge and view knowledge from different perspectives need to be provided.*
- *Classrooms need to provide opportunities for students to think collaboratively with teachers and other students.*
- *Students should be self-regulated learners who can take an active role in designing their own learning experiences.*
- *Students need to be engaged in authentic learning experiences.*

Williams and Burden indicate that the learner is brought into central focus with constructivist view of learning.

> *In contrast to more traditional views, which see learning as the accumulation of facts or the development of skills, the main underlying assumption of constructivism is that individuals are actively involved right from birth in constructing personal meaning, which is their own personal understanding from their experiences. In other words, everyone makes their own sense of the world and the experiences that surround them (Williams & Burden, 1997, p.21).*

2.2.3. Sociocultural Theory

Williams and Burden (1997) point that cognitive approaches to psychology emphasizing the learner's cognitive involvement in learning have had a significant impact on language teaching methodology, moving us towards methods involving the learners being actively engaged in making sense of their language input. In recent years it has become apparent that language learning extends beyond cognitive thought and memory structure.

As is generally known, Vygotsky's sociocultural theory of human learning describes learning as a social process. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. From Vygotsky's point of view, everything is learned first through interaction with others, and then integrated into the individual's mental structure. He makes this clear when he states:

> *Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (Vygotsky, 1978, p.57).*

Social interactions, particularly those which take place between children themselves, may facilitate the development because those interactions expose children to other points of view and to conflicting ideas which may encourage them to rethink or review his ideas (Wood, 1988). For social interactionists, “children are born into a social world, and learning occurs through interaction with other people” (Williams & Burden, 1997, p. 39).

2.2.4. Collaborative Learning

Collaborative learning is an approach to language teaching and learning in which learners work cooperatively and interact with each other. According to Richards and Rodgers (2001), collaborative learning highly uses cooperative activities involving pairs and small groups of learners in the classroom. The main idea behind collaborative learning is that learning is based on socially structured exchange of information between group members and every learner is responsible for his or her own learning as well as motivating to increase each other’s learning. Even though there are problems and difficulties, Nunan’s large-scale curriculum renewal project asserts that collaborative learning brings about students working together to attain common learning goals (Nunan, 1992).

2.2.4.1. Research and Theory on Collaborative Learning

The best answer to the question "What is the most effective method of teaching?” is that it depends on the goal, the students, the content and the teacher. But the next best answer is, "Students teaching other students." It is commonly suggested that peer teaching is extremely effective for a wide range of goals, content and students. (McKeachie, 1986, p.63, cited in Johnson, 1991, p.27).

Collaborative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning (Johnson, Johnson & Smith, 2006). From Slavin’s (1994) point of view, collaborative learning methods are practical classroom techniques teachers can use every time to help students learn any objective, from basic skills to complex problem solving. As Slavin states, collaborative learning methods provide a classroom revolution since rather than a quiet class that is no longer believed to be a learning environment, conversation among students triggers learning.

It is indicated researchers have been studying on practical applications of principles and available methods of cooperative learning (Slavin, 1996). Social psychological research on cooperation dates back to the 1920s, but research on specific applications to the classroom began in the early 1970s. However, as Marzano, Pickering and Pollock state, “the practice of grouping can be traced back to 1867 when educational reformer W. T. Harris initiated a plan allowing for the rapid promotion of students” (2001, p.85). According to Kulik and Kulik (1982), the Harris plan “represented a first step toward ability grouped classrooms” (p.415).

In 1982, most American schools followed homogeneous grouping model. In general, “homogenous grouping seems to have a positive effect on student achievement when compared with no grouping” (Marzano, Pickering & Pollock, 2001, p.87). Lou (1996) found all students benefit from ability grouping when compared with no grouping at all. Data from Lou et al. (1996) show students of low ability perform worse when they are placed in homogeneous groups as opposed to students of low ability placed in heterogeneous groups.

2.2.4.2. The Comparison of Traditional Learning and Collaborative Learning

As widely accepted, traditional teaching is a learning process where essential learning interactions only take place between the teacher and the learners. However, in cooperative teaching, learning interactions occur among learners as well as between the teacher and the learners. By comparing these, it is obvious that the aim of collaborative learning is to displace learning from a teacher-centred model to a learner-centred model. Seen in Table 1, Johnson et al. (1991) give a survey of the traditional learning group compared to a cooperative one:

Table 1. Comparison of Traditional and Cooperative Learning Groups

Traditional Learning Group	*Cooperative Learning Group*
No interdependence	Positive interdependence
No individual accountability	Individual accountability
Homogeneous membership	Heterogeneous membership
One leader	Shared leadership
Responsible only for him-/herself	Responsible for each other
Only task emphasized	Task and maintenance emphasized
Social skills assumed or ignored	Social skills taught directly
Trainer ignores groups	Trainer observes and intervenes
No group processing takes place	Group processing occurs

It is crucial for teachers to think how to change a traditional learning environment into a collaborative learning situation. In a traditional learning process the lesson structures are clearly identified. Group activities change the teaching and learning styles that must be taken into consideration when determining to apply collaborative learning (Miller et al. 1996).

If the teacher is not used to collaborative learning approaches it is suggested to add some small parts including group activities to the lesson. According to Miller (1996), implementing collaborative learning activities in the lesson requires some further considerations with regard to the students such as number of learners, learners' group learning experience and their learning styles.

2.3. Collaborative Language Learning in EFL Classrooms

The literature suggests, students often lack collaborative group skills. Students not only need to learn how to listen to and understand other members of the group, but they have to learn how to encourage others in their group to participate, how to ask questions, how to manage dominant personalities, how to monitor and modify the group dynamic, and how to communicate effectively as well. Unless these skills are targeted early in the year, cooperative learning is likely to fail. Therefore, collaborative language learning in EFL classrooms should be taken into consideration by especially teachers of young learners.

In a study of classroom grouping practices in the UK; Baines, Blatchford and Kutnick (2003) report that elementary students rarely work collaboratively in small groups even though they seat in small groups. They also claim that most children want to work individually or under the direction of an adult attached to their group.

2.3.1. The Advantages of Collaborative Learning in EFL Classrooms

Collaborative learning methods help teachers become more learner-centred and less concentrated on themselves as presenters of information. According to Sharan, "greater concentration on students' learning needs is indicative of increased professionalism on the part of teachers" (1999, p.340). As many researchers state, teachers feel more efficacious when they use cooperative learning methods because it provides them with reaching many more students and engaging them in learning. From Sharan's point of view, with the help of cooperative learning, many students become engaged in learning, because

teachers significantly restrict their own centrality and domination of the classroom process.

According to Flynn and Hill (2006), educators have found that cooperative learning groups foster language acquisition in ways that whole-class instruction cannot. The main advantages of collaborative learning can be summarized as follows (Flynn & Hill, 2006):

- Working together on a task is usually more pleasant than working alone.
- Better results can be possible in a shorter time.
- Different views can extend the horizon of the learners.
- Students with different background knowledge can work together and exchange their knowledge.
- Groups can help to understand and explain different conditions.
- Problems can be solved more efficiently when learners collaborate.

Collaborative learning is believed to promote learners to a higher level of achievement, compared to individual or competitive learners. Besides, collaborative learning provides many cognitive advantages to learners (Vygotzky, 1978; Bossert, 1988). What is more, collaborative learning increases the learners' problem-solving skills (Kulik & Kulik, 1979; Bennett & Dunne, 1992). Most empirical studies show that collaborative learning enhances cognitive skills and the self-esteem of the learners.

2.3.2. The Roles of Teachers in Collaborative Language Learning

The language teacher whose main purpose is to train students in doing tasks effectively while working as a group should learn about the students, their interests, motivations, and learning styles. Many studies have examined how teachers can train students to use specific cognitive and metacognitive strategies to assist discussion, thinking, and learning during cooperative group work. More recently, the centre of attention has moved to teachers’ roles during cooperative learning and its result on the quality of group works and the learning achieved (Gillies, Ashman & Terwel, 2008).

Despite the benefits of cooperative learning, implementing this pedagogical practice in classrooms is a challenge that many teachers have difficulty in accomplishing (Cohen, 1994). Gillies, Ashman and Terwel (2008) also state that difficulties may occur because teachers often do not have a clear understanding about how to establish successful collaborative interactions and how they can translate this information into practical classrooms implications. From Gillies's point of view, there is no doubt that patterns of classroom instruction are related to students' achievement-related behaviours and affect. Gillies maintaines "teachers who are encouraging and supporting students' endeavours are more likely to provide students with opportunities to act autonomously as learners than teachers who are more focused on performance outcomes and test results" (2004, p.263).

The teachers' role in implementing collaborative language learning in the classroom provides a comprehensive overview of the difficulties they face throughout the learning process. Gillies (2004) suggests the roles of teachers to provide collaborative interaction can generally be itemized as facilitating collaboration and encouraging learners to interact collaboratively, being aware of different learning styles of students and forming groups considering their learning styles, managing group work using instructional strategies, stating group outcomes clearly as well as giving students their roles explicitly, categorizing students' collaborative and non-collaborative behaviours clearly, giving feedback while and after the group activities and sharing ideas with colleagues.

Teachers are known as interested in active learning for several reasons (Lang, 1997). Most of the teachers are aware that students need to be prepared for joining actively in learning process. An active learning process requires a collaborative learning environment. In order to create a collaborative learning environment, teachers, first, should create collaborative learners, which could only be possible with collaborative teachers. In other words, to be able to create a collaborative learning environment, teachers have the greatest role rather than the students themselves. It is not an easy task to generate a collaborative learning environment in the classroom, that's why teachers need to know how to prepare learners for group work, form groups, manage group size, get groups started, establish ground rules for groups, reduce bystander effect, create group cohesion and set shared goals.

Sharan emphasized that “the teachers of cooperative classrooms, must constantly observe how groups work” (1999, p.343). Traditional teaching method which mainly focuses on presenting information is replaced by observation in collaborative learning classrooms. The teacher’s main role is to intervene, assist and encourage groups when they need. As Cohen (1986) highlighted the teacher should not simply tell the group how to reorganize or what to do next. A more effective way can be to question the group members about how they see the group’s problems and help them suggest ways to overcome them.

In cooperative learning process, the teacher forms the learning groups, monitors the performance of the groups, assists with the task when it is needed, mediates to teach small-group skills, evaluates students' learning, and ensures how effectively members work together. Students are involved in an interaction with their peers for assistance, feedback, reinforcement, and support. The teacher's role in using formal cooperative learning groups includes five parts, which are specifying the objectives for the lesson, making decisions about placing students in learning groups before the lesson is taught, explaining the task and goal structure to the students, monitoring the effectiveness of the cooperative learning groups and intervening to assist with tasks, evaluating students’ achievement and helping students discuss how well they collaborated with each other (Johnson, 1991).

2.3.3. The Roles of Learners in Collaborative Language Learning

The way the students perceive and interact with one another is ignored during instruction (Johnson & Johnson, 1992). Johnson and Johnson argue that cooperation is uncommon among students in terms of celebrating each other's successes, encouraging each other to do homework, and working together regardless of their ethnic and cognitive backgrounds or different genders. It is crucial that students should learn to work collaboratively and be aware of their roles in group activities.

To provide with a collaborative learning environment, learners need to work and interact with each other. Hence, the lessons should include group work activities. Working as a group is an essential skill for students since they need to share the task equally and well organized. If the group members do not handle it

appropriately, it does not work to be an effective group and an effective learner. That is the reason why group work should be structured by both the teacher and the learners.

The learners have some roles in structured group work while working collaboratively such as facilitator, materials manager, recorder, reporter, harmonizer, note-taker, timekeeper, checker and so on. *Facilitator* makes sure everyone understands the instructions and all group members participate in the work. Furthermore, facilitator calls the teacher if no one in the group knows the answer and makes sure that all members of the group get the help they need. *Materials manager* collects whatever materials are needed to complete the activity and helps the others reach the materials they want. *Recorder* makes sure group has notes or diagram from the discussion and everyone completes an individual report. *Reporter* organizes the group's report for the class, discusses with the group what will be reported, briefly summarizes the activity to introduce the report to the class and presents the product. Sometimes reporter takes another role, *harmonizer* who makes sure communication lines are open and encourages positive responses for positive atmosphere in the group. *Note-taker* takes notes especially while brainstorming or making a discussion about topic. *Timekeeper* informs group about time remaining. *Checker* checks the written product that the group works on during the group activity.

Besides their specific roles, learners should know that during group work, they are supposed to be nice, take turns and share, listen to each other, assist anyone who asks for help, ask anyone in their group for help and ask the teacher only if they all have the same question. Furthermore, although the students have their specific roles, they are responsible for all the stuff they work on during the group work as well. In other words, the role of timekeeper is not only keeping the time and informing the group members about it, but also joining the task equally like others. Therefore, the roles of group members serve an extra function in group work.

2.3.4. Group work: the Heart of the Matter in Collaborative Language Learning

Considering upon learning together or alone, Johnson, Johnson and Smith (1991) indicate that the implementation of the new paradigm of teaching begins with the use of cooperative learning. From their perspectives, students' learning objectives

may be designed to encourage competitive, individualistic or cooperative efforts. Competitive efforts exist when there is negative interdependence among goal achievements; students perceive that they can obtain their goals only if the other students fail to manage. Individualistic efforts exist when there is no interdependence among goal achievements; students perceive that their success is unrelated to what other students do. Cooperative efforts, on the other hand, exist when there is positive interdependence among students' goal attainments; students perceive that they can reach their goals only if the others in the group also reach their goals (Johnson, Johnson & Smith, 1991). Taking into account all of these, cooperation and working as a group, compared to competitive and individualistic efforts, typically results in greater efforts to achieve (higher achievement and greater productivity by all students), more positive relationship among students and greater psychological health (social development and self-esteem).

2.3.4.1. The Importance and Benefits of Group Work Activities in Classroom

Using group work activities in EFL classrooms promotes not only learning but also participation and interaction. In a study of Hwong, Caswell, Johnson and Johnson (1991), impact of group and individual evaluation on achievement were compared. The figure below shows the difference between group evaluation and individual evaluation.

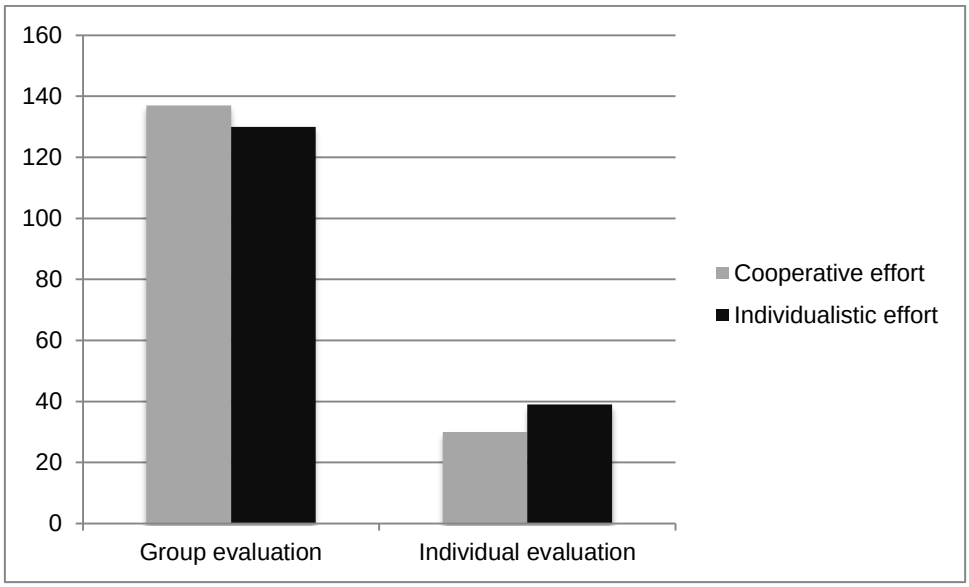

Figure 3. Impact of Group vs. Individual Evaluation on Achievement

As is seen in the Figure 3, they found a considerable difference between group evaluation and individual evaluation. While cooperative effort has a higher level than individualistic effort in group evaluation, it has a lower level than individualistic effort in individual evaluation.

As the most important feature of group work, benefits for learners themselves should be taken into consideration. It is an undeniable fact that group work fosters interpersonal skills of the learners. Race (2000) states that group learning means that learners have a more enjoyable, sociable learning experience. With group learning, all members help one another to be more successful. Additionally, students can make new friends whose help they may need later and get much more feedback on how their learning is going because working with fellow learners helps them to see where they stand. Furthermore, in group activities, learners receive better explanations of things they do not understand and learn a lot by explaining things to fellow learners.

Apart from learners, group work has many advantages for teachers. According to Race (2000), while students are working as a group, teachers have some of the pressure taken away from them and learners are not so dependent upon them. Next, teachers spend much less time explaining the same things to different learners and can devote their energies to the most important problems. What is more, teachers can learn from and find out more about their learners as observing learners while working together always tells you important things about their personalities.

2.3.4.2. Group Formation Strategies

One of the crucial factors affecting collaborative behaviours and performances of learners is group formation. Effective group formation helps to generate positive interdependence that occurs when group members feel that what helps one member helps all and what hurts one member hurts all (Richards & Rodgers, 2001).

To maximize students' experience, according to Marzano, Pickering and Pollock (2001), it is a good idea to use a variety of criteria and Kagan (1994) suggests a variety of group structures. According to Kagan (1989), the reason why he

mentioned so many structures is because “the structures have different functions or domains of usefulness” (p.13).

Race (2000) states, “Helping students to maximize the benefits of collaborative working depends quite significantly on choice of group size” (p. 33). The size of the group should not be too big because small groups can be more efficiently integrated into work than big groups. Correspondingly, Marzano, Pickering and Pollock (2001) indicate that cooperative groups should be kept small because students may not have the skills to work competently in a large group.

From Millis and Cottel’s (1998) point of view, there are many possibilities to put groups together, e.g. learners can be chosen randomly, or the groups can be formed based on a questionnaire. The most important thing is that the learners feel convenient and respected. In addition, Schmuck and Schmuck (1997) indicate, “The progress of classroom group development will be affected by the skills and competencies of the individual students” (p. 6).

Teachers’ awareness of students’ different learning styles while forming groups has an important role as well. When the students with different learning styles come together, the performance of the group can increase because different learning styles produce different perspectives. Furthermore, the group becomes heterogeneous when different learning styles of students interact. It is advantageous when heterogeneous groups are formed. According to Jacobs, Power and Inn (2002), there are a number of good reasons for heterogeneous groups:

- While working toward a common goal, different students know each other.
- Different perspectives increase the quality of group work.
- Hardworking students can be positive role models.
- The variety of ideas can increase.
- Higher achievers help lower achievers.

2.3.4.3. How to Make Groupwork Work

Race (2000) indicates, “Learners often feel that they are competing with each other and need considerable encouragement to relax such feelings and begin to work collaboratively and effectively” (p.28). Therefore, teachers should prepare

learners for group work. To do this, firstly, teachers should help learners to understand the benefits of working together. Secondly, teachers should attach importance to the different ways of forming groups and choose the most appropriate one. Thirdly, they should think about the group size and the group tasks and ensure that there are suitable places for learners to work in groups. After that, they should help learners to understand the reasons why group work can go wrong and get learners to evaluate the effectiveness of their group work (Race, 2000).

