



School of Humanities

The Teaching of English as a Foreign/International Language

(M. Ed.)

**How do course books understand Pair/Group Work?
Postgraduate Dissertation**

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Abstract

This research project aims at exploring how “Think Teen”, a course book for the 2nd Grade of Greek Junior High School, regards Pair/Group Work. For this reason, a content analysis has been carried out to assess how Pair/Group Work is incorporated in the course book. The findings from this project indicate that Pair/Group Work is centrally incorporated in this textbook. Another interesting finding is also the fact that course book designers provide basic guidelines and instructions as far as group formation and monitoring is concerned. After the discussion of the findings, implications are discussed together with some modifications and some suggestions for further research are provided.

Keywords: Pair/Group Work, Differentiated Instruction, Multiple Intelligences

Περίληψη

Αυτή η ερευνητική εργασία στοχεύει στη διερεύνηση του τρόπου με τον οποίο το «Think Teen», ένα βιβλίο μαθημάτων για τη Β' Τάξη του Ελληνικού Γυμνασίου, καταλαβαίνει την Ομαδική Εργασία (ή εργασία σε ζεύγη). Για το λόγο αυτό, πραγματοποιήθηκε ανάλυση περιεχομένου για να αξιολογηθεί ο τρόπος με τον οποίο ενσωματώνεται η εργασία σε ομαδικές εργασίες /ή σε ζευγάρια στο βιβλίο μαθημάτων. Τα ευρήματα από αυτό το έργο δείχνουν ότι οι δραστηριότητες που σχετίζονται με την ομαδική εργασία (ή ζευγάρια) ενσωματώνεται κεντρικά σε αυτό το εγχειρίδιο. Ένα άλλο ενδιαφέρον εύρημα είναι επίσης το γεγονός ότι οι σχεδιαστές βιβλίων μαθημάτων παρέχουν βασικές κατευθυντήριες γραμμές και οδηγίες όσον αφορά το σχηματισμό και την παρακολούθηση της ομάδας κατά τη διάρκεια των δραστηριοτήτων. Μετά τη συζήτηση των ευρημάτων, συζητούνται οι επιπτώσεις μαζί με κάποιες τροποποιήσεις και προτάσεις για περαιτέρω έρευνα

Λέξεις-κλειδιά: Εργασία σε ζευγάρια/Ομαδική, Διαφοροποιημένη διδασκαλία, Πολλαπλές Νοημοσύνες

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Abbreviations

EFL English as a Foreign Language

CEFR Common European Framework of Reference for Languages

Introduction

Group Work can be defined as a task of varied formats and techniques in which two or more learners are engaged in while it requires cooperation, interaction and language use. In today's society where everything is performance oriented Group/Pair work has been proven to be a useful tool for effective language learning. Working with a group can also be a viable solution in managing today's heterogeneity of school populations. It can offer opportunities for learner empowerment while activating and motivating students in the learning process. Groups can offer an ideal environment to increase learners' input through peer interaction and meaning negotiation (Long, 1983; Richards, 2005). Cornerstone of Group Work is that all pupils have something unique to contribute to the group, while all members have opportunities to learn from each other. The learners are in the centre and "by working together they become smarter and more powerful compared to working alone" (Sapon-Shevin and Schniedewind, 1990:65).

Ellis (1994) concluded that learner to learner interaction can result in more effective language learning as compared to teacher-learner interaction. Tomlinson (2001) defines learning as something that "*happens when the whole learning experience pushes the learner a bit beyond their independent level*". Groups of mixed level learners can provide the help and support that can lead to a better language competency.

Research, however, is limited on key areas about how Group Work can be effectively applied in an EFL classroom and how course books' designers deal with Group Work. Teachers usually assume accountability on group formation, processes and structure. Learners differ with each other on multiple levels; cognitive, affective, psychomotor, they can think and learn differently and teacher is the one that needs to orchestrate all this.

Today's society with a constant economic instability, technological advancement and globalization craves for relevant attitudes towards the change and challenges of everyday life. Thus, education should aim at affecting the development of appropriate values and attitudes. A learner should be considered as a whole and all three learning domains; cognitive, affective and psychomotor should be developed simultaneously.

The aim of this study is to evaluate the course book "Think Teen" by Patrick Mc Gavigan and how this book interprets Group Work. In other words to what extend do Group Work tasks take into consideration different personality types or learning styles. This book is currently used for the teaching of English in the second grade of Junior Greek High School

and is designed to follow the criteria and principles of the Common European Framework of Reference for Languages (CEFR, 2001) and the Revised Unified Cross-Thematic Curriculum Framework for Modern Languages in Greece (CTCF, 2003).

Overview of this research project

This dissertation consists of five chapters. Chapter 1 focuses on presenting the detailed research context of this project. We will discuss the role of English in Greece and how it is taught according to the Greek educational system and curriculum. We will also provide a detailed description of the book under discussion.