In addition to Race (2000), Johnson, Johnson and Smith (1991) suggest that five essential elements in each lesson have to be structured for cooperation to work well. The first and most important element is *positive interdependence* which requires a clear task and a group goal so students believe they "sink or swim together". The second element is *individual and group accountability* that refers to contribution of each member for his or her share of the work. The third essential component of cooperative learning is *promotive interaction (face-to-face)* which occurs when members share resources and help, support, encourage and praise each other's efforts to learn. The fourth element is teaching students the required *interpersonal and small group skills*. The last element is *group processing* existing when group members discuss how well they are achieving their goals.

Similarly, Kagan and Kagan (2009) suggest PIES principles to promote active engagement and presence for all students. PIES principles stand for *positive interdepence* (P), *individual accountability* (I), *equal participation* (E) and *simultaneous interaction* (S). First of all, positive interdepence provides students with working together and when one student is successful, all students are successful. Therefore, the task should require students working together. Secondly, individual accountability suggests that to get all students participate, making each student individually accountable for his/her contribution to the group is essential. Next, in order to prevent unequal participation, each teammate should be assigned a specific role. Lastly, according to Kagan and Kagan (2009), simultaneous interaction increases engagement during cooperative group work.

In addition to principles, Kagan and Kagan (2009) present a variety of options and forms planning cooperative learning lesson. In his book on cooperative learning he suggests that:

> *There is no single recipe for a successful cooperative learning lesson. You are welcome to use any approach or all of them. How you plan your lesson is for you to decide, based on your own teaching philosophy or the particular learning objective at hand. While there is no single recipe for success, there is an ingredient central to all the forms of lesson planning. That ingredient is structures. When we use structures in our lessons, we can feel confident that we are planning and delivering effective cooperative learning lessons. (Kagan & Kagan, 2009, p. 14.3)*

In brief, planning and preparing an effective cooperative learning lesson makes group work work. To do this, teachers should apply some basic principles for cooperative groups, arrange the classroom for cooperative learning, build a climate of cooperation, encourage students to participate and take responsibility and manage the cooperative learning class.

2.3.4.4. The Key Challenges of Groupwork

Hertz-Lazarowitz and Miller (1992) denote, “Although the evidence demonstrating the relative effectiveness of cooperation is quite strong, it is evident that cooperation does not always work” (p.178). Therefore, group work can be claimed to have many key challenges. Group work requires active and cooperative learning that all the students participate in the process. According to Stern and Huber (1997), one of the difficulties for active learning is that some students find it threatening. They claim, “They do not want the challenge or they are more comfortable in a more passive role” (p.17).

Slavin (1995) informs teachers that as they begin to use cooperative learning, they may experience some problems and discusses these problems and the solutions. The first problem he mentions is *failure to get along* especially the first time of group work. The primary solution for this problem can be time because after they get their first team scores they will find a way to get on well. Another solution can be providing extra rewards to winning teams. The second problem is *misbehaviour* and one way to encourage students to behave well is to give additional points for the team’s behaviour, cooperativeness and effort. The third problem is *noise* which can be solved by making noise level a criterion for earning extra team points or using whole brain teaching techniques to keep the groups quiet. The next problem is *absences* because students depend on one another to study together. Another problem he discusses is ineffective use of team practice time. The students should be encouraged to use time effectively or the group can have a timekeeper while working. The last problem he states is *too wide a range of performance levels*,

which teachers have the same while doing whole-class instruction. Teachers need time to work with low performers to help get them up to the level of the high performers. However, it is a good way to encourage the group members to help each other, which needs heterogeneous grouping.

From Hartley and Dawson (2010)'s point of view, the main challenges that students face while working as a group mainly are *communication, organization* and *workload*. Students need to get along with their group mates, and members should listen and consider each other's thoughts. Moreover, group members should organize themselves and plan their time to finish the task properly. What is more, group members should share the workload equally because according to Hartley and Dawson (2010), "one of the most common complaints from students about group work is that some group members are not participating or contributing enough to the project" (p. 11).

2.3.4.5. Structuring group work to increase students' group performance and collaborative interaction

It can be realized that studies from the 1960s and 1970s indicate that school quality accounts for only 10 percent of differences in students' academic achievement but they are not entirely accurate. In particular, it was found that "even if a school was not highly effective in raising student performance, individual teachers could still have a powerful effect on students' academic achievement" (Hill & Flynn, 2006, p.5)

Considering the studies conducted on collaborative interaction, it can be said that students often learn better from each other than they do from a teacher (Barkley et al., 2005). Gillies (2003) indicates in his study about structuring cooperative group work that if children work collaboratively, they learn to help each other, share their ideas and respect other students' ideas, and construct new understandings. When they work cooperatively, they "attain higher academic outcomes and are more motivated to achieve than they would be if they worked alone" (p. 37). Successful collaborative interaction is also touched upon by Gillies and Ashman (2003) as:

> *Another important aspect of successful co-operative group work includes ensuring that group members understand that they are each responsible for contributing to the group's task or goal. Contributions include encouraging others, suggesting ideas and actively promoting the group's efforts. Being willing to help group members reflect on their achievements and evaluate what they need to do as a group is also an important part of successful co-operative learning (p.50)*

Johnson and Johnson (1988) claim "having students work in a group" and “structuring students to work cooperatively” are noticeably different from each other. If students only sit at the same table and talk freely while working, that means they are not structured to be a cooperative group due to the lack of positive interdependence. Likewise, while some of the students care and do all the work if the others go along for a free ride, it is not a cooperative group. They state, “putting students into groups does not necessarily gain positive interdependence and/or individual accountability; it has to be structured and managed by the teacher or professor” (Johnson & Johnson, 1988, p.35).

To be able to have a successful learning environment, firstly there should be a shift from teacher-centered classroom to learner-centered classroom. The primary thing to achieve this is to provide interaction and cooperation between students. Nevertheless, collaborating learners to engage spontaneously in effective interaction without explicit encouraging or guidance by their teachers is hard to achieve. (Bell, 2004; Britton et al., 1990; Cohen, 1994; King, 1994; King & Rosenshine, 1993; Kuhn, 1991). Unless the teacher intervenes with explicit guidance on how to cooperate, learners generally tend to interact with each other ineffectively (Vedder, 1985; Webb et al., 1986).

When students have an effective collaborative interaction with one another, they can perform better individually and as groups. Consequently, “teachers and researchers have developed various ways to structure and regulate the interaction within collaborating groups so that learners are required to interact in ways that induce the cognitive processes appropriate to the learning task” (Gillies, Ashman & Terwel, 2008, p. 75). The main idea behind this study, *structuring group work,* leads to successful group activities including collaborative interaction and better group performances.

2.4. Conclusion

The second chapter, firstly, presented some learning theories and concentrated on collaborative learning with comparison to traditional learning. After that, the advantages of collaborative language learning, the roles of teachers and learners in EFL classrooms were explained. Then, group work was defined as the heart of the matter in collaborative language learning, and the importance and benefits of

group work, group formation strategies, how to make it work, the key challenges and structuring group work were explored and discussed.

To conclude, group work can be said to be one of the core elements of collaborative language learning because it provides cooperation, interaction and communication, which are the basic factors to learn a foreign language. To be able to implement this pedagogical practice in classrooms, the roles of students and teachers should be clarified and how to handle group work challenges should be underlined. As mentioned in this chapter, various literature confirms that structuring groups is the key to increase students' group performance and collaborative interaction.

3. METHODOLOGY

3.1. Introduction

This chapter presents the methodology of the study on the purpose of explaining the research in detail. First of all, the research design will be clarified and the term ‘action research’ will be described from different points of view. Secondly, in setting and participants section, general information about the school and the students will be given. The participant groups will be described briefly according to their learning styles. Next, materials and instruments used to collect data will be described in general including reliability and validity. Finally, in data collection procedures, the researcher will give information about the process.

3.2. Research Design

In the study, an action research has been applied with the aim of professional development and raising awareness. Farrell (2007) points out that “action research involves inquiring into one's own practice through a process of self-monitoring that generally includes entering a cycle of planning, acting, observing and reflecting on an issue or problem in order to improve practice” (p.94). It is also claimed that action research serves the needs of the reflective professional well because it makes a bridge between the mastery of the professional knowledge a teacher has built up over the years and the wisdom of everyday practice. According to Reason and Bradbury (2008), action research is an approach used in designing studies aim of which are both to inform and influence practice. The authors also state that rather than a research methodology; action research is a particular orientation and purpose of enquiry.

Meyer (2000) maintains that the strong side of action research lies in its focus on its ability to inspire practitioners to create solutions to practical problems. As Meyer states, practitioners can prefer to research their own practice or an outside researcher can be engaged to help to identify problems, try to find practical solutions, and systematically monitor and reflect on the process and outcomes of change. The purpose of action research is to learn through action that leads on to personal or professional development. Similarly, Bogdan and Biklen (1982) state, “action research is the systematic collection of information that is designed to bring about social change (p.215). Wallace (1998), who shares the same idea with

Bogdan and Biklen (1982), defines action research as systematic collection of data on everyday practice. Moreover, according to Cohen and Manion (1994), Hodgkinson (1957) and Burns (1997); the aim of action research is to show children how to work together to solve their problems in a social situation.

In this study, action research was preferred to use since it enables the researchers to act as partners in the process, with all of the participants sharing views and contributing to the change processes, according to their knowledge and expertise. Therefore, the teacher/researcher aimed to initiate and enhance teachers' research skills as a natural extension of teaching practice. According to Burns (1999), from the teachers' point of view, "classroom enquiry and self-reflection are important components of professional growth, providing a sound source for pedagogical planning and action and enabling them to frame the local decisions of the classroom within broader educational, institutional and theoretical considerations" (p. 14).

This action research has one group pre-experimental time series research design that concerns how participants are allocated to the different conditions in an experiment. In this pre-experimental research, the same group of participants have taken four tasks. Different groups may involve demographic differences and the data can be biased by possible group differences. Therefore, the teacher/researcher decided to use one group time series method. The same participants took part in each condition of the independent variable. This means that each condition of the experiment includes the same group of participants. Using the same group allows the researcher to control the difficulty level for participants. The group of participants had two unstructured and two structured group tasks as unstructured task 1, unstructured task 2, structured task 1, and structured task 2, respectively.

The data were collected and analysed both quantitatively and qualitatively. For the quantitative data, the researcher used Vocabulary Knowledge Scale, observer checklist to evaluate the groups' performances and collaborative behaviours, students' self-assessment sheets and rubrics to grade groups' products after group studies. On the other hand, qualitative data were analysed by the help of 3 observers one of whom is the teacher/researcher. Group activities were observed and recorded at the same time with the help of 2 observers who were English

language teachers as well. Apart from that, the teacher/researcher prepared an interview consisting of 5 questions about students' individual and group performances, attending to and working on the task equally and how they feel with their groups.

3.3. Setting and Participants

The current study was conducted in the fifth grade of a private school following a learning-styles based curriculum in Ankara. The pre-experimental research setting was a private institution with a curriculum consisting of 12 hours of English in total per week; 7 hours of Core English and 5 hours of Language Arts lessons. In this setting, all teachers of English had to speak English during the lessons all the time. Since they were not supposed to speak Turkish in the classrooms, the students' level of speaking English in fifth grade was confirmed as B1 according to the Common European Framework. For this reason, the teacher never used Turkish during the group work and while conducting the interview.

The participants for this study were 18 young learners (n = 18) of English as a foreign language who were enrolled in the same class. The number of male and female students was equal (f = 9, m = 9) and they were 11 years old. They all participated voluntarily to the study. In order to conduct the present study, the researcher asked for institute permit (Appendix 2) as well. The students were supposed to be convenient for this study with their proficiency levels of English. Besides, the English language levels of students were assumed as equal.

This private school adapted Dunn and Dunn Learning Styles Model in Turkish regarding cultural values (Dunn & Dunn Learning Styles, 2014). In order to determine students' learning styles, Dunn's ELSA learning styles' inventory was used. In ELSA, students were asked 75 questions that were used to identify their particular learning-style preferences. (Aktürk, 2014). Since the school has a learning styles based curriculum, the teacher/researcher considered students' learning styles while forming groups. The students were divided into 3 groups each of which had 6 students. While grouping, some important points about learning styles were taken into consideration so that each group could have members with different learning styles and all the groups could be heterogeneous. In Figures 4, 5 and 6 students learning styles and their groups were given.

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
• intrinsic • friends • auditory • kinaesthetic • reflective • analytic	• extrinsic • alone • auditory • kinaesthetic • reactive • analytic	• intrinsic • friends • visual • reactive • global	• intrinsic • alone • auditory • kinaesthetic • reflective • analytic	• extrinsic • friends • auditory • kinaesthetic • reflective • analytic	• extrinsic • alone • visual • reactive • global

Figure 4. Learning Styles of the Participants in Group 1

For instance, in the first group, in terms of emotional factors while students 1, 3 and 4 motivate themselves intrinsically, the others learn by extrinsic motivation. Students 3 and 6 cannot adapt the learning environment easily whereas the others do not have any difficulty in adaptation. In terms of social factors, students 2, 4 and 6 prefer studying alone while students 1, 3 and 5 prefer studying with their friends and in small groups. In terms of physiological factors, students 1, 2, 4 and 5 are mostly auditory and kinaesthetic learners while students 3 and 6 are mainly visual learners. In terms of psychological factors, students 1, 4 and 5 are reflective and analytic learners, student 2 is reactive and analytic learner, and students 3 and 6 are reactive and global learners.

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
• extrinsic • friends • visual • kinaesthetic • reflective • analytic	• intrinsic • friends • kinaesthetic • reactive • global	• intrinsic • alone • visual • kinaesthetic • reflective • analytic	• extrinsic • friends • auditory • visual • reactive • analytic	• extrinsic • alone • visual • kinaesthetic • reactive • analytic	• intrinsic • friends • kinaesthetic • reactive • analytic

Figure 5. Learning Styles of the Participants in Group 2

In the second group, in terms of emotional factors while students 2, 3 and 6 motivate themselves intrinsically, the others learn by extrinsic motivation. Students 1, 2 and 4 cannot adapt the learning environment easily whereas the others do not have any difficulty in adaptation. In terms of social factors, students 3 and 5 prefer studying alone while students 1, 2, 4 and 6 prefer studying with their friends and in small groups. In terms of physiological factors, student 4 is mostly auditory and visual learner; students 2 and 6 are kinaesthetic learners and students 1, 3 and 5 are mainly visual and kinaesthetic learners. In terms of psychological factors, students 4, 5 and 6 are reactive and analytic learners, students 1 and 3 are reflective and analytic learners, and student 2 is reactive and global learner.

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
• intrinsic • friends • auditory • visual • kinaesthetic • reactive • analytic	• extrinsic • friends • visual • reactive • analytic	• extrinsic • alone • auditory • visual • kinaesthetic • reactive • analytic	• extrinsic • alone • auditory • kinaesthetic • reflective • global	• intrinsic • friends • visual • reactive • analytic	• extrinsic • friends • auditory • kinaesthetic • reflective • global

Figure 6. Learning Styles of the Participants in Group 3

In the third group, in terms of emotional factors, students 1 and 5 motivate themselves intrinsically, the others learn by extrinsic motivation. Students 5 and 6 cannot adapt the learning environment easily whereas the others do not have any difficulty in adaptation. In terms of social factors, students 3 and 4 prefer studying alone while students 1, 2, 5 and 6 prefer studying with their friends and in small groups. In terms of physiological factors, student 6 is mostly auditory and kinaesthetic learner; students 2 and 5 are generally visual learners and students 1, 3 and 4 are mainly auditory, visual and kinaesthetic learners. In terms of psychological factors, students 4 and 6 are reflective and global learners whereas students 1, 2, 3 and 5 are reactive and analytic learners.

Apart from their different learning styles, while dividing the class into small groups, the students' academic language levels were considered as well. As mentioned before, the language levels of students were assumed equal; however, students may differ in speaking English with their friends. In order to form heterogeneous groups, the teacher/researcher aimed to huddle the students who are good at speaking and who are not very good at speaking together. Therefore, in all groups, there are students generally equal in their language levels but different in their learning styles and speaking skills.

3.4. Materials and Research Instruments

The material which was mostly used in this study was the book *Super Minds Level 6* (Puchta, Gerngross & Lewis-Jones, 2013) that the teacher/researcher used in Core English lessons. It can be adapted flexibly to meet available classroom time and teaching needs. The book is claimed to explore social values, to enhance students' thinking skills, to sharpen their memory and to improve their concentration (Puchta, Gerngross & Lewis-Jones, 2013). The vocabulary topics

that were used throughout this study are given as follows and the target words taken from the book can be found in Appendix 4.

- Time 1 (unstructured) – Unit 1: The Treasure, Vocabulary topic: Pirates
- Time 2 (unstructured) – Unit 2: Future Transport, Vocabulary topic: Travel
- Time 3 (structured) – Unit 3: Ancient Egypt, Vocabulary topic: In Egypt
- Time 4 (structured) – Unit 4: Olympic Sports, Vocabulary topic: Sports

The research instruments used to collect data includes *a) four tasks* of similar difficulty level, two of which are unstructured and the other two are structured tasks. The main points of group activities were given in data collection procedures and the lesson plans can be seen in Appendix 3. Secondly, *b) the VKS (Vocabulary Knowledge Scale)* was prepared for each application as pre-test and post-test. Thirdly, *c) self-assessment sheets* were administered for students after each group work. Next, *d) an observation checklist* was adopted with the purpose of evaluation and marking of group performances. Afterwards, *e) a rubric* was developed in order to evaluate the products come up by students at the end of group work. Lastly, *f) some interview questions* were developed by the teacher/researcher so that the attitudes of students could be discussed upon after each group activity.

3.4.1. Vocabulary Knowledge Scale

The Vocabulary Knowledge Scale (VKS) is one of the most commonly used scales in order to measure vocabulary knowledge. As Schmitt (2010) stated, “the VKS design provides the instructor with reports on previous knowledge, changes in knowledge and comparative results from different treatments” (p. 218). The VKS can be seen as a valuable tool to determine vocabulary level and development of students. (Wesche & Paribakht, 1996, cited in Schmitt, 2010). Paribakht and Wesche (1997) established a satisfactory level of reliability (r = .89) with the help of test-retest method. The VKS contains a five-level scoring scale.

VKS was used in a number of studies. For example, Brown (2008) used a modified version of VKS to aid vocabulary development. Next, Ehsanzadeh (2012) used this test in his study for assessing the roles of depth and breadth of lexical repertoire in EFL students’ incidental vocabulary acquisition. Furthermore, Santos

used VKS test in investigating depth of academic vocabulary knowledge among language-minority community college students.

VKS was used for the first research question examining if group work results in any positive learning effect on vocabulary. In the study, eight vocabulary tests, four of which as pre-test and the other four as post-test, were used. Figure 7 shows the self-report categories suggested by Paribakht and Wesche (1997, p. 181).

i. I don't remember having seen this word before. ii. I have seen this word before, but I don't know what it means. iii. I have seen this word, and I think it means _____ . (synonym or translation) iv. I know this word. It means _____ . (synonym or translation) v. I can use this word in a sentence: _____ . (Write a sentence) (If you do this section please also do Section 4)

Figure 7. Vocabulary Knowledge Scale Self-report Categories

The teacher/researcher decided to use VKS to identify if the students learned the target words or not. The main focus of the study is not to determine how many words the students learn or how much improvement they have in terms of vocabulary level. VKS is only used with the aim of supporting the positive impact of using structured group work onto students' vocabulary learning. The VKS pre-test and post-test papers used in this study can be seen in Appendix 4.

3.4.2. Self-Assessment Sheet

Self-assessment has a crucial role in looking at student success and improvement of them. McMillan and Hearn (2008) indicate that it is the process in which students evaluate themselves according to some criteria. After each group activity, the teacher/researcher wanted students to evaluate themselves using a self-assessment sheet with five-level scoring scale seen in Appendix 5. Self-assessment was used for the third research question that focuses on whether structured group work manifests better attitudes towards group work activities. The students evaluated themselves in terms of;

- how attentive they were,
- how much they contributed to the lesson,
- how much they learned,
- how much they cooperated with their group members and
- if they are satisfied with the task in the lesson.

The self-assessment sheet was assumed as valid and reliable since the researcher took required features of assessment and evaluation instruments into consideration. Since self-assessment has a risk of being subjective and unreliable, according to Kutlu, Doğan and Karakaya (2009), apart from students' evaluations, teachers should make their decisions regarding their evaluation of students' performances. Moreover, students' effective self-assessments depend on being well informed in the classroom about how to evaluate themselves. Therefore, the teacher/researcher made the necessary explanation in the classroom and informed students about why they were evaluating themselves, how they should decide which one to choose and why they should be honest while evaluating themselves.

3.4.3. Group Performance (Observation) Checklist

During each group work, the teacher/researcher observed and recorded the students and gave points with a five-level scoring scale that was named Group Performance Checklist (Appendix 6). This observation checklist was used for the fourth research question concentrating on if structured group work generates more collaborative behaviour and better group performance than unstructured one. The items in this checklist were adjusted from 34 items in *Identfying a Stage 4 Group* of Wheelan (2014). According to Wheelan (2014), team productivity and effectiveness is very intense in this stage of group development.

> *At this stage the group becomes a high performance team. Having resolved many of the issues of the previous stages, the team can focus more of its energy on goal achievement and task accomplishment. The quality and quantity of work increases significantly during Stage 4 (Wheelan, 2014, p. 30).*

The adjusted items were used in order to examine students' collaborative behaviours and performance in the group. The items in the group performance checklist can be seen in Figure 8.

1. Members are clear about group goals.
2. Members agree with group goals.
3. Group tasks make them work together.
4. Members know their roles clearly.
5. Members accept their roles.
6. The group has an open communication structure that allows all members to participate.
7. Members give each other constructive feedback.
8. The group understands given feedback.
9. Members spend time planning how they will solve problems and make decisions.
10. The group is highly cooperative.

Figure 8. Group Performance (Observation) Checklist Items

The group performance checklist was assumed as valid and reliable since the researcher took required features of assessment and evaluation instruments into consideration. Reliability measure is the degree to which a measurement technique can be depended upon to secure consistent results. In this action research, three observers including the teacher/researcher observed the group works in order to prevent subjectivity of the teacher/researcher and to assure unbiased results. The teacher/researcher and other two observers one of which is the deputy head of English department and the other one is an English language teacher evaluated group performance checklist. Therefore, the teacher/researcher looked into the correlation between observers in grading group observation checklist.

Table 2. Correlation in Grading Group Observation Checklist

		OBS 1	***OBS 2***	***OBS 3***
Spearman's rho	OBS 1	1.000		
	OBS 2	.907*	1.000	
	OBS 3	.909*	.894*	1.000

* p < .01

The relationship between 3 observers was investigated using Spearman's rho correlation coefficient. In Table 2, it is clearly seen that there is a significant correlation between the observers in grading group observation checklist. There was a strong, positive correlation between observer 1 and observer 2, with rho = .907, n = 12, p < .01; between observer 1 and observer 3, with rho = .909, n = 12, p < .01; and between observer 2 and observer 3, with rho = .894, n = 12, p < .01.

Before the observation, the observers were given instruction about the items included in the observation sheet. Ambiguities and confusions were cleared through discussion. For example, on the fourth and fifth items observers elucidated on type of roles they expected from the students. For the seventh and eighth items, they thought what the students should do to give feedback to each other. Furthermore, for the tenth item, they discussed upon how the students can be cooperative and what collaborative behaviours they can expect from the students. Secondly, the teacher/researcher regarded the application time and conditions. From some researchers' point of view, the standardization of the application conditions and time will affect the reliability of the results (Büyüköztürk,

Çakmak, Akgün, Karadeniz & Demirel, 2008). Therefore, all group work activities were applied at the same day and lesson every other week.

3.4.4. Rubrics for the Evaluation of the Written Product

During this research, if there is any improvement in the students' group performances was of concern. At the end of each group activity, the groups were supposed to produce a project about the task. For example; the first group's project included words' definitions and pictures; the second group's project included example sentences using the words and the third group's project included a paragraph in which the new words were used.

In education, *rubrics* are scoring tools that show how to evaluate the students' works and what points students' performances match with (Kutlu, Doğan, Karakaya, 2009). Rubrics were used for the second research question, which explored whether structured group work yields better learning outcomes in terms of written products than unstructured group work. The projects were evaluated after each group work with the help of the rubrics in Appendix 7. Since the three groups had different tasks, three rubrics which all of them have 20 points in total were adjusted accordingly. Based on the concepts of validity and reliability from Moskal and Leydens (2000)'s point of view, these rubrics were formed using the examples on the literature and adjusted to make them appropriate for the participants and tasks.

Three different rubrics suitable for the different tasks of the groups were used. The first rubric that is for the first task has presentation, spelling and grammar, accurate meanings, appropriate pictures and effectiveness categories. The second rubric for the second task contains meaningfulness and word choice instead of accurate meanings and appropriate pictures. The third rubric for the third task includes presentation, spelling and grammar, organization, word choice and effectiveness.

These rubrics are based on same examples and scoring ideas in the literature. According to Stevens and Levi (2005), rubric can be set up concerning the dimensions and the levels of performance you want to use. While forming the rubrics, the teacher/researcher was inspired from the rubric templates and scoring

ideas of Mertler (2001). Additionally, the teacher/researcher had a further guidance of Moskal (2001) on scoring rubrics.

To establish reliability of the rubrics, the teacher/researcher and the other two teachers who joined in observations evaluated the projects using the same rubrics. The correlation between the observers in scoring group products according to the rubrics was examined using Spearman's rho.

Table 3. Correlation in Scoring Group Products

		OBS 1	***OBS 2***	***OBS 3***
Spearman's rho	OBS 1	1.000		
	OBS 2	.963*	1.000	
	OBS 3	.982*	.953*	1.000

* p < .01

Apart from the correlation in grading group performance, Table 3 shows that there is a significant correlation between the observers in scoring group products according to the rubrics. There was a strong, positive correlation between observer 1 and observer 2, with rho = .963, n = 12, p < .01; between observer 1 and observer 3, with rho = .982, n = 12, p < .01; and between observer 2 and observer 3, with rho = .953, n = 12, p < .01.

3.4.5. Interview Questions

Interview is a process in qualitative research which was defined as an "encounter" by Goffman (1967) and "face-to-face interactionary performance" by Babbie (1998). At least three major categories which are the standardized (structured), the unstandardized (non-directive) and semistandardized (guided-semistructured) interviews may be identified (Babbie, 1998; Gorden, 1987; Berg, Lune & Lune, 2004). In this research, the standardized (structured) interview was used to elicit information using a set of scheduled questions. According to Berg, Lune and Lune (2004), "standardized interviews are designed to elicit information using a set of predetermined questions that are expected to elicit the subjects' thoughts, opinions, and attitudes about study-related issues" (p.69).

After each group work, an interview was conducted by the teacher/researcher with two students. Each interview had the same questions but different students from different groups in order to include various points of views. The students who took part in the interviews were chosen on a voluntary basis and regarding their English

speaking levels. Transcriptions of the interviews can be seen in Appendix 8. The interview questions generated by the teacher/researcher are as follows:

1. What do you think about your individual performance in group work?
2. What do you think about your group's performance?
3. Did you attend to task equally?
4. Is there anyone who worked more or who worked less?
5. Were you happy with your group?

The correlation between the observers was important because the teacher/researcher aimed to be objective about students' performances in group work as much as possible. Additionally, the teacher/researcher attached importance to intercoder reliability in order to ensure unbiased evaluation of interviews with content analysis. Intercoder reliability used as a term for the extent to which independent coders evaluate a characteristic of a message and reach the same conclusion is a crucial component of content analysis. To calculate intercoder reliability, Cohen's Kappa was used.

Table 4. Kappa Measure of Inter-rater Agreement

	Value	***p***
Measure of Agreement Kappa	.781	.000
N of Valid Cases	40	

The main piece of information that would be interested in about reliability between raters is that the Kappa Measure of Agreement value is .78, with a significance of $p < .001$. According to Peat (2001), a value of .5 for Kappa represents moderate agreement, above .7 represents good agreement, and above .8 represents very good agreement. Therefore, in this example, the level of agreement between rater A and rater B is good agreement.

3.5. Data Collection Procedures

This study had one group pre-experimental time series research design in which data were collected with the same group of participants. The researcher, firstly, planned to observe the groups while they were working. It enabled the researcher to document and reflect systematically upon classroom interactions and events. Observing students' classroom behaviours and actions is an event commonly occurring in teaching process; however, in the action research process the daily

personal experiences of ‘just looking’ are made more systematic and precise (Burns, 1999). In addition to observation, the researcher video recorded the lesson to increase objectivity for evaluation and capturing in detail naturalistic interactions. Videos were not recorded separately for each group due to not being within the bounds of possibility. They were recorded so that the teacher/researcher could have a general idea about the collaborative behaviours that are not obvious during the process. Burns (1999) states that they are “very valuable sources of accurate information on patterns of interactional behaviour which may not be obvious during the actual teaching process” (p.94). Moreover, the researcher made interviews with some of group members. Lastly, the researcher added layouts of the classroom and groups (Appendix 9) which provided useful information on the way learning situations were socially structured and the impact of this on classroom dynamics (Burns, 1999). The researcher aimed to show how and why the students and things were positioned, how the students were grouped considering group formation strategies.

In addition to the techniques mentioned above, the researcher collected data according to the sequence mentioned in the Research Design Section 3.2. The researcher did four different tasks used to seek an answer to how collaborative the students were during the tasks. After two unstructured tasks, the teacher/researcher used two structured tasks.

Johnson and Johnson (1992) mention a model which focuses on a set of decisions to be made by teacher before group work and in which students set cooperative goals at the beginning of the lesson and teacher knows her role as the students are working. An outline of the model includes selecting the task and the groups' size as appropriate as possible for the lesson, assigning the students to groups considering their professional development and learning styles, arranging the classroom, providing the appropriate materials, setting goals clearly, describing the specific task explicitly, monitoring the groups as they work and giving the students their roles in group work. The lesson plans were developed by the researcher regarding these circumstances.

The applications were done on the same day and time in every two weeks. First of all, the students took VKS pre-test to differentiate the known and unknown words. Secondly, after a short discussion about the topic, students looked at the words

and found them in the picture. They tried to understand the meanings and discussed the words with their partners. The teacher gave students clues and directed them about the new words. Then, the teacher divided the class into three groups. Each group consisted of six students. The teacher informed each group about the task, gave an A3 paper to them and wanted them to do their task. Group 1 was responsible for a project including words' definitions and pictures; Group 2 was organizing a project including example sentences using the words and Group 3 was preparing a project including a paragraph in which the new words were used.

The difference between the structured and unstructured group work activities was mostly about students' roles in their groups. In unstructured group work, the teacher/researcher did not assign any specific roles for learners. However, in structured group work students had specific roles during their tasks. The teacher/researcher gave students their roles randomly and differently in four applications. The role badges prepared for students by the teacher/researcher can be seen in Appendix 10.

Given in Table 5, there were four applications and the flow of the study included 6 steps in each application.

Table 5. The Flow of the Study

	Step 1	***Step 2***	***Step 3***	***Step 4***	***Step 5***	***Step 6***
TIME 1 12th Dec 2014	VKS 1 pre test	Teaching vocabulary (lesson plan)	Unstructured group work 1	VKS 1 post test	Self assessment	Interview
TIME 2 26th Dec 2014	VKS 2 pre test	Teaching vocabulary (lesson plan)	Unstructured group work 2	VKS 2 post test	Self assessment	Interview
TIME 3 9th Jan 2015	VKS 3 pre test	Teaching vocabulary (lesson plan)	Structured group work 1	VKS 3 post test	Self assessment	Interview
TIME 4 23rd Jan 2015	VKS 4 pre test	Teaching vocabulary (lesson plan)	Structured group work 1	VKS 4 post test	Self assessment	Interview

In each application, the teacher/researcher started with VKS pre-tests consisting of 11 words. In this step, the researcher tried to find out if the students knew the target words before. In the second step, the target words in *Super Minds 6* were

taught in pre-task phase according to the lesson plan. Students talked about the pictures in which the new words included and tried to guess the meanings of the words. They discussed the words with their partners considering the topics and the teacher/researcher directed them giving clues about the words. After teaching vocabulary, the students were divided into three groups each of which had 6 members and they worked on a written product. When the group work finished, the teacher/researcher administered the VKS test with the same words but in a different order. Afterwards, the students had self-assessment that helped the teacher/researcher construe the attitudes of the students towards group work. Lastly, after the lesson, the teacher/researcher chose two students from different groups randomly and made an interview with them using the same questions.

3.6. Data Analysis

3.6.1. Rationale for the Use of Non-parametric Tests

Assumptions of the parametric tests include normal distribution while non-parametric tests do not have such an assumption (Pallant, 2010). To determine which tests would be most suitable for the data at hand, a test of normality was conducted, employing Kolmogorov-Smirnov test and Shapiro-Wilk test. Table 6 below shows the results of normality tests.

Table 6. Tests of Normality

		Kolmogorov-Smirnov			***Shapiro-Wilk***		
		Statistic	***df***	***p***	***Statistic***	***df***	***p***
T1	***VKS pre-test***	.193	18	.074	.884	18	.030
	VKS post-test	.201	18	.054	.951	18	.434
T2	***VKS pre-test***	.394	18	.000	.671	18	.000
	VKS post-test	.234	18	.010	.905	18	.069
T3	***VKS pre-test***	.138	18	.200	.954	18	.495
	VKS post-test	.151	18	.200	.951	18	.447
T4	***VKS pre-test***	.160	18	.200	.949	18	.410

*T4-VKS post-test is constant. It has been omitted.

A closer examination of the Table 6 indicates that the data from most tests administered for this study displayed a normal distribution. According to Kolmogorov-Smirnov test, all test scores but T2 VKS pre-test (p = .000) and post-test (p = .010) were statistically significant (p = .05), implying that scores in these tests were not normally distributed. Further, Shapiro-Wilk test also indicated that

most tests were normally distributed. Only T1 pre-test (p = .030) and T2 pre-test (p = .000) were not normally distributed.

The initial analysis indicated that the tests were mostly normally distributed. However, equally important is the size of the sample. To be sure of normal distribution, size of the sample is recommended to be over 30 (Büyüköztürk, 2011). Therefore, although the data were mostly found to have normal distribution, because of the small size of participants (n < 30, n = 18), the teacher/researcher preferred using nonparametric tests in SPSS as these "… tests are … useful when you have very small samples (Pallant, 2010, p. 213).

3.6.2. Tests Employed

Data were both qualitatively and quantitatively analysed. First of all, in quantitative analysis, VKS pre-test and post-test results measured with Wilcoxon Signed Rank Test for Paired Samples was used instead of parametric paired samples T-test. *Wilcoxon Signed Rank Test* is used to test the significance of the difference between paired samples (Büyüköztürk, 2011). This technique is generally used with the enquiries when the number of samples is under thirty (n < 30). Wilcoxon Signed Rank test is a non-parametric alternative test to paired t-test when the population cannot be assumed to be normally distributed and it is used to compare two related samples or repeated measurements on a single sample; that is when your participants are measured on two occasions or under two different conditions. From Pallant's point of view "it is the nonparametric alternative to the repeated measures t-test, but instead of comparing means the Wilcoxon converts scores to ranks and compares them at Time 1 and at Time 2" (2010, p.230).

Secondly, to explore whether there is an improvement in the latter tasks over four tasks (times) compared to the former ones and to reflect the time series research design, a *Friedman test* was employed instead of the parametric ANOVA Time-Series Repeated Measures test. Pallant (2010) explains the *Friedman Test* as the non-parametric alternative to the one-way repeated measures analysis of variance (ANOVA). "It is used when you take the same sample of participants or cases and you measure them at three or more points in time, or under three different conditions" (Pallant, 2010, p.235).

In this research, apart from the statistical analysis, the teacher/researcher observed the group work. *Observation* was made by the teacher/researcher and two other observers. Observation is a scientific activity that involves acquiring, recording, describing, analysing and interpreting (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2008). Observation is a technique which is used for making detailed and extensive descriptions for behaviours in an environment. (Yıldırım & Şimşek, 2011; Bailey, 1982). During the observation made in this research, the observers used a group performance checklist on the items of which they discussed beforehand and the process was recorded. The students' collaborative behaviours and group performances were discussed according to the data obtained from group performance checklist.

Additionally, after each group work *interviews* were made and were analysed by the help of content analysis. Stewart and Cash (1985) defined interview as predetermined and for some serious purpose, an interactive communication process based upon questioning and responding. From Patton's point of view, the aim of interview is to understand an individual's inner world and perspective (Patton, 1987). For this reason, the teacher/researcher decided to make interviews after each application in order to interpret student's perspective towards group work to understand their attitudes. These interviews were transcribed and analysed by the help of *content analysis*.

3.7. Conclusion

In this section, methodology of the research was explained in detail. To do this, firstly, the teacher/researcher explained action research and emphasized one group pre-experimental time series research design. Secondly, in setting and participants part, some information about the institution was given and learning styles of the participants were mentioned. Afterwards, materials and instruments, which were used during the applications, were described. Furthermore, in data collection procedures, the flow of the study was clarified. Lastly, data analysis that was done qualitatively and quantitatively was enlightened with the rationale for the use of non-parametric tests and the tests used.

4. FINDINGS

4.1. Introduction

In this part, the teacher/researcher will present the results of the analyses under each research question. First of all, four research questions will be represented. Next, findings for each research question will be tabulated and the statistics about the findings will be described and interpreted. Lastly, the chapter will be concluded with a summary of research questions.

4.2. Findings

This research focuses on four research questions to which the researcher tried to find answers. As for the purpose of this study, the following research questions were formulated:

1. Does group work result in any positive learning effect?
2. Does structured group work yield better learning outcomes than unstructured group work?
    a. In terms of vocabulary learning
    b. In terms of Written Product
3. Do students in structured group work manifest better attitudes towards group work activities?
4. Does structured group work generate more collaborative behaviours and better group performance than unstructured group work?

4.2.1. Effects of Group Work on Learning

Research question 1: Does group work result in any positive learning effect?

This research question aims to explore the effectiveness of group work and the role of it in vocabulary learning. To do this, descriptive statistics were tabulated and a Wilcoxon Signed Rank Test for Paired Samples was conducted. The results can be seen in Table 7 below.

Table 7. Descriptive Statistics for VKS Tests

	Pre-test			*Post-test*		
	N	***Mean***	***Sd***	***N***	***Mean***	***Sd***
Time 1 unstructured	18	27.22	3.82	18	46.27	5.30
Time 2 unstructured	18	25.88	4.17	18	45.38	4.56
Time 3 structured	18	28.77	5.51	18	53.77	2.01
Time 4 structured	18	28.55	4.48	18	55.00	.00

As seen in Table 7, descriptive statistics for VKS pre and post-tests were given. Analysis shows the results for VKS1 pre-test with a mean value of 27.22 (SD = 3.82) while VKS1 post-test results has a mean value of 46.27 (SD = 5.30). Secondly, the results for VKS2 pre-test has a mean value of 25.88 (SD = 4.17) while the mean value of VKS2 post-test results is 45.38 (SD = 4.56). Moreover, a mean value of 28.77 (SD = 5.51) can be seen for VKS3 pre-test whereas VKS3 post-test results has a mean value of 53.77 (SD = 2.01). Lastly, while VKS4 pre-test has a mean value of 28.55 (SD = 4.48), VKS4 post-test results has a mean value of 55.00 (SD = .00). These can be seen in Figure 9 below.

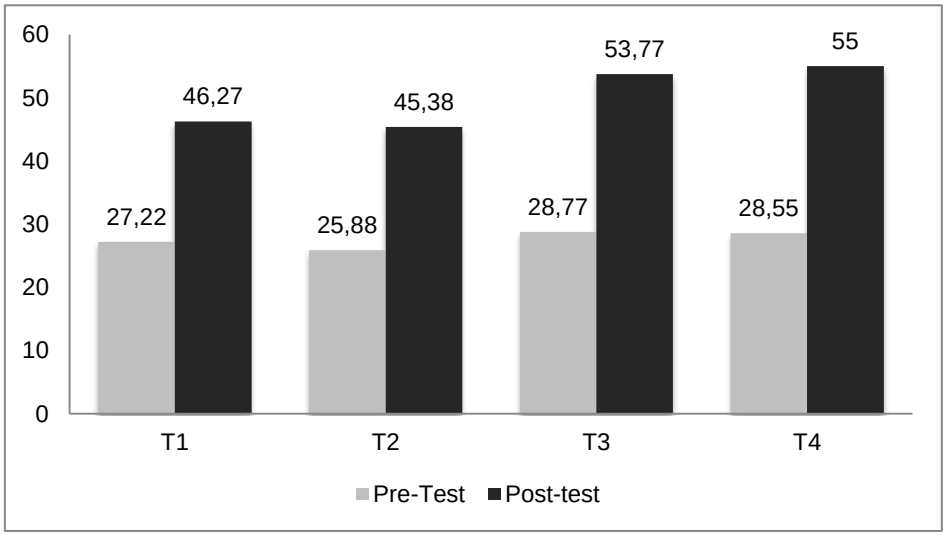

Figure 9. The Differences Between Pre-tests and Post-tests

To further explore the significance of the differences, a Wilcoxon Signed Rank Test for Paired Samples were conducted. The results were presented in Table 8 below.

Table 8. VKS Pre-tests and Post-tests Results

Pre-test / Post-test		*n*	*Mean Rank*	*Sum of Ranks*	*z*	*p*
VKS 1	Negative Ranks	0	.00	.00	3.73	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
VKS 2	Negative Ranks	0	.00	.00	3.72	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
VKS 3	Negative Ranks	0	.00	.00	3.72	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
VKS 4	Negative Ranks	0	.00	.00	3.73	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		

A close examination of the Table 8 reveals that there was a statistically significant difference in participants' VKS scores, implying a positive learning effect ($z = 3.73$, $p < .05$). The difference was significant on all four applications with no negative ranks or ties (T1, $z = 3.73$, $p <. 01$; T2, $z = 3.72$, $p <. 01$; T3, $z = 3.72$, $p <. 01$; T4, $z = 3.73$, $p <. 01$) showing that students all improved their vocabulary knowledge.

4.2.2. Learning Outcomes across Different Types of Group Work

Research Question 2: Does structured group work yield better learning outcomes than unstructured group work?

The second research question tried to find out if the structured group work yield better learning outcomes than unstructured group work. In other words, when students work in a structured group whether they have better consequences in their learning or not is under discussion. The teacher/researcher investigated this question from two aspects, in terms of vocabulary learning and Written Product.

R.Q. 2.a: Does structured group work yield better vocabulary learning than unstructured group work?

In this phase of the study, the teacher/researcher intended to find out whether there was a significant difference between the VKS post-tests applied after unstructured group work and structured group work. The result can be seen in Table 9 and Figure 10.

Table 9. Descriptive Statistics for VKS Post-tests

	n	*Mean*	*SD*	*Minimum*	*Maximum*
Time 1 unstructured	18	46.27	5.30	40.00	55.00
Time 2 unstructured	18	45.38	4.56	38.00	54.00
Time 3 structured	18	53.77	2.01	48.00	55.00
Time 4 structured	18	55.00	.00	55.00	55.00

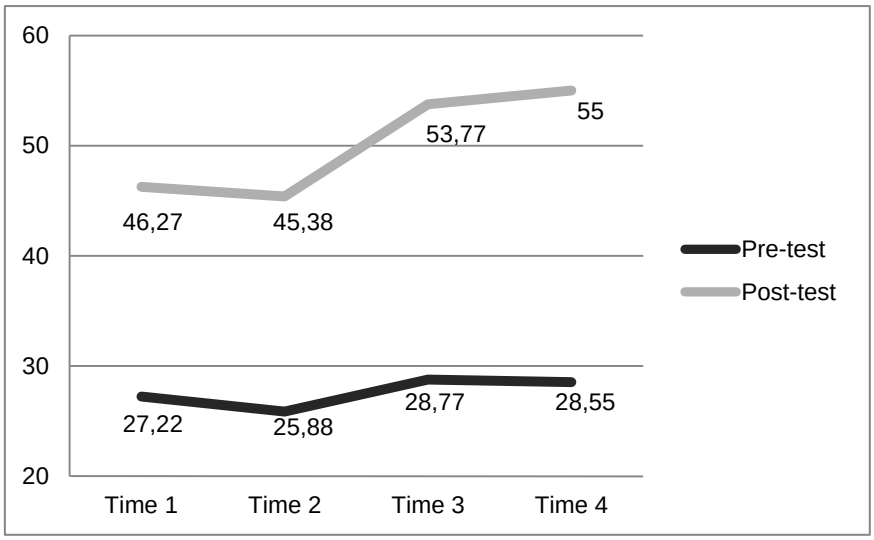

Figure 10. Line Chart for Means of VKS Post-tests (comparing to pre-tests)

Based on the data obtained, the results of VKS post-tests were reflected by the help of descriptive statistics. As is seen in Table 9, the mean value for VKS1 post-test is 46.27, for VKS2 post-test is 45.38, for VKS3 post-test is 53.77 and for VKS4 post-test is 55.00. As understood from the numbers, VKS1 and VKS2 have their means close to each other as VKS3 and VKS4 means are. In Figure 10, it is clearly seen that there is a considerable increase between VKS2 and VKS3 results, which is the time of shift from unstructured group work to structured one.

Apart from descriptives, so as to comprehend if there is any statistically significant difference between VKS post-tests Friedman test was conducted.

Table 10. Friedman Test for VKS Post-tests

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
VKS1 post-test	1.81	18	47.305	3	.000
VKS2 post-test	1.25				
VKS3 post-test	3.31				
VKS4 post-test	3.64				

Table 10 shows the significant difference between four VKS post-tests with the results obtained from Friedman test. The results of the Friedman test indicated that there was a statistically significant difference in VKS post-test scores across the four time points (3, n=18) χ^2 = 47.30, p < .005. Inspection of the mean rank showed a decrease from VKS1 post-test (1.81) to VKS2 post-test (1.25), a considerable increase at VKS3 post-test (3.31) and a further increase at VKS4 post-test (3.64).

For further explanation, the differences between VKS post-tests were measured in detail with Wilcoxon Signed Rank test. In this test, all VKS post-tests were compared to one another.

Table 11. Wilcoxon Signed Rank Test for VKS Post-tests

		n	*Mean Rank*	*Sum of Ranks*	*z*	*p*
Time 1 Time 2	Negative Ranks	13	7.65	99.50	1.09	.273
	Positive Ranks	4	13.38	53.50		
	Ties	1	-	-		
Time 1 Time 3	Negative Ranks	0	.00	.00	3.62	.000
	Positive Ranks	17	9.00	153.00		
	Ties	1	-	-		
Time 1 Time 4	Negative Ranks	0	.00	.00	3.62	.000
	Positive Ranks	17	9.00	153.00		
	Ties	1	-	-		
Time 2 Time 3	Negative Ranks	0	.00	.00	3.73	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
Time 2 Time 4	Negative Ranks	0	.00	.00	3.73	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
Time 3 Time 4	Negative Ranks	0	.00	.00	2.22	.026*
	Positive Ranks	6	3.50	21.00		
	Ties	12	-	-		

* Insignificant after Bonferroni correction

Effect size statistics were calculated for each specific comparison conducted using the Wilcoxon Signed Rank Tests. Table 11 for post-hoc tests to compare the time points that involved Wilcoxon Signed Rank Tests (using Bonferroni adjusted alpha value) had 6 tests; therefore, the revised alpha level for determining statistical difference was .05 divided by 6 = .008. According to adjusted alpha value, the difference between VKS1 and VKS2 and the difference between VKS3 and VKS4

are not statistically significant. On the other hand, the differences between VKS1 and VKS3, VKS1 and VKS4, VKS2 and VKS3, VKS2 and VKS4 are all statistically significant ($p < .008$).

R.Q. 2.b: Does structured group work yield better Written Products than unstructured group work?

This research question inquired whether structured group work provides students with better Written Products at the end of the group work. As stated in descriptive statistics for product scores tables, the mean value of Written Products showed a constant increase from the first application to the fourth. The tables below clarify the improvement by the help of descriptive statistics and Friedman tests for each group.

Table 12. Descriptive Statistics for Written Product Scores of Group 1

	n	***Mean***	***SD***
Time 1	3	10.00	.00
Time 2	3	14.00	.00
Time 3	3	18.00	.00
Time 4	3	19.66	.57

Table 12 shows that Written Product 1 had a mean value of 10.00 (SD = .00), Written Product 2 had a mean value of 14.00 (SD = .00), Written Product 3 had a mean value of 18.00 (SD = .00) and Written Product 4 had a mean value of 19.66 (SD = .57). In Figure 11, the increase can be clearly seen with line chart through 4 applications.

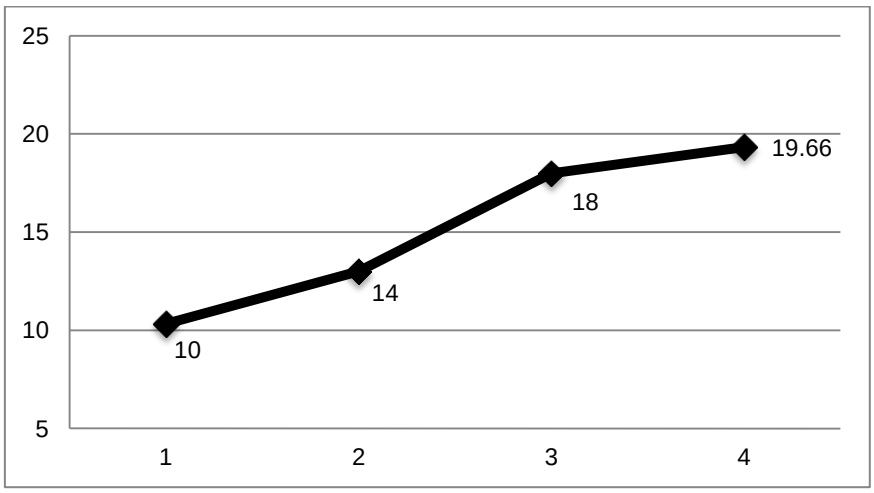

Figure 11. Line Chart for Written Product Scores of Group 1

Additionally, Friedman test was conducted to figure out the significance of the difference between the Written Products of Group 1.

Table 13. Friedman Test for Written Product Scores of Group 1

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
Time 1	1.00	3	9.00	3	.029
Time 2	2.00				
Time 3	3.00				
Time 4	4.00				

Table 13 shows the significant difference between the Written Products in 4 applications with the results obtained from Friedman test. The results of the Friedman test indicated that there was a statistically significant difference in Written Products across the four time points (3, n=3) $\chi^2 = 9.00$, $p < .05$. Inspection of the mean rank showed an increase from Written Product 1 (1.00) to Written Product 2 (2.00), from Written Product 2 (2.00) to Written Product 3 (3.00), and from Written Product 3 (3.00) to Written Product 4 (4.00).

As for Group 1, the same statistics were analysed for Group 2. The Table 14 and Figure 12 below shows the gradual increase in Written Product scores.

Table 14. Descriptive Statistics for Written Product Scores of Group 2

	n	*Mean*	*SD*
Time 1	3	10.33	.57
Time 2	3	13.00	.00
Time 3	3	18.66	.57
Time 4	3	19.33	.57

Table 14 shows that Written Product 1 had a mean value of 10.33 (SD = .57), Written Product 2 had a mean value of 13.00 (SD = .00), Written Product 3 had a mean value of 18.66 (SD = .57) and Written Product 4 had a mean value of 19.33 (SD = .57). In Figure 12, the increase can be clearly seen with line chart through 4 applications.

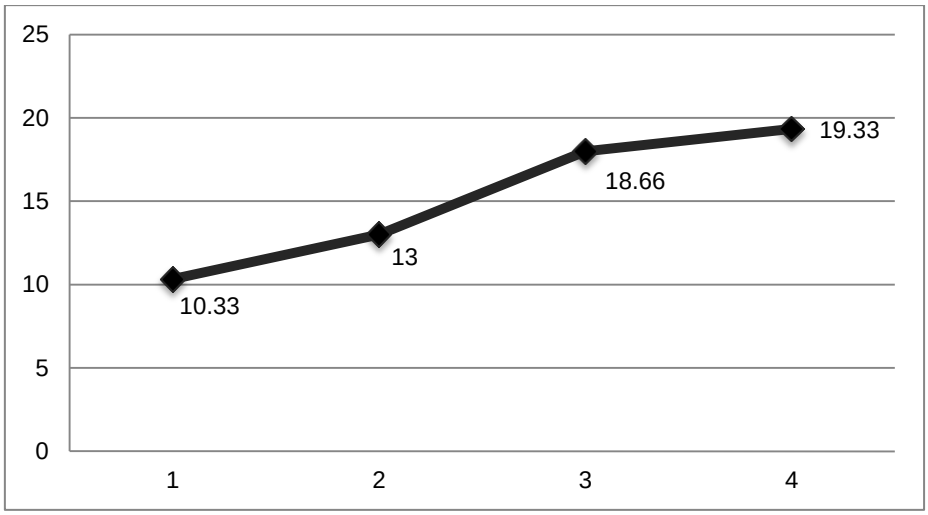

Figure 12. Line Chart for Written Product Scores of Group 2

So as to understand the significance of the difference, Friedman test was carried out for Written Product scores of Group 2.

Table 15. Friedman Test for Written Products of Group 2

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
Time 1	1.00	3	8.793	3	.032
Time 2	2.00				
Time 3	3.17				
Time 4	3.83				

Table 15 shows the significant difference between the Written Products in 4 applications with the results obtained from Friedman test. The results of the Friedman test indicated that there was a statistically significant difference in Written Products across the four time points (3, n=3) $\chi^2 = 8.793$, $p < .05$. Inspection of the mean rank showed an increase from Written Product 1 (1.00) to Written Product 2 (2.00), from Written Product 2 (2.00) to Written Product 3 (3.17), and from Written Product 3 (3.00) to Written Product 4 (3.83).

Written Product scores of Group 3 had the same procedure with descriptive statistics and Friedman test. Table 16 and Figure 13 below scrutinized the means of the Written Products.

Table 16. Descriptive Statistics for Product Scores of Group 3

	n	*Mean*	*SD*
Time 1	3	10.66	. 57
Time 2	3	12.33	. 57
Time 3	3	17.66	. 57
Time 4	3	19.33	.57

Table 16 shows that Written Product 1 had a mean value of 10.66 (SD = .57), Written Product 2 had a mean value of 12.33 (SD = .57), Written Product 3 had a mean value of 17.66 (SD = .57) and Written Product 4 had a mean value of 19.33 (SD = .57). In Figure 13, the increase can be clearly seen with line chart through 4 applications.

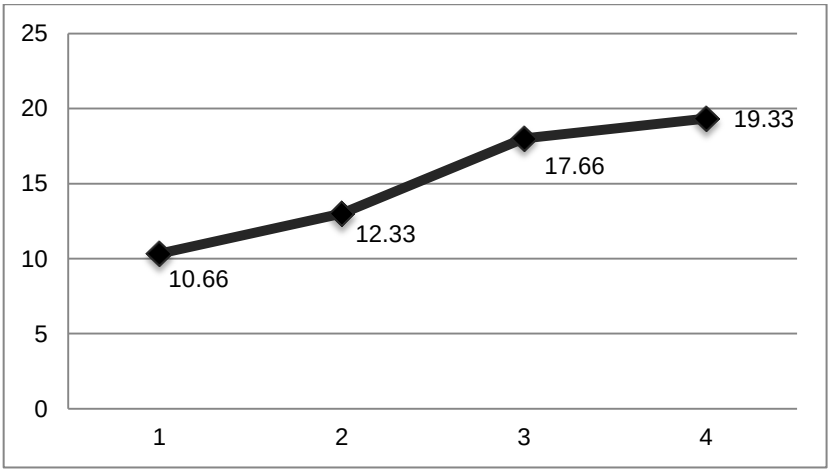

Figure 13. Line Chart for Written Product Scores of Group 3

The significance of the difference between Written Products was investigated through Friedman test. Table 17 demonstrates the results of the Friedman test.

Table 17. Friedman Test for Written Products of Group 3

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
Time 1	1.00	3	9.00	3	.029
Time 2	2.00				
Time 3	3.00				
Time 4	4.00				

Table 17 shows the significant difference between the Written Products in 4 applications with the results obtained from Friedman test. The results of the Friedman test indicated that there was a statistically significant difference in Written Products across the four time points (3, n=3) $\chi^2 = 9.00$, $p < .05$. Inspection of the mean rank showed an increase from Written Product 1 (1.00) to Written Product 2 (2.00), from Written Product 2 (2.00) to Written Product 3 (3.00), and from Written Product 3 (3.00) to Written Product 4 (4.00).

4.2.3. Students' Attitudes across Different Types of Group Work

Research question 3: Do students in structured group work manifest better attitudes towards group work activities?

The third research question tries to find an answer to the question whether students in structured group work manifest better attitudes towards group work activities or not. The teacher researcher went over this question firstly in terms of students' Self-assessment scores. Secondly, the teacher/researcher evaluated the data obtained from interviews made with students after each group study.

The descriptive statistics table below indicates the scores that the students got from Self-assessment tests after group activities.

Table 18. Descriptive Statistics for Self-assessment

	n	*Mean*	*SD*	*Minimum*	*Maximum*
Time 1	18	18.22	3.67	10.00	24.00
Time 2	18	20.27	1.80	18.00	24.00
Time 3	18	24.88	.47	23.00	25.00
Time 4	18	25.00	.00	25.00	25.00

Analysis shows the results for Self-assessment 1 with a mean value of 18.22 (SD = 3.67). Secondly, the result for Self-assessment 2 had a mean value of 20.27 (SD = 1.80). Moreover, a mean value of 24.88 (SD = .47) can be seen for Self-assessment 3. Lastly, Self-assessment 4 had a mean value of 25.00 (SD = .00).

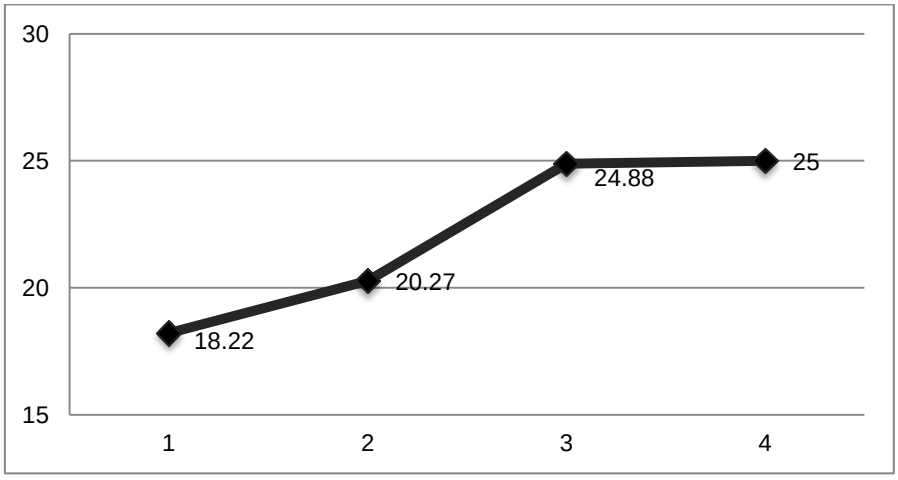

Figure 14. Line Chart for Self-assessment

Figure 14 shows the increase from Self-assessment 1 to Self-assessment 4. As could be deduced from the line chart, there was a persistent increase between Self-assessment tests. Comparing the differences, it is clear that the noticeable difference was between the second and the third applications, which had the structuring difference.

In order to apprehend the significance level of the difference between students' attitudes towards group work though Self-assessment tests, Friedman test was conducted. The finding of Friedman test was as follows:

Table 19. Friedman Test for Self-assessment

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
Time 1	1.25	18	52.091	3	.000
Time 2	1.75				
Time 3	3.47				
Time 4	3.53				

Table 19 shows the Friedman test results in terms of Self-assessment scores of the students. In the table, it is clearly seen that there was a significant difference between Self-assessment scores after each application ($p < .05$). According to the Friedman test, mean rank for Self-assessment 1 was 1.25, for Self-assessment 2 was 1.75, for Self-assessment 3 was 3.47 and for Self-assessment 4 was 3.53.

With the help of Wilcoxon Signed Rank tests, the differences between Self-assessment scores can be seen in detail. In Table 20, effect size statistics were calculated for each specific comparison conducted using the Wilcoxon Signed Rank Tests.

Table 20. Wilcoxon Signed Rank Tests for Self-assessment

		n	*Mean Rank*	*Sum of Ranks*	*z*	*p*
Time 1 Time 2	Negative Ranks	0	.00	.00	2.67	.008
	Positive Ranks	9	5.00	45.00		
	Ties	9	-	-		
Time 1 Time 3	Negative Ranks	0	.00	.00	3.74	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
Time 1 Time 4	Negative Ranks	0	.00	.00	3.73	.000
	Positive Ranks	17	9.50	171.00		
	Ties	1	-	-		
Time 2 Time 3	Negative Ranks	0	.00	.00	3.73	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
Time 2 Time 4	Negative Ranks	0	.00	.00	3.73	.000
	Positive Ranks	18	9.50	171.00		
	Ties	0	-	-		
Time 3 Time 4	Negative Ranks	0	.00	.00	1.00	.317
	Positive Ranks	1	1.00	1.00		
	Ties	17	-	-		

Table 20 for post-hoc tests to compare the time points that involved Wilcoxon Signed Rank Tests (using Bonferroni adjusted alpha value) had 6 tests; therefore, the revised alpha level for determining statistical difference was .05 divided by 6 = .008. According to adjusted alpha value, the differences between Self-assessments 1 and 2 ($p = .008$), and between 3 and 4 ($p = .317$) were not statistically significant whereas the differences between Self-assessments 1 and 3, 1 and 4, 2 and 3, 2 and 4 were statistically significant ($p < .008$).

Such positive changing attitude in group work can be apparently seen in the interviews by the help of which the teacher/researcher examined whether students' attitudes towards group work were better in structured group work than unstructured group work. The interviews with the students were transcribed and analysed using content analysis. The transcriptions for the interviews can be seen in Appendix 8.

The teacher/researcher tried to form some codes considering the students' answers and did content analysis using coding system. The teacher/researcher and another English language teacher worked on the coding and they classified students' answers as positive, negative and neutral individually. Afterwards, intercoder reliability was checked with the help of Cohen's Kappa Measurement of Agreement. According to Kappa, with a value of .781, two raters had a statistically significant agreement between each other ($p < .001$).

The Tables 21, 22, 23, 24 and 25 below demonstrate the content analysis for each question comprehensively comparing the students with one another. In the tables, T1 stands for application 1, S1 and S2 represent students (after each application 2 students were interviewed) and Q1 denotes the category for the question.

Table 21 shows what the students said for the first question which was *'What do you think about your individual performance in group work?'*. In the table, students' answers, coding system by the teacher/researcher and remark that helps to make a decision about answer's being positive, negative or neutral were given respectively. Coding and Remark were done by both the teacher/researcher and another English teacher, and for the reliability of remarks, the teacher/researcher checked the intercoder reliability (.78), $p < 001$ which was indicated in Reliability Measures in Data Analysis.

Table 21. Content Analysis for Q1: Individual Performance

		Answers	*Coding*	*Remark*
T1	***S1***	bad and good, so so	bad good work hard so so not good not bad normal talking about roles	Neutral
	S2	I'm good		Positive
T2	***S1***	normal		Neutral
	S2	I do everything, work hard		Negative
T3	***S1***	good		Positive
	S2	good		Positive
T4	***S1***	good, I keep the time		Positive
	S2	checker, work hard		Positive

As it is mentioned, the first question was about students' opinions of their individual performances in group work. For unstructured group work, 2 students answered neutral, 1 student answered negative and 1 student answered positive of 4 students whereas for structured group work all 4 students answered in a positive manner. In Tasks 1 and 2, students mostly thought that their performances were neither good nor bad and they had to work hard because they could not share the task properly. However, in Tasks 3 and 4, they generally expressed themselves that they were good and especially in application 4 they talked about their roles. This shows that there has been an improvement since the beginning of the study in terms of individual performance.

Table 22 shows what the students said for the second question which was *'What do you think about your group's performance in group work?'*. Students' answers, words coded by the teacher/researcher and remark that helps to make a decision about answer's being positive, negative or neutral were given respectively.

Table 22. Content Analysis for Q2: Group Performance

		Answers	*Coding*	*Remark*
T1	***S1***	bad	bad good perfect OK excellent very good all task	Negative
	S2	not good not bad, so so		Neutral
T2	***S1***	bad		Negative
	S2	perfect		Positive
T3	***S1***	OK, did all the task		Positive
	S2	excellent		Positive
T4	***S1***	very good		Positive
	S2	very good		Positive

As seen in Table 22, the second question was about students' opinions of their performances as a group. For unstructured group work, 1 student answered neutral, 2 students answered negative and 1 student answered positive of 4

students while for structured group work all 4 students answered in a positive mode. In applications 1 and 2, students mostly thought that their performances were bad because they could not finish their task and they could not work as a group. For instance, in application 1, S1 answered the question why they were bad as *"Because we do alone. It is not a group work"*. However, in applications 3 and 4, they generally stated that they were very good and emphasized they finished the entire task in time. This shows that there has been a considerable improvement since the beginning of the study in terms of group performance.

Table 23 shows what the students said for the third question which was *'Did you attend to task equally?'*. In the table, students' answers, words coded by the teacher/researcher and remark that helps to make a decision about answer's being positive, negative or neutral were given respectively.

Table 23. Content Analysis for Q3: Equal Attendance

		Answers	***Coding***	***Remark***
T1	***S1***	No	Yes No equal	Negative
	S2	No equal		Negative
T2	***S1***	No		Negative
	S2	Yes		Positive
T3	***S1***	Yes		Positive
	S2	Yes		Positive
T4	***S1***	Yes		Positive
	S2	Yes		Positive

As it is understood from Table 23, the third question in the interview was about students' opinions about equality in attending to the task. For unstructured group work, 3 students answered in a negative manner and only 1 student answered positively of 4 students; on the other hand, for structured group work all 4 students answered positively saying, *"Yes".* In applications 1 and 2, students predominantly said they did not attend to task equally because everybody did not have the same amount of effort. S1 from application 2 expressed *"No, one of the friend is…… did not do anything"*. However, in applications 3 and 4, they specified that they attended to the task equally without any exceptions. For example, S1 from application 3 said, *"Yes, everyone did everything".* This shows that there has been a noticeable improvement since the beginning of the study in terms of attendance to the task.

Table 24 shows what the students said for the fourth question which was *'Is there anyone who worked more or who worked less?'*. In the table, students' answers, words coded by the teacher/researcher and remark that helps to make a decision about answer's being positive, negative or neutral were given respectively.

Table 24. Content Analysis for Q4: Working More / Less

		Answers	***Coding***	***Remark***
T1	***S1***	Yağmur and me do more	Yes equal more everybody special names some friends a friend	Negative
	S2	some of friends		Negative
T2	***S1***	Yes		Negative
	S2	there is a boy		Negative
T3	***S1***	everybody did		Positive
	S2	equal		Positive
T4	***S1***	not less or more		Positive
	S2	everybody worked more		Positive

As Table 24 indicated, the fourth question tried to seek an answer to whether they worked more or less during the group work. For unstructured group work, all 4 students answered in a negative manner whereas for structured group work they answered in a positive way emphasizing equality. In times 1 and 2, students mainly gave the names of their friends who are working less than the others or more than the others. S1 from application 1 stated, *"Yağmur and me do more".* On the other hand, in applications 3 and 4, they indicated that everybody worked hard equally. As an example, S2 from application 3 stated, "*They are equal and we did the best".* This shows there has been a noticeable improvement during the period.

Table 25 shows what the students said for the fifth question which was '*Were you happy with your group?*'. In the table, students' answers, words coded by the teacher/researcher and remark that helps to make a decision about answer's being positive, negative or neutral were given respectively.

Table 25. Content Analysis for Q5: Feeling Happy

		Answers	***Coding***	***Remark***
T1	***S1***	No	No Yes Of course happy	Negative
	S2	No		Negative
T2	***S1***	No, not much		Negative
	S2	Yes		Positive
T3	***S1***	Yes		Positive
	S2	Yes, of course		Positive
T4	***S1***	Yes, I'm happy		Positive
	S2	Yes, I'm happy		Positive

As mentioned, the fifth and last question focused on the feelings of students, especially happiness while working in their groups. For unstructured 3 of 4 students gave obviously negative answers while 1 of them had a positive answer; however, for structured group work all 4 students answered in a positive mode. In tasks 1 and 2, students generally gave negative answers indicating their unhappiness about their group studies whereas in applications 3 and 4, they obviously expressed their happiness. In other words, the more satisfied students were with their individual and group performances, the happier they felt during and after group work.

The teacher/researcher recorded videos while interviewing the students in order to evaluate their facial expressions as well as what they say. After applications 1 and 2, students were not content enough with their performances in group work and did not answer the questions with a happy or excited face. On the other hand, after applications 3 and 4, they felt pleased because they finished the entire task and they were satisfied with their performances in group activity. That is why they answered the questions in a happy and excited mood.

4.2.4. Collaborative Behaviours and Group Performance across Different Types of Group Work

Research question 4: Does structured group work generate more collaborative behaviours and better group performance than unstructured group work?

The point of interest for this question is if structured group work generates more collaborative behaviours and better group performance than unstructured group work. To do this, the teacher/researcher evaluated the Observation Scores for each group independently. The underlying reason of this was that each group had a different difficulty level of task.

The Table 26 below illustrates the descriptive statistics for Observation Scores of Group 1 whose task was to write dictionary definitions of the words and drawing pictures for each word.

Table 26. Descriptive Statistics for Observation Scores of Group 1

	n	*Mean*	*SD*
Time 1	3	18.33	1.15
Time 2	3	29.00	1.00
Time 3	3	46.33	1.15
Time 4	3	49.66	.57

According to the data shown in Table 26, in application 1 the group had a mean value of 18.33 (SD = 1.15). Then in application 2, the group had an increase with a mean value of 29.00 (SD = 1.00). In application 3, the group had a jump in its mean value of 46.33 (SD = 1.15). Lastly, in the last application the group had a mean value of 49.66 (SD = .57).

In Figure 15, this increase can be seen with a line chart visually.

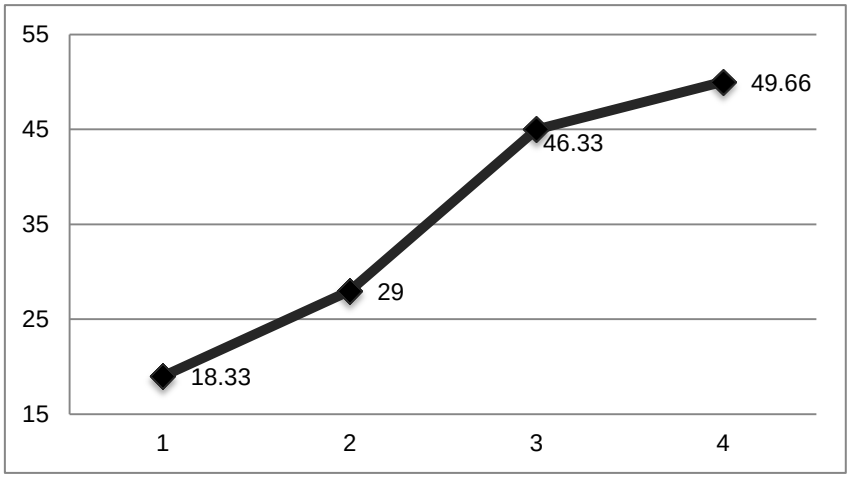

Figure 15. Line Chart for Observation Scores of Group 1

Given in Figure 15, the slope of increase between applications 2 and 3 was higher than the increase between the applications 1 and 2, and the applications 3 and 4. To look at the significance of the differences between the rises, Friedman test was conducted.

Table 27. Friedman Test for Observation Scores of Group 1

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
Time 1	1.00	3	9.000	3	.029
Time 2	2.00				
Time 3	3.00				
Time 4	4.00				

From the results obtained via Friedman test, it can be concluded that there was a significant difference between Observation Scores in all applications ($p < .05$). According to the Friedman test, mean rank for application 1 was 1.00, for application 2 was 2.00, for application 3 was 3.00 and for application 4 was 4.00.

The following tables and figure shows the results of Observation Scores of Group 2 whose task was to write sentences including the target words.

Table 28. Descriptive Statistics for Observation Scores of Group 2

	n	*Mean*	*SD*
Time 1	3	18.33	.57
Time 2	3	27.00	.00
Time 3	3	45.66	1.52
Time 4	3	50.00	.00

According to the descriptive statistics for Observation Scores of Group 2, there was a continual increase in their means. In the first observation the group had a mean value of 18.33 (SD = .57), in the second observation they had a mean value of 27.00 (SD = .00), in the third observation they had a mean value of 45.66 (SD = 1.52) and in the last observation they got 50.00 as mean value (SD = .00). This increase can be clearly seen in the Figure 16 below.

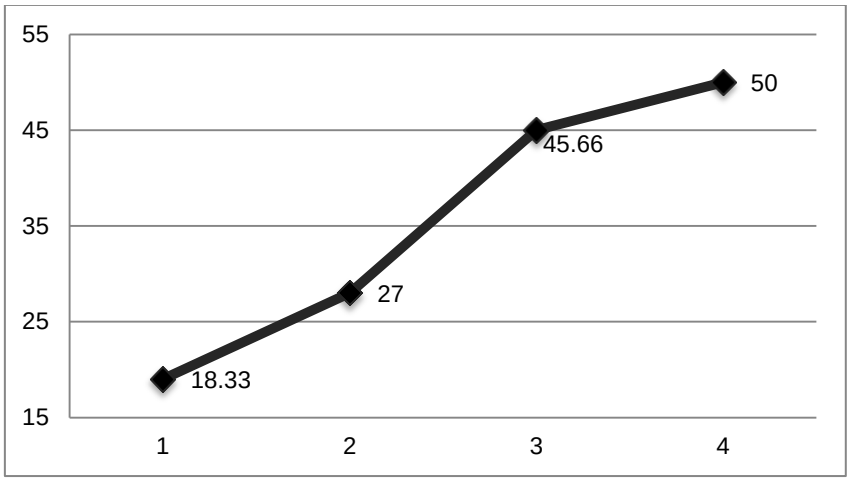

Figure 16. Line Chart for Observation Scores of Group 2

Shown in Figure 16, like Group 1, the slope of increase between applications 2 and 3 was higher than the increase between the applications 1 and 2, and the applications 3 and 4. To look at the significance of the differences between the rises, Friedman test was conducted.

Table 29. Friedman test for Observation Scores of Group 2

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
Time 1	1.00	3	9.000	3	.029
Time 2	2.00				
Time 3	3.00				
Time 4	4.00				

From the results obtained via Friedman test, it can be concluded that there was a significant difference between Observation Scores in all applications ($p < .05$).

According to the Friedman test, mean rank for application 1 was 1.00, for application 2 was 2.00, for the third application was 3.00 and for application 4 was 4.00.

The following tables and figure highlights the results of Observation Scores of Group 3 whose task was to write a paragraph including the target words.

Table 30. Descriptive Statistics for Observation Scores of Group 3

	n	*Mean*	*SD*
Time 1	3	22.00	1.00
Time 2	3	28.00	1.00
Time 3	3	46.33	.57
Time 4	3	49.66	.57

According to the descriptive statistics for Observation Scores of Group 3, there was a persistent increase in their mean values. In the first observation the group had a mean value of 22.00 (SD = 1.00), in the second observation they had a mean value of 28.00 (SD = 1.00), in the third observation they had a mean value of 46.33 (SD = .57) and in the last observation they got 49.66 as mean value (SD = .57). The rising of the Observation Scores can be obviously seen in the Figure 17 below.

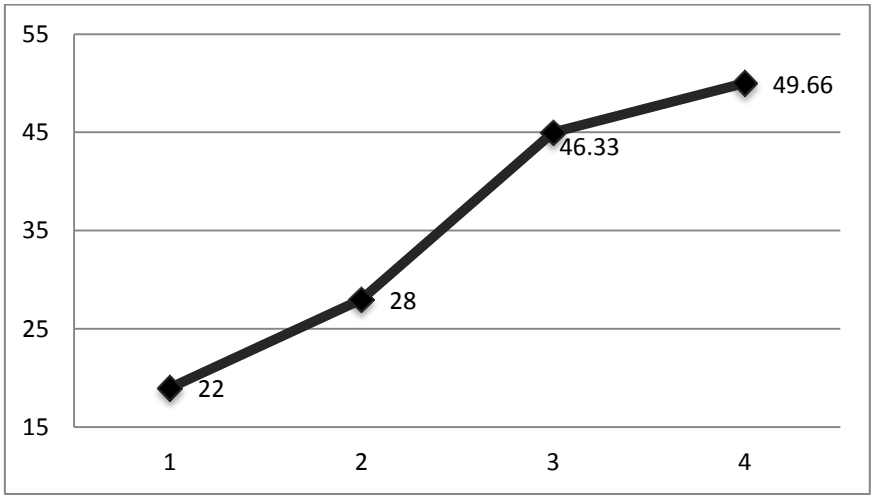

Figure 17. Line Chart for Observation Scores of Group 3

As is seen in Figure 17, like Group 1 and 2, the slope of increase between applications 2 and 3 was higher than the increase between the applications 1 and 2, and the applications 3 and 4. To look at the significance of the differences between the rises, Friedman test was conducted.

Table 31. Friedman Test for Observation Scores of Group 3

	Mean Rank	*n*	*Chi-Sq*	*df*	*p*
Time 1	1.00	3	9.000	3	.029
Time 2	2.00				
Time 3	3.00				
Time 4	4.00				

According to the results obtained from Friedman test, it can be determined that there was a significant difference between Observation Scores in all applications ($p < .05$). According to the Friedman test, mean rank for application 1 was 1.00, for the second application was 2.00, for application 3 was 3.00 and for the last application was 4.00.

4.3. Conclusion

This part generally concentrated on four research questions to which the researcher sought to find answers. Firstly, the teacher/researcher tried to find out if group work resulted in any positive learning effect regardless of structuring. Secondly, the researcher investigated if structured group work yielded better learning outcomes than unstructured group work considering vocabulary learning and Written Products. Thirdly, whether students in structured group work manifested better attitudes towards group work activities or not was evaluated according to students' Self-assessment scores and interviews. Lastly, if structured group work generated more collaborative behaviours and better group performance than unstructured group work was construed by the researcher.

5. DISCUSSION & CONCLUSION

5.1. Summary of the Study

This research was conducted in order to understand the relationship between structuring group work activities and group performances as well as collaborative behaviours of young EFL learners. The main aim of this study was, first of all, to reveal whether there is an impact of structured group work activities upon students' learning outcomes. Secondly, the present study set out to investigate the effects of structuring group work on learners' attitudes towards group work. Next, the effectiveness of structuring on group performances and collaborative behaviours was investigated. Finally, this investigation aimed to shed light on foreign language teaching field with the help of the researcher's observations, interviews made with students and reflections on the results. In brief, this study aimed to highlight the understanding of how group work could be structured and what were the effects of such structuring on collaborative behaviours and group performances of learners.

This research was conducted as a piece of action research and had one group pre-experimental time series research design. The participants were 18 5th grade students from a private school. The research instruments were a) four applications consisting of 2 unstructured and 2 structured tasks, b) Vocabulary Knowledge Scale, c) self-assessment, d) observation checklist, e) rubrics to evaluate written products, and f) interview.

Main findings were described and discussed under four research questions. The first research question was about the effects of group work on learning and according to the findings, group work could be said to promote learning as expected. The second question examined the positive effects of structuring on vocabulary learning and written products. Results indicated that there was a statistically significant difference between the outcomes of unstructured group work and the outcomes of structured group work. Although each application was better than former one, the biggest difference was between T2 and T3, which emphasized the structuring effect. The third question discussed students' attitudes across unstructured and structured group work activities and findings showed that the students worked reluctantly in unstructured groups whereas they studied with

great eagerness in structured groups. The fourth and the last question was related to students' collaborative behaviours and group performance and according to the findings there was a statistically significant difference in students' behaviours and performances between four applications, however the biggest difference was between T2 and T3, which was the shift from unstructured to structured group work.

5.2. Overall Evaluation and Discussion of Findings

The purpose of this research was to investigate the effectiveness of structured group work on students' group performances and collaborative behaviours during group activities. Through four research questions, the positive impact of structuring group work on vocabulary learning, written products, group performances, collaborative behaviours and attitudes towards group work was examined. Findings showed that there is a noticeable increase in students' learning outcomes, attitudes, performances and behaviours after structuring group work and giving specific roles to the students.

The first major finding in this study was that group work was conducive to learning. Within the scope of the first research question, findings were as expected. Regardless of structuring, group work had a great role in vocabulary learning. Structured or not, group work helped students' improve their vocabulary knowledge.

Since group work requires interaction and collaboration between students, it promotes learning. This can be supported by Williams and Burden (1997) who believe that "children are born into a social world, and learning occurs through interaction with other people" (p. 39). Additionally, McKeachie (1986) states that students' teaching other students is the most effective method of teaching. Moreover, from Sharan (1999)'s point of view, working together on a task is generally more satisfying than working alone and similarly Race (2000) states that group learning means that learners have a more enjoyable, sociable learning experience. Moreover, Flynn and Hill (2006) indicate that cooperative learning groups foster language acquisition in ways that whole-class instruction cannot. All these show that group work which students cooperate and interact with each other

while doing their task has a positive impact upon learning regardless of being structured or not.

Secondly and core to this study, structured group work give better results than unstructured group work. The findings revealed that there is a statistically significant difference between the outcomes of unstructured group work and the outcomes of structured group work. This result is in keeping with the discussion about the need for structuring group work. The thing that makes the group work more successful in T3 and T4 than in T1 and T2 is the principles Kagan and Kagan (2009) suggest. These principles are positive interdepence, individual accountability, equal participation and simultaneous interaction which occur in structured group activities because not only each student has a clear role but the group has a clear goal as well. Similar to Kagan and Kagan (2009), Johnson and Johnson (1988) claim that to have a successful and cooperative group, it has to be structured and managed by the teacher. Therefore, both in VKS scores and in Written Product scores, structuring had a great importance and a positive effect upon group success.

Such superior performance of students in structured group work can be explained by several theoretical perspectives. Firstly, *effective collaboration* that can be seen in structured group work promotes learners to a higher level of achievement. As Kulik and Kulik (1979) state, effective collaboration increases the learners' problem-solving skills. Therefore, structured group work activities have advantages over unstructured group work activities. Secondly, *group dynamics* can change in structured groups. As described by Lewin (1951), how groups and individuals respond to changing situations is named group dynamics. Since group processes cause group dynamics, structuring groups minimizes disagreements among group members (Forsyth, 2010). Thirdly, teachers' *latent guidance* provides students with active learning, collaboration and interaction. Johnson (1991) claims that what the teacher could do for latent guidance is to specify the objectives for the lesson, make decisions about placing students in groups, explain the task and goal structure to the students, monitor the effectiveness of the cooperative learning groups and intervene to assist with tasks, evaluate students' achievement and help students discuss how well they collaborated with each other.

In the context of the third question, the teacher/researcher explored whether students in structured group work manifest better attitudes towards group work activities using students' self assessments and interviews. While the students worked reluctantly in T1 and T2 as understood from the videos recorded during group works, self-assessment scores and interviews, they studied in T3 and T4 with great eagerness. Each time students felt better and happier during the group work because they had a better performance compared to their previous one. However, the noticeable increase was between T2 and T3 that was shift from unstructured to structured group work. Such change in students' attitudes can be seen in interviews. While students mostly answered the questions in a negative or neutral mode in the interviews made after T1 and T2, they had a positive manner during the interviews made after T3 and T4. Generally, in T1 and T2, students complained about workload, individual and group performances, not sharing the task properly and being unhappy. On the other hand, in T3 and T4, students shared their feelings and thoughts in a positive manner and expressed their satisfaction about individual and group performances, equality in sharing workload, their specific roles and happiness.

As touched upon in *The Key Challenges of Group Work 2.3.4.4* from Hartley and Dawson (2010)'s point of view, the main challenges that students face while working as a group mainly are *communication, organization* and *workload*. These affect students' attitudes towards group work in a negative way. Hartley and Dawson (2010) indicate, "one of the most common complaints from students about group work is that some group members are not participating or contributing enough to the project" (p. 11). That's why structuring groups and giving students specific roles manifest better attitudes towards group work activities. This can be supported by the results of both self-assessment scores and interviews.

Race (2000) indicates, "Learners often feel that they are competing with each other and need considerable encouragement to relax such feelings and begin to work collaboratively and effectively" (p.28). Furthermore, as Johnson, Johnson and Smith (1991) suggest, some essential structuring elements in each lesson have to be used for cooperation to work well. Similarly, Kagan and Kagan (2009) suggest PIES principles to promote active engagement and presence for all students. PIES principles stand for *positive interdepence* (P), *individual*

accountability (I), *equal participation* (E) and *simultaneous interaction* (S). The results showed that when these requirements were met, that is when the groups were structured; students' attitudes towards group work were better.

Finally, with regard to collaborative behaviours and group performances, according to the observation scores carried out by the help of 3 observers, there was a statistically significant difference between unstructured and structured group work. However, like in the other research questions, the slope of increase between T2 and T3 is higher than the increase between T1 and T2, and the implications T3 and T4.

The reason behind this jump is the successful collaborative interaction which is under favour of structuring. Gillies and Ashman (2003) state in their study;

> *Another important aspect of successful co-operative group work includes ensuring that group members understand that they are each responsible for contributing to the group's task or goal. Contributions include encouraging others, suggesting ideas and actively promoting the group's efforts. Being willing to help group members reflect on their achievements and evaluate what they need to do as a group is also an important part of successful co-operative learning (p.50).*

Gillies (2003) indicates in his study about structuring cooperative group work that if children work collaboratively, they learn to help each other, share their ideas and respect to other students' ideas, and construct new understandings. When they work cooperatively, they "attain higher academic outcomes and are more motivated to achieve than they would be if they worked alone" (p. 37).

In addition, Erten and Altay (2009) found that "collaborative behaviour can vary in different types of tasks" (p.49). However, it should be taken into consideration that group work activities do not always lead to collaborative behaviour and learning (Mercer, 2004). As Gillies (2004) indicates, group work activities need to be well-planned and well-designed. Therefore, group work should be structured so that students can behave collaboratively.

To sum up, the impact of structuring on students' collaborative behaviours and group performances can be obviously seen between the applications 2 and 3. In addition to the results of the observation scores, students' attitudes towards the tasks and each other (obtained via self-assessment and interview), VKS post-test scores and Written Products show that structured group work had a superior positive influence on students' success than unstructured group work.

As mentioned in discussions, first of all, group work can be said to foster learning as expected whether it is structured or not because interaction and cooperation trigger learning. Secondly, in terms of vocabulary improvement and written products completed by groups, unstructured group activity and structured group activity can be claimed to be considerably different from each other. Apart from these, it can be argued that students' attitudes towards group work change in structured groups. They work eagerly in structured groups because of effective interaction and collaboration whereas they are reluctant to cooperate with their teammates in unstructured group work. Finally, structuring has a great impact on students' collaborative behaviours and group performances, which can be understood from the difference between structured and unstructured group work according to the observations.

In conclusion, based upon the discussions it can be claimed that it is highly possible structured group work has a positive impact upon students' learning, group dynamics, collaboration and attitudes. Although it is a common assumption that group work is effective to use in teaching in any case, there is a significant difference between unstructured and structured group work outcomes considering collaboration and group performances.

5.3.Teacher/Researcher Insights and Reflection

Tice (2004) indicates that school reform efforts have triggered awareness towards the necessity for changes to the teaching profession for years. Especially for language teachers, reflecting on their teaching not only in terms of shortcomings but also in terms of achievements is a way to develop successful teaching techniques, think through problems and find possible solutions (Tice, 2004). According to Tice (2004), "by collecting information about what goes on in our classroom, and by analysing and evaluating this information, we identify and explore our own practices and underlying beliefs" (p.1) This reflection was written in order to realize the most satisfying aspects of my teaching, to find solutions to the problems that made me dissatisfied and to consider the most difficult parts of my teaching.

We, as language teachers, use group work activities approximately in all lessons since foreign language learning requires interaction and communication. I have

been teaching for five years as an English language teacher and I have experienced nearly all grades from the 1st to the 12th and all levels from beginners to advanced. Regardless of any grades and levels, I had difficulty in managing groups most of the time and wanted to find a solution to this problem. To do this, I investigated structured group work and thought that structuring could help students have better learning outcomes, collaborate with each other and show better group performance.

The difficulty and problems I usually faced while making group work activities in the classroom led me into conducting this piece of action research. During this study I called myself teacher/researcher that means “practitioner who attempt to better understand her practice, and its impact on her students” (Loughran, Mitchell & Mitchell, 2002, p. 3). While I was searching about the reasons of group work challenges, I realized that most teachers experience similar problems. I made discussions about how to make group work better with my colleagues and we predominantly agreed upon the lack of structuring as the center of group work problems. Therefore I decided to compare unstructured and structured group work activities.

I had four research questions which query learning effects of group work, learning outcomes across different groups, students’ attitudes towards group work, students’ collaborative behaviours and group performances across different group work activities. Based upon the test results, products, self-assessments, observations and interviews; I found out that the impact of structuring on students is crucial since there was a statistically significant difference between unstructured and structured group work in all aspects, as well as students’ learning outcomes, behaviours and performances; their feelings and willingness changed to a large extent. While they were working in unstructured groups, they were bored and did not work effectively. On the other hand, in structured groups, they felt happy and they were willing to finish their task. Consequently, I decided to structure group activities, give students specific roles and share my experiences with other colleagues.

As a researcher I tried to be very objective because as a teacher I needed unbiased results to improve my teaching. To be quite honest, I realized that I had deficiency in my earlier applications of group work. I never talked about arranging,

structuring or managing groups with my colleagues before my group work activities. I believe this is the biggest mistake we have because every teacher thinks they can handle it anyway, or just to skip the group work activity in order to prevent a state of chaos. When we experience a problem about group work, we feel discouraged for the next time. What I tried to do with this action research is to encourage language teachers to use more group activities in their lessons, to structure groups so that they can have successful learning outcomes, to inform them about their roles during group work activities and to suggest a course of action about how and why to structure groups. Therefore, as a teacher/researcher I strongly believe that I improved my teaching by courtesy of my observations and findings, and provided an insight to language teachers and language teaching field.

5.4. Pedagogical and Methodological Implications

5.4.1. Pedagogical Implications

In any foreign language research, there are inevitable limitations. Considering the limitations of this study, this study recommends some pedagogical implications. First of all, language teachers could be encouraged to use group work activities in their classrooms. According to Stern and Huber (1997), students prefer passive roles in their learning. Students, then, could be encouraged to be active participants and cooperate with their teammates since group work means active participation and interaction.

Formation of groups can be a challenge. Although Marzano, Pickering and Pollock (2001) claimed homogeneous group is better than no group, teachers can use some group formation strategies to form heterogeneous groups. They can form groups considering students' learning styles or academic achievements.

Likewise, group dynamics could be taken into consideration because it assists effective interaction between teammates. The change in group dynamics could affect the results. Therefore, in this study, group members were constant in order not to alter group dynamics.

Finally, managing groups can be difficult to handle for teachers. This is sometimes because some students do not want to participate in or contribute to the group project (Hartley & Dawson, 2010). To overcome this problem, language teachers

could structure the groups by giving specific roles to students and encouraging them to follow the principles of group tasks in order to generate better results. In that way, teachers can have successful group work outcomes.

5.4.2. Methodological Implications

This study affords some methodological implications. In this study, to begin with, one-group pre-experimental time series design was followed. This was resulted in a lack of control group. Clearer results could have been obtained from a true or quasi-experimental design in which control and experimental groups were included. With careful sampling procedures, such studies could have yielded more tangible results.

Being a piece of action research, generalizability was not a primary goal for this particular study. This is because the sample of this study cannot be considered to be truly representative of the original population of interest as there were only 18 5^{th} grade students. Large samples could have given more generalizable findings. Further, small size of the sample led to the employment of non-parametric tests. Therefore, more robust parametric tests could have given results with more power.

As the study was constrained by time limitation, only 2 participants were interviewed after each application, which corresponds to 8 participants in total. The interviewees were chosen randomly regardless of the groups they belonged to. It would be much better to interview students from each group or all students after each application. This would have given the teacher/researcher a deeper understanding of group dynamics in each group.

Finally, in this study collaborative behaviours were evaluated by observation. Despite the fact that the teacher/researcher recorded the students during group works, videos were not very comprehensive to define and categorize collaborative behaviours in detail. They could only give an idea about the general atmosphere in the classroom. Accordingly, similar group activities could be recorded with steadicam in order to transcribe conversations during the group work, to focus on collaborative behaviours seen during the structured group work and to analyse these behaviours in detail.

5.5. Suggestions for Further Research

The limitations out of which future research suggestions generally arise were mostly methodological. In the light of the findings in this study, the following suggestions can be given to meet the requirements of English language learners and teachers:

- Firstly, larger and wider sample of population could be used to be able to use parametric tests for data analysis and to generalize the results. In addition to larger groups, if different levels and graders are chosen as participants, the results may differ.
- Secondly, in this study, only receptive vocabulary was examined for the effectiveness of structured group work. Similar studies could be conducted with expressive vocabulary that refers to words expressed or produced by speaking or writing. As well as vocabulary improvement, the effectiveness of structuring group work could be examined through four skills. Doing further research on grammar teaching and four skills may contribute to the findings of the current study.
- The setting of this study could also be different as the study was conducted in a private institution. In state schools, such study could give very different results since the socio-economic background of the participants may differ. The learning outcomes, collaborative behaviours and performances could be compared between these two settings.
- Furthermore, in the light of the results, it can be concluded that structured group work generated more collaborative behaviours than unstructured group work. Despite the fact that the students were recorded during group work activities, videos were not very comprehensive to define and categorize collaborative behaviours in detail. Accordingly, future research may concentrate on collaborative behaviours realized during group work.
- Lastly, in this study students were given specific roles to structure groups. In future research, other ways of structuring could be taken into consideration in order to affect students' attitudes and perceptions positively. Some structuring techniques may include allocating a specific time for individual work, working in pairs or sub-groups and rounds "in which

the group sits in a circle and each person speaks in turn" (Gibbs, 1994, p. 35). According to Gibbs (1994), these structuring techniques could support equal participation, involve introverted students, help cope with dominant students.

5.6. Conclusion

This part included a summary of the study, discussion, pedagogical and methodological implications, teacher/researcher insights and reflection and recommendations for further research. In summary, the purpose and significance of the study were explained briefly. Afterwards, methodology was mentioned as a reminder and findings were urged upon with the help of research questions. In overall evaluation of the findings part, four research questions were discussed based on findings. In the next part, the teacher/researcher reflected upon her study and results. Finally, in suggestions, some recommendations for future research were given considering the limitations of this research.

The results obtained from this study shows that group work activities promote vocabulary learning even if they are unstructured. However, apart from vocabulary improvement, students could have a good performance both as a group and individually, behave collaboratively and exhibit positive attitudes towards group activities. When the outcomes and effectiveness of unstructured group work are compared to structured group work, there is a noticeable difference between two types of group work. The advantage of structured group work over unstructured group work can be obviously seen in terms of learning outcomes, students' attitudes, collaborative behaviours and group performance. To sum up, structured group work yields better learning outcomes, superior group performance, more collaboration and positive attitudes towards group work than unstructured group work.

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APPENDICES

APPENDIX 1. ETİK KURUL İZİN MUAFİYETİ FORMU

Form: 40

Tez Çalışması Etik Kurul İzin Muafiyeti Formu

06 / 07 / 2015

Hacettepe Üniversitesi
Eğitim Bilimleri Enstitüsü
YABANCI DİLLER EĞİTİMİ Anabilim Dalı Başkanlığı'na

Tez Başlığı / Konusu:	AN EXPERIMENTAL STUDY INTO THE EFFECTS OF STRUCTURED GROUP WORK ON STUDENTS' COLLABORATIVE BEHAVIOURS AND GROUP PERFORMANCES

Yukarıda başlığı/konusu gösterilen tez çalışmam:

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır,
2. Biyolojik materyal (kan, idrar vb. biyolojik sıvılar ve numuneler) kullanılmasını gerektirmemektedir.
3. Beden bütünlüğüne müdahale içermemektedir.
4. Gözlemsel ve betimsel araştırma (anket, ölçek/skala çalışmaları, dosya taramaları, veri kaynakları taraması, sistem-model geliştirme çalışmaları) niteliğinde değildir.

Hacettepe Üniversitesi Etik Kurullar ve Komisyonlarının Yönergelerini inceledim ve bunlara göre tez çalışmamın yürütülebilmesi için herhangi bir Etik Kuruldan izin alınmasına gerek olmadığını; aksi durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

AYÇA ASLAN
(Öğrencinin Adı Soyadı, İmzası)

Öğrenci Bilgileri

Adı Soyadı	**AYÇA ASLAN**
Öğrenci No	N11222222
Anabilim Dalı	YABANCI DİLLER EĞİTİMİ
Programı	İNGİLİZ DİLİ EĞİTİMİ
Statüsü	☒ Yüksek Lisans ☐ Doktora ☐ Bütünleşik Dr.

Danışman Görüşü ve Onayı

Çalışma, herhangi bir biçimde özel haklar ve sorumluluklar, bireysel özel bilgiler, kişisel hak ihlali sayılacak bir konu ile ilgili unsurlar içermediğinden ve çalışmanın verileri etik açıdan bir sakınca doğuracak özellikte olmadığından etik kurul izni alınmasına gerek duyulmamıştır.

DOÇ. DR. İSMAİL HAKKI ERTEN
(İmza)
(Danışmanın ünvanı, Adı ve Soyadı)

APPENDIX 2. PERMISSION

LETTER OF PERMISSION

Özel Bilfen Gayyalı İlköğretim Kurumuna,

ANKARA

Kurumunuzda 4. ve 5. sınıflar İngilizce Departmanında İngilizce Öğretmeni olarak çalışmakta ve Hacettepe Üniversitesi İngiliz Dili Öğretmenliği Bölümü'nde Yüksek Lisans yapmaktayım. Tezim için yapılandırılmış grup çalışmalarının, öğrencilerin kubaşık davranışlarına ve grup performanslarına olumlu etkilerini gözlemlemek amacıyla, okulumuz 5-B sınıfı öğrencilerine ders planı dışına çıkmamak kaydıyla 12 Aralık, 26 Aralık, 9 Ocak ve 23 Ocak tarihlerinde 40 dakikalık 4 adet uygulama yapmak konusunda izninizi rica ediyorum.
10.12.2014

EVRAKIN
Kayıt Tarihi: 15.05.2015
Kayıt No : 132
Dosya No : 770

Ayça ASLAN

INSTITUTE PERMIT

T.C.
ÇANKAYA KAYMAKAMLIĞI
Özel Bilfen Çayyolu Ortaokulu Müdürlüğü

Sayı : 99955570 /770/ 73 15.05.2015
Konu : Tez Çalışması

Sayın: Ayça ASLAN

İlgi: 10.12.2014 tarihli dilekçe

İlgide kayıtlı dilekçeniz incelenmiş olup, teziniz için okulumuz öğrencilerine yapmak istediğiniz grup çalışmaları olumlu değerlendirilmiştir.

Bilgilerinize arz ederim.

Başak CENANİ
Okul Müdürü

APPENDIX 3. LESSON PLANS

Application 1

Lesson: Core English	**Topic:** The Treasure	**Duration** : 40'	**Date:**
Language Skills	Listening, Speaking, Writing, Reading		
Target Vocabulary	palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hole, binoculars		
Purpose	-Identifying students' predictions about the picture -Guessing the meaning of new vocabulary -Finding the words in the picture -Collaborative dictionary use as a group -Forming sentences with the new words as a group		
Pre-Task (10 mins)	T asks questions about the picture and the topic. -What do you see in the picture? -What do you know about pirates? Do you know any famous pirates? After a short discussion, students look at the words and find them in the picture. They try to understand the meanings and discuss about the words with their partners. T gives students clues and directs them.		
During Task (15 mins)	T divides the class into three groups. Each group consists of six students. T gives the task. T gives an A3 paper to each group and wants them to do their task. Group 1 Task - a project including words' definitions and pictures, Group 2 Task - a project including example sentences using the words Group 3 Task – a project including a paragraph in which the new words are used.		
Post-Task (10 mins)	Students open their workbooks and do vocabulary exercises individually. While they're doing the exercises T guides them. The answers are checked as a whole class.		
Expected Behaviours/ Learning Outcomes	The students will be able to; - interact with one another in target language - talk about treasure and pirates vocabulary - learn to work cooperatively - understand and use the treasure and pirates vocabulary		
Assessment & Evaluation (5 mins)	T hands out the self-evaluation sheet and lets students answer the given questions to evaluate their own performance of the task and the task itself. Evaluation about your performance in class. Make your marks out of five. 1. How attentive were you? 2. How much did you contribute to the lesson? 3. How much did you learn? 4. How much did you co-operate with your group members? 5. Are you satisfied with the task in this lesson? 5 excellent / 4 very good / 3 good / 2 ok / 1 needs improvement After students evaluate themselves about their performances, they evaluate their whole group using group performance checklist given by the teacher.		

Application 2

Lesson: Core English	**Topic:** Future Transport	**Duration** : 40'	**Date:**
Language Skills	Listening, Speaking, Writing, Reading		
Target Vocabulary	monorail, cable car, parachute, solar panel, microlight, hang-glider, jet pack, wind turbine, surfboard, floating skateboard, unicycle, inline skates		
Purpose	-Identifying students' predictions about the picture, -Guessing the meaning of new vocabulary -Finding the words in the picture -Collaborative dictionary use as a group -Forming sentences with the new words as a group		
Pre-Task (10 mins)	T wears Imax glasses and claims it shows the future and tells something about the future. Then T gives the glasses to students and asks them what they see about the future. After that, students look at the picture and try to understand the meanings of words and discuss the words with their partners. T gives students clues and directs them.		
During Task (15 mins)	T divides the class into three groups. Each group consists of six students. T gives the task. T gives an A3 paper to each group and wants them to do their task. Group 1 Task - a project including words' definitions and pictures, Group 2 Task - a project including example sentences using the words Group 3 Task – a project including a paragraph in which the new words are used.		
Post-Task (10 mins)	Students open their workbooks and do vocabulary exercises individually. While they're doing the exercises T guides them. The answers are checked as a whole class.		
Expected Behaviours/ Learning Outcomes	The students will be able to; - interact with one another in target language - talk about future transport vocabulary - learn to work cooperatively - understand and use the future transport vocabulary		
Assessment & Evaluation (5 mins)	T hands out the self-evaluation sheet and lets students answer the given questions to evaluate their own performance of the task and the task itself. Evaluation about your performance in class. Make your marks out of five. 1. How attentive were you? 2. How much did you contribute to the lesson? 3. How much did you learn? 4. How much did you co-operate with your group members? 5. Are you satisfied with the task in this lesson? 5 excellent / 4 very good / 3 good / 2 ok / 1 needs improvement After students evaluate themselves about their performances, they evaluate their whole group using group performance checklist given by the teacher.		

Application 3

Lesson: Core English	**Topic:** Ancient Egypt	**Duration** : 40’	**Date:**
Language Skills	Listening, Speaking, Writing, Reading		
Target Vocabulary	pyramid, Sphinx, pharaoh, chariot, slaves, rock, hieroglyphics, tomb, mummy		
Purpose	-Identifying students’ predictions about the picture, -Guessing the meaning of new vocabulary -Finding the words in the picture -Collaborative dictionary use as a group -Forming sentences with the new words as a group		
Pre-Task (10 mins)	T asks questions about the picture and the topic. -What do you see in the picture? -Have you ever been to Egypt? If not, would you like to visit Egypt? After a short discussion, students look at the words and find them in the picture. They try to understand the meanings and discuss the words with their partners. T gives students clues and directs them.		
During Task (15 mins)	T divides the class into three groups. Each group consists of six students. T gives the task for each group. T gives an A3 paper to each group and wants them to do their task. Group 1 Task - a project including words’ definitions and pictures, Group 2 Task - a project including example sentences using the words Group 3 Task – a project including a paragraph in which the new words are used. T structures the group work and gives specific roles to group members, such as reporter, recorder, facilitator, note-taker, time-keeper, etc. T gives students badges to remind their roles.		
Post-Task (10 mins)	Students open their workbooks and do vocabulary exercises individually. While they’re doing the exercises T guides them. The answers are checked as a whole class.		
Expected Behaviours/ Learning Outcomes	The students will be able to; - interact with one another in target language - talk about ancient Egypt vocabulary - learn to work cooperatively - understand and use the ancient Egypt vocabulary		
Assessment & Evaluation (5 mins)	T hands out the self-evaluation sheet and lets students answer the given questions to evaluate their own performance of the task and the task itself. Evaluation about your performance in class. Make your marks out of five. 1. How attentive were you? 2. How much did you contribute to the lesson? 3. How much did you learn? 4. How much did you co-operate with your group members? 5. Are you satisfied with the task in this lesson? 5 excellent / 4 very good / 3 good / 2 ok / 1 needs improvement After students evaluate themselves about their performances, they evaluate their whole group using group performance checklist given by the teacher.		

Application 4

Lesson: Core English	**Topic:** Olympic Sports	**Duration** : 40’	**Date:**
Language Skills	Listening, Speaking, Writing, Reading		
Target Vocabulary	long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing		
Purpose	-Identifying students’ predictions about the picture, -Guessing the meaning of new vocabulary -Finding the words in the picture -Collaborative dictionary use as a group -Forming sentences with the new words as a group		
Pre-Task (10 mins)	T asks questions about the picture and the topic. -What do you see in the picture? -Do you like sports? Do you know anything about Olympic Games? After a short discussion, students look at the words and find them in the picture. They try to understand the meanings and discuss about the words with their partners. T gives students clues and directs them.		
During Task (15 mins)	T divides the class into three groups. Each group consists of six students. T gives the task. T gives an A3 paper to each group and wants them to do their task. Group 1 Task - a project including words’ definitions and pictures, Group 2 Task - a project including example sentences using the words Group 3 Task – a project including a paragraph in which the new words are used. T structures the group work and gives specific roles to group members, such as reporter, recorder, facilitator, note-taker, time-keeper, etc. T gives students badges to remind their roles.		
Post-Task (10 mins)	Students open their workbooks and do vocabulary exercises individually. While they’re doing the exercises T guides them. The answers are checked as a whole class.		
Expected Behaviours/ Learning Outcomes	The students will be able to; - interact with one another in target language - talk about olympic sports vocabulary - learn to work cooperatively - understand and use the olympic sports vocabulary		
Assessment & Evaluation (5 mins)	T hands out the self-evaluation sheet and lets students answer the given questions to evaluate their own performance of the task and the task itself. Evaluation about your performance in class. Make your marks out of five. 1. How attentive were you? 2. How much did you contribute to the lesson? 3. How much did you learn? 4. How much did you co-operate with your group members? 5. Are you satisfied with the task in this lesson? 5 excellent / 4 very good / 3 good / 2 ok / 1 needs improvement After students evaluate themselves about their performances, they evaluate their whole group using group performance checklist given by the teacher.		

APPENDIX 4. VKS TESTS

VKS 1 – PRE-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I.	II.	III.	IV.	V.
	I don't remember having seen this word before.	I have seen this word before but I don't know what it means.	I have seen this word before and I think it means ____ (synonym or translation)	I know this word. It means ___ (synonym or translation)	I can use this word in a sentence. _____ (if you do this section, please also do section IV)
palm tree					
spade					
hammock					
tennis court					
eye-patch					
treasure chest					
net					
coins					
key					
hole					
binoculars					
school bell					

VKS 1 – POST-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I.	II.	III.	IV.	V.
	I don't remember having seen this word before.	I have seen this word before but I don't know what it means.	I have seen this word before and I think it means ____ (synonym or translation)	I know this word. It means ___ (synonym or translation)	I can use this word in a sentence. _____ (if you do this section, please also do section IV)
hole			_____	_____	_____
tennis court			_____	_____	_____
net			_____	_____	_____
spade			_____	_____	_____
binoculars			_____	_____	_____
treasure chest			_____	_____	_____
hammock			_____	_____	_____
coins			_____	_____	_____
school bell			_____	_____	_____
palm tree			_____	_____	_____
key			_____	_____	_____
eye-patch			_____	_____	_____

VKS 2 – PRE-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I. I don't remember having seen this word before.	II. I have seen this word before but I don't know what it means.	III. I have seen this word before and I think it means ____ (synonym or translation)	IV. I know this word. It means ___ (synonym or translation)	V. I can use this word in a sentence. _____ (if you do this section, please also do section IV)
monorail			_____	_____	_____
cable car			_____	_____	_____
parachute			_____	_____	_____
solar panel			_____	_____	_____
coins			_____	_____	_____
microlight			_____	_____	_____
hang-glider			_____	_____	_____
hole			_____	_____	_____
jet pack			_____	_____	_____
wind turbine			_____	_____	_____
binoculars			_____	_____	_____
surfboard			_____	_____	_____
floating skateboard			_____	_____	_____
unicycle			_____	_____	_____
inline skates			_____	_____	_____

VKS 2 – POST-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I.	II.	III.	IV.	V.
	I don't remember having seen this word before.	I have seen this word before but I don't know what it means.	I have seen this word before and I think it means ____ (synonym or translation)	I know this word. It means ___ (synonym or translation)	I can use this word in a sentence. _____ (if you do this section, please also do section IV)
cable car			_____	_____	_____
solar panel			_____	_____	_____
hole			_____	_____	_____
jet pack			_____	_____	_____
binoculars			_____	_____	_____
wind turbine			_____	_____	_____
parachute			_____	_____	_____
floating skateboard			_____	_____	_____
inline skates			_____	_____	_____
monorail			_____	_____	_____
unicycle			_____	_____	_____
microlight			_____	_____	_____
coins			_____	_____	_____
surfboard			_____	_____	_____
hang-glider			_____	_____	_____

VKS 3 – PRE-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I. I don't remember having seen this word before.	II. I have seen this word before but I don't know what it means.	III. I have seen this word before and I think it means ____ (synonym or translation)	IV. I know this word. It means ___ (synonym or translation)	V. I can use this word in a sentence. _____ (if you do this section, please also do section IV)
pyramid					
Sphinx					
pharaoh					
unicycle					
chariot					
slaves					
jet pack					
rock					
monorail					
hieroglyphics					
tomb					
mummy					

VKS 3 – POST-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I.	II.	III.	IV.	V.
	I don't remember having seen this word before.	I have seen this word before but I don't know what it means.	I have seen this word before and I think it means ____ (synonym or translation)	I know this word. It means ___ (synonym or translation)	I can use this word in a sentence. _____ (if you do this section, please also do section IV)
pharaoh					
tomb					
jet pack					
hieroglyphics					
mummy					
rock					
pyramid					
Sphinx					
slaves					
unicycle					
chariot					
monorail					

VKS 4 – PRE-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I. I don't remember having seen this word before.	II. I have seen this word before but I don't know what it means.	III. I have seen this word before and I think it means ____ (synonym or translation)	IV. I know this word. It means ___ (synonym or translation)	V. I can use this word in a sentence. _____ (if you do this section, please also do section IV)
long jump					
gymnastics					
tomb					
rowing					
archery					
high jump					
mummy					
wrestling					
slaves					
hurdles					
weightlifting					
fencing					
boxing					

VKS 4 – POST-TEST

Read the statements and put a tick (✓) if it's appropriate for you. Parts III, IV and V will be answered with a word or sentence.

WORD	I. I don't remember having seen this word before.	II. I have seen this word before but I don't know what it means.	III. I have seen this word before and I think it means ____ (synonym or translation)	IV. I know this word. It means ___ (synonym or translation)	V. I can use this word in a sentence. _____ (if you do this section, please also do section IV)
tomb					
weightlifting					
boxing					
gymnastics					
slaves					
high jump					
long jump					
hurdles					
fencing					
wrestling					
mummy					
archery					
rowing					

APPENDIX 5. SELF-ASSESSMENT SHEET

Evaluate your performance in class. Make your marks out of five.

1. How attentive were you?	5	4	3	2	1
2. How much did you contribute to the lesson?	5	4	3	2	1
3. How much did you learn?	5	4	3	2	1
4. How much did you cooperate with your group members?	5	4	3	2	1
5. Are you satisfied with the task in this lesson?	5	4	3	2	1

5 excellent / 4 very good / 3 good / 2 ok / 1 needs improvement

APPENDIX 6. GROUP PERFORMANCE (OBSERVATION) CHECKLIST

Read the statements below. Circle the number that most accurately describes your response to the statement. Use the following key to respond to each statement.

1 strongly disagree
2 disagree
3 neutral
4 agree
5 strongly agree

1	Members are clear about group goals.	1	2	3	4	5
2	Members agree with group goals.	1	2	3	4	5
3	Group tasks make them work together.	1	2	3	4	5
4	Members know their roles clearly.	1	2	3	4	5
5	Members accept their roles.	1	2	3	4	5
6	The group has an open communication structure that allows all members to participate.	1	2	3	4	5
7	Members give each other constructive feedback.	1	2	3	4	5
8	The group understands given feedback.	1	2	3	4	5
9	Members spend time planning how they will solve problems and make decisions.	1	2	3	4	5
10	The group is highly cooperative.	1	2	3	4	5

APPENDIX 7. RUBRICS FOR WRITTEN PRODUCTS

RUBRIC 1 (THE TASK OF GROUP 1)

GROUP 1	ACHIEVEMENT LEVEL			
	Needs improvement (1)	**Satisfactory (2)**	**Effective (3)**	**Outstanding (4)**
Presentation	Handwriting unreadable, random or lack of spacing, poor use of capitalization and overall appearance is unacceptable.	Handwriting poor, spacing and capitalization are not very neat, overall appearance is distracting.	Handwriting mostly legible, spacing improves clarity, capitalization is effective, overall appearance is acceptable.	Handwriting is consistent and uniform, good balance of space and error-free capitalization and overall appearance is pleasing.
Spelling and grammar	Spelling errors impede readability, in correct punctuation, many usage and grammar errors (8+).	Spelling correct on common words, punctuation mostly correct, grammar errors ae not serious (4-7) but distract the reader.	Spelling generally correct (only 1-3 errors), punctuation is usually correct and it follows normal conventions of usage and grammar throughout.	The project is essential error-free in terms of spelling and grammar.
Accurate meanings	The target words hardly ever convey their dictionary meanings and definitions do not create meaningful pictures.	The target words usually convey their dictionary meanings and definitions generally create meaningful pictures.	The target words mostly convey their dictionary meanings and nearly all definitions create meaningful pictures.	The target words convey their dictionary meanings without any mistake and all definitions directly create meaningful pictures.
Appropriate pictures	Less than half of the words have appropriate pictures.	Half of the words have appropriate pictures.	More than half of the words have appropriate pictures.	All the words have appropriate pictures.
Effectiveness	Less than half of the words are used, time management is ineffective (less than 5 minutes used effectively) and the project lacks most of the things to be done.	Half of the words are used, time management is satisfactory (5-10 minutes used effectively) and the project lacks half of the things to be done.	More than half of the words are used, time management is effective (more than 10 minutes used effectively) and the project almost finished.	All the words are used, time management is perfect (the whole 15 minutes used effectively) and the project completely finished.

RUBRIC 2 (THE TASK OF GROUP 2)

GROUP 2	ACHIEVEMENT LEVEL			
	Needs improvement (1)	**Satisfactory (2)**	**Effective (3)**	**Outstanding (4)**
Presentation	Handwriting unreadable, random or lack of spacing, poor use of capitalization and overall appearance is unacceptable.	Handwriting poor, spacing and capitalization are not very neat, overall appearance is distracting.	Handwriting mostly legible, spacing improves clarity, capitalization is effective, overall appearance is acceptable.	Handwriting is consistent and uniform, good balance of space and error-free capitalization and overall appearance is pleasing.
Spelling and grammar	Writing contains numerous errors (8+) in spelling and grammar which interfere with comprehension.	Frequent errors (4-7) in spelling and grammar distract the reader	While there may be minor errors (1-3), it follows normal conventions of spelling and grammar throughout.	The project is essential error-free in terms of spelling and grammar.
Meaningfulness	Less than half of the words are used in meaningful sentences.	Half of the words are used in meaningful sentences.	Most of the words are used in meaningful sentences.	All the words are used in meaningful sentences.
Word choice	Vocabulary is limited, simple words are used incorrectly, no figurative language and words do not convey meaning.	Generally correct words, language is functional, attempt at figurative language and words convey general meaning.	Some active verbs and precise nouns are used, effective use of figurative language, words enhance the meaning.	Powerful and engaging words, accurate and specific use of words, artful use of figurative language and words create meaningful pictures.
Effectiveness	Less than half of the words are used, time management is ineffective (less than 5 minutes used effectively) and the project lacks most of the things to be done.	Half of the words are used, time management is satisfactory (5-10 minutes used effectively) and the project lacks half of the things to be done.	More than half of the words are used, time management is effective (more than 10 minutes used effectively) and the project almost finished.	All the words are used, time management is perfect (the whole 15 minutes used effectively) and the project completely finished.

RUBRIC 3 (THE TASK OF GROUP 3)

GROUP 3	ACHIEVEMENT LEVEL			
	Needs improvement (1)	**Satisfactory (2)**	**Effective (3)**	**Outstanding (4)**
Presentation	Handwriting unreadable, random or lack of spacing, poor use of capitalization and overall appearance is unacceptable.	Handwriting poor, spacing and capitalization are not very neat, overall appearance is distracting.	Handwriting mostly legible, spacing improves clarity, capitalization is effective, overall appearance is acceptable.	Handwriting is consistent and uniform, good balance of space and error-free capitalization and overall appearance is pleasing.
Spelling and grammar	Writing contains numerous errors (8+) in spelling and grammar which interfere with comprehension.	Frequent errors (4-7) in spelling and grammar distract the reader.	While there may be minor errors (1-3), it follows normal conventions of spelling and grammar throughout.	The writing is essential error-free in terms of spelling and grammar.
Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unclear introduction or conclusion.	Develops and organizes ideas in the paragraph that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusion.	Develops unified and coherent ideas within the paragraph with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically within the paragraph and connects them with effective transitions. Clear and specific introduction and conclusion.
Word choice	Vocabulary is limited, simple words are used incorrectly, no figurative language and words do not convey meaning.	Generally correct words, language is functional, attempt at figurative language and words convey general meaning.	Some active verbs and precise nouns are used, effective use of figurative language, words enhance the meaning.	Powerful and engaging words, accurate and specific use of words, artful use of figurative language and words create meaningful pictures.
Effectiveness	Less than half of the words are used, time management is ineffective (less than 5 minutes used effectively) and the project lacks most of the things to be done.	Half of the words are used, time management is satisfactory (5-10 minutes used effectively) and the project lacks half of the things to be done.	More than half of the words are used, time management is effective (more than 10 minutes used effectively) and the project almost finished.	All the words are used, time management is perfect (the whole 15 minutes used effectively) and the project completely finished.

APPENDIX 8. INTERVIEW TRANSCRIPTION

APPLICATION 1

S1 - A student from Group 3

1. T: What do you think about your individual performance in group work?
   S: We are bad and good, so so.

2. T: What do you think about your group's performance?
   S: We are bad.
   T: You are bad. Why?
   S: Because we do alone. It's not a group work.

3. T: Did you attend to task equally?
   S: No

4. T: Is there anyone who worked more or who worked less?
   S: Yağmur and me do more.
   T: Ok, so the others worked less.
   S: Yes.

5. T: Were you happy with your group?
   S: No.
   T: Why?
   S: Because we are bad.
   T: So, the performance, the project you did, you didn't like it?
   S: No.

APPLICATION 1

S2 - A student from Group 2

1. T: What do you think about your individual performance in group work?
   S: I think I'm good.

2. T: What do you think about your group's performance?
   S: Not good, not bad. So so.

3. T: Did you attend to task equally?
   S: No equal.

4. T: Is there anyone who worked more or who worked less?
   S: Some of my friends, my three friends..
   T: They worked less, huh?
   S: Yes.

5. T: Were you happy with your group?
   S: No, because we can't finish it.

APPLICATION 2

S1 - A student from Group 1

1. T: What do you think about your individual performance in group work?
   S: I think it's very normal.
   T: You worked.
   S: Yes I worked. I helped with the story.

2. T: What do you think about your group's performance?
   S: It's bad but, it's more gooder than the first time.
   T: Hmm better than the first time, but generally it was again bad.
   S: Bad.

3. T: Did you attend to task equally? Has everybody done something?
   S: It's everybody…No, one of the friends is… didn't do anything. Only colouring.

4. T: Is there anyone who worked more or who worked less?
   S: Yes.

5. T: Were you happy with your group?
   S: No, not much.
   T: Okay, you were not happy with the project at the end.
   S: Yes.

APPLICATION 2

S2 - A student from Group 2

1. T: What do you think about your individual performance in group work?
   S: I do everything. They said “you do this”, “okay I can do” I said.
   T: So you worked hard.
   S: Yes.

2. T: What do you think about your group’s performance?
   S: They… I have one friend. The previous project he said “I don’t like because you everything I don’t do anything”. Then this time we give to him a chance and he do it. It perfect.
   T: So you directed your friend and your friend did a good performance.

3. T: Did you attend to task equally?
   S: Yes, they said, “you do drawing”. I have two friends they said “we have... we don’t like writing and we handwriting is not fast and good. We have to do drawing pictures”. “Ok” we said. “You can do this.”

4. T: Is there anyone who worked more or who worked less?
   S: There is a boy. He wants to do the project but he doesn’t know the word means.
   T: He couldn’t. So he had difficulty, maybe.
   S: Yes.

5. T: Were you happy with your group this time?
   S: Yes I love too much.

APPLICATION 3

S1 - A student from Group 1

1. T: What do you think about your individual performance in group work?
   S: It was good.

2. T: What do you think about your group's performance?
   S: It's Ok.
   T: This time is better than the previous time?
   S: Yes. We did all the task.
   T: good, you finished.
   S: Yes.

3. T: Did you attend to task equally? Everybody has parts, everybody has some roles.
   S: Yes, everyone did everything.
   T: What was your role?
   S: Facilitator.

4. T: Is there anyone who worked more or who worked less?
   S: Actually drawing pictures are a little bit less but writing and finding in dictionary is a little bit more, harder than it.
   T: And everybody did this?
   S: Yes, everybody did.

5. T: Were you happy with your group this time?
   S: Yes.

APPLICATION 3

S2 - A student from Group 2

1. T: What do you think about your individual performance in group work?
   S: It's good.
   T: It was good, ok. What was your role?
   S: Checker.

2. T: What do you think about your group's performance?
   S: It's excellent.
   T: Excellent this time, huh? That's good.
   S: Yes.

3. T: Did you attend to task equally?
   S: Yes.
   T: everybody has some parts?
   S: Yes.

4. T: Is there anyone who worked more or who worked less?
   S: They are equal and we did the best.
   T: Very good. So when comparing the previous tasks and this time?
   S: This is better.

5. T: Were you happy with your group?
   S: Yes, of course.

APPLICATION 4

S1 - A student from Group 2

1. T: What do you think about your individual performance in group work?
   S: I'm good, I'm the time keeper. I keep the time and I help my friends.

2. T: What do you think about your group's performance?
   S: My group is very good. They shared the group work.
   T: Ok, everybody worked.

3. T: Did you attend to task equally?
   S: Yes.
   T. Everybody did something.

4. T: Is there anyone who worked more or who worked less?
   S: No, everybody is not less or…
   T: Less or more. Everybody did the same thing.
   S: Yes.

5. T: Were you happy with your group?
   S: Yes, I'm happy with my group.

APPLICATION 4

S2 - A student from Group 3

1. T: What do you think about your individual performance in group work?
   S: I'm a checker and I'm check my friends' work.
   T: So, you worked hard.
   S: Yes.

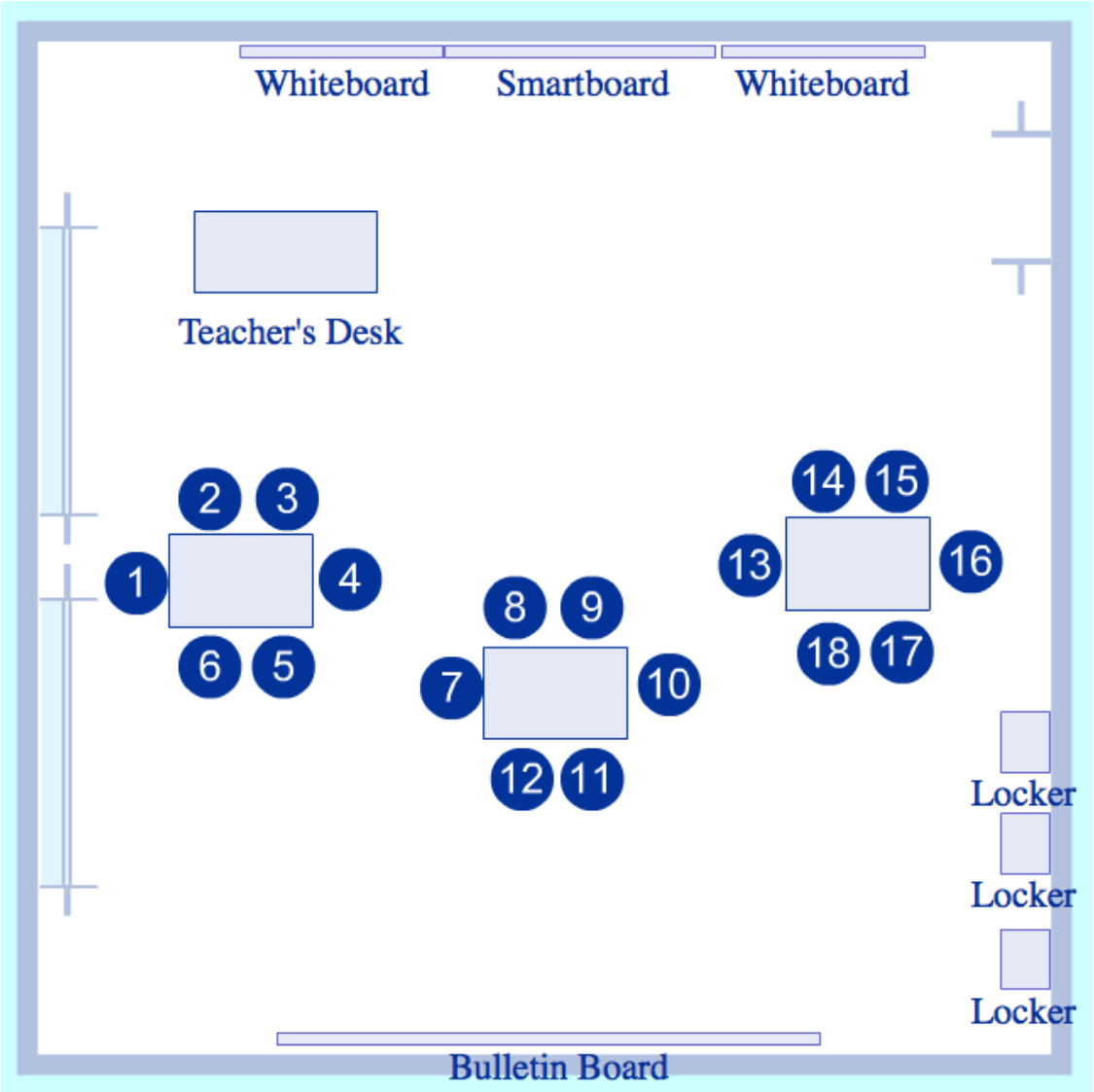
2. T: What do you think about your group's performance?
   S: It's very good. My friends did a lot.
   T: And you finished your task.
   S: Yes.

3. T: Did you attend to task equally?
   S: Yes, I help my friends.
   T: And your friends help each other.
   S: Yes.

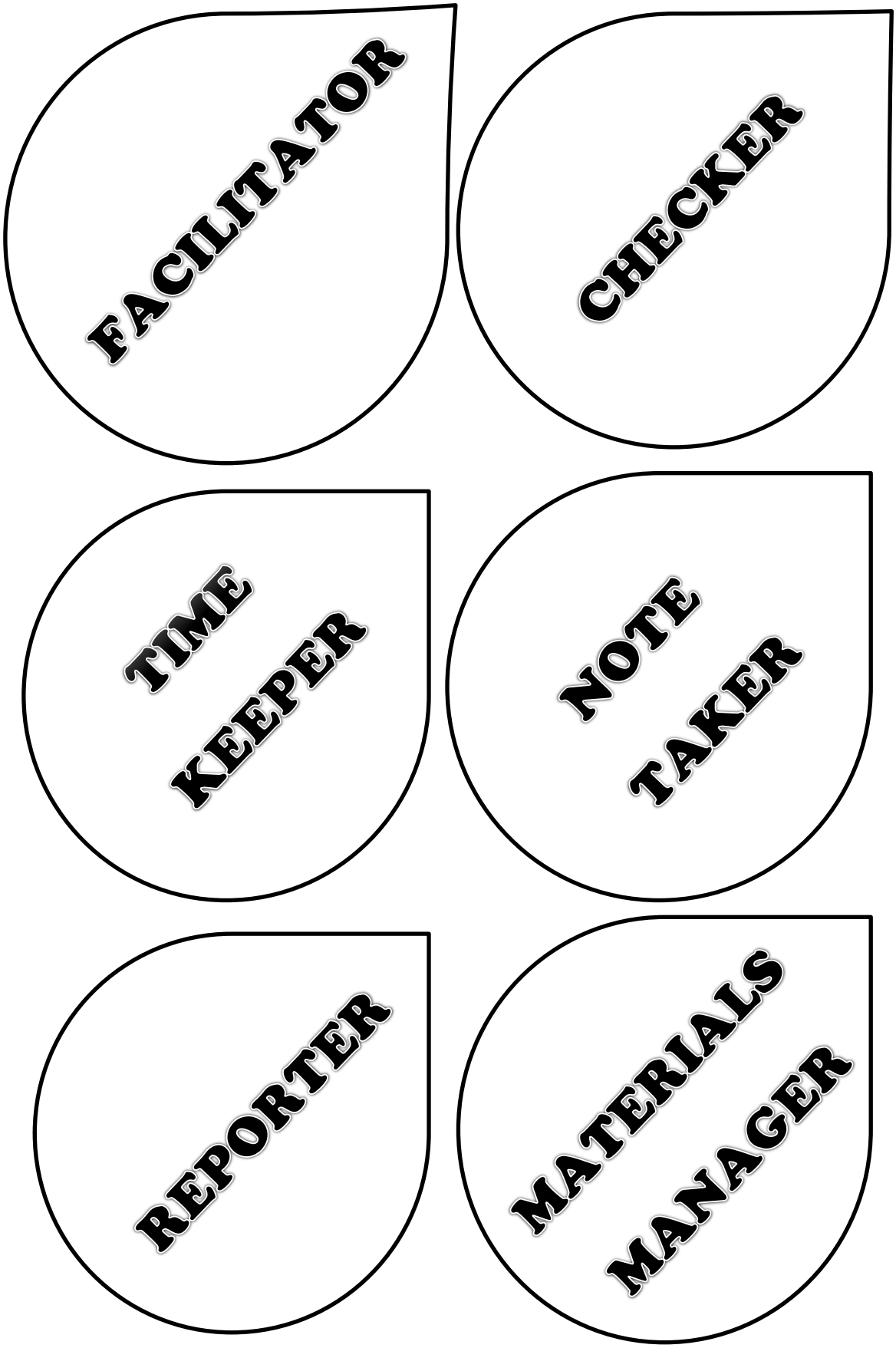
4. T: Is there anyone who worked more or who worked less?
   S: No, everybody work more.

5. T: Were you happy with your group?
   S: Yes, I'm happy.

APPENDIX 9. LAYOUT OF THE CLASSROOM



APPENDIX 10. ROLE BADGES



APPENDIX 11. AUTHENTICITY REPORT

Turnitin Originality Report

AN EXPERIMENTAL STUDY INTO THE EFFECTS OF STRUCTURED GROUP WORK ON STUDENTS' COLLABORATIVE BEHAVIOURS AND GROUP PERFORMANCES by Ayça Arslan

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H. Douglas Brown, Principles of Language Learning and Teaching, 2000

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CURRICULUM VITAE

Personal Information

Name Surname	Ayça ASLAN
Place of Birth	ADANA
Date of Birth	24.05.1987

Education

High School	Kırşehir Anatolian Teacher Training High School	2005
Bachelor's Degree	Hacettepe University, Faculty of Education, English Language Teaching, GPA 3.38 / 4.00	2010
Master's Degree	Hacettepe University, Foreign Languages Education, English Language and Teaching, GPA 3.30 / 4.00	2015
Foraign Languages	English: Reading (Excellent), Writing (Excellent), Speaking (Excellent), Listening (Excellent) Spanish: B2 TÖMER (Common European Framework)	

Experience

Training	Beytepe Primary School	2009-2010 (Fall)
	C.E.I.P José Antonio Labordeta, Zaragoza Primary School	2009-2010 (Spring)
Experience	BILFEN Private Ankara Çayyolu School – English Language Teacher (4-5)	2014 - …
	Sınav College – English Language Teacher (1-4) *Summer School (2 weeks in Ardingly College, England)	2012 - 2014
	Bilim Dershanesi – English Language Teacher / Testing and Materials Office (LYS-5 preparation)	2010-2012
	Bilim Dershanesi - English Language Teacher (SBS preparation, part time)	2009-2010 (Fall)

Academic Studies

Conferences

2nd International EJER Congress 2015, June 8, Prof. Dr. Rowena Murray, Writing Academic Articles, Hacettepe University.
Cito Turkey Seminar Days, June 23, 2014, METU.
Fresh Ideas for Teaching Kids. April 22, 2014, Richmond Unlimited Educational Services.
Terakki ELT (TELT) Conference, March 15, 2014, British Side. *Teacher Training Workshops & Seminars, "Working the Words: Putting Lexis at the Centre of Language Learning"
8th ELT Conference at Başkent University Private Ayşeabla Schools, February 22, 2014.
A Teacher's Toolkit: Ideas for Young Learners, January, 2013 (David Evans), National Geographic Learning
1st International ELT Conference 'Pains and Gains: New Trends in ELT' in Nicosia

(Northern Cyprus), June 3-4, 2011 Near East University (attended as presenter)
2nd ELT Symposium: “E-learning Practices in Secondary Education”, April 16, 2011 Çankaya University
1st International ELT Conference “Squaring the Circle: Matching Competence with Performance”, March 25-27, 2011 Izmir University of Economics, School of Foreign Language
Personal Development Community, Hacettepe University
“Kariyer Elçileri” with Dr. Ala Elcircevi, Çankaya University

Contact Information

e-mail	aycacunedioglu@yahoo.com
	aycacunedioglu@gmail.com

Jury date	16.06.2015