In Chapter 2 we will discuss the theoretical side of this research project. Firstly some aspects of differentiated instruction will be presented, together with the different types of differentiation that can be applied in a classroom. Then the benefits of Group Work will be discussed in detail, together with important factors that can result in effective use of Group Work. At the end of the chapter we will present in great detail Bloom's taxonomy of learning domains; the cognitive, affective and psycho-motor domain. Extra focus will be given on affective domain in relation to Pair/Group Work.

In Chapter 3 we will present the criteria that form the basis of our evaluation of "Think Teen". We will present Garner's Theory of Multiple Intelligences and we will focus on personality types and learning styles. We will also briefly discuss some issues around course book evaluation and task clarity.

In Chapter 4 we will provide a detailed analysis of "Think Teen" and discuss in detail our research findings in reference to Bloom's taxonomy of learning domains, personality types and learning styles. We will also examine the Pair/Group Work tasks in relation to Gardner's Theory of Multiple Intelligences and clarity of instructions.

In Chapter 5 we will consider the implications of this research project together with some suggestions for improvement of Pair/Group Work tasks.

Chapter 1- The research context

Introduction

The aim of this chapter is to present the context of this research project. Greece is an example of the expanding circle when it comes to the use of English. According to the Greek educational system and Curriculum English is regarded as ‘lingua franca’.

1.1 Greece on a macro level

Greece is located in the south-east part of Europe with a population of approximately 11 million (2015). The population is quite homogenous with some minority populations from the Balkans, Arabic and Asian countries. The official language is Modern Greek and the majority of the population is using this language in every aspect of everyday life. According to research Greece is an example of expanding circle country (Kachru, 2006), where English is not an official language but it is regarded as a vital tool in today’s globalized world. Education is considered a necessary tool for future employment and learning a foreign language is ‘scoring’ extra points according to the Greek public sector. This has resulted in a paper-chase for qualifications turning the learning of a foreign language into an examination orientated process. The goal of the majority of learners is to learn English just to be able to pass high-status certifications from the University of Cambridge such as the First Certificate (FCE), the Certificate in Advanced English (CAE) and the Certificate of Proficiency (CPE) or certifications from the University of Michigan such as the Examination for the Certificate of Competency in English (ECCE) or the Certificate of Proficiency in English (ECPE). These examinations affect not only the learning but also the teaching of the learning. Teachers have no freedom in selecting material and the material available is mainly exam-oriented. Course books are mainly focused on teaching writing, speaking, listening and reading, grammar and vocabulary while communication and cultural elements are often forgotten.

Furthermore Modern Greek is a language that is not being used outside Greece, so the learning of a foreign language is essential for communication reasons on an individual but also state level. This is regarded as essential and is depicted in the Greek Curriculum which follows the cross-curricular approach. The general population but also the Greek state regards the acquisition of certificates as more important than the knowledge itself, and it is generally assumed that foreign languages are learnt more efficiently at private language schools. This has resulted in contempt of the public school EFL teachers and teaching.

1.2 Greece on a micro level

1.2.1 The Greek Curriculum

1.2.1.1 The 1997 Curriculum

The 1997 Curriculum is a renewed edition of the 1983 National Curriculum which included only the teaching of English as a Foreign Language in the Greek Secondary School. In the 1997 curriculum is the teaching of English in the Primary School introduced for the first time (First Cycle). The Greek State is regarding the learning of English as essential; a *lingua franca* that will function as an important tool for the achievement of cultural, social and technological development (Greek Curriculum 1997). Regarding English as a *lingua franca* means that teaching should focus on knowledge and strategies that will facilitate the learners to communicate with native English speakers but also people from all over the world. This is underlined in the 1997 Curriculum where it is stated that cultural elements that are typical of English-speaking countries should be avoided while “international elements of the English language” should be promoted (Greek Curriculum 1997: 66).

1.2.1.2 The Revised Unified Cross-Thematic Curriculum Framework for Modern Languages in Greece

The learning of English as a foreign language starts at the 3rd grade of primary school till the third grade of upper secondary high school (lyceum). The teaching of Foreign Language in Greek High School is based on the Revised Unified Cross-Thematic Curriculum of 2001 for Modern Languages (CTCF) which is based on the 1997 Greek Curriculum. According to this Revised Unified Curriculum (CTCF) the language material that must be taught is based on the communicative skills that students are expected to master according to the language level. The expected levels of language proficiency are based on the Common European Framework of Reference for Languages (CEFR). Students' level of proficiency in the 2nd Grade of Greek High School is expected to be around B1- or B1+ (Table 1).

1 st Foreign Language		2 nd Foreign Language	
High School (English)		High School (French, German, Italian)	
1 st Grade	level A2-/B1-	1 st Grade	level A1-
2 nd Grade	level B1- /B1+	2 nd Grade	level A1
3 rd Grade	level B1+/B2-	3 rd Grade	level A1+

Table 1. Greek High School's Foreign Language Levels

The 2001 Unified Curriculum shifted the teaching focus of foreign languages from a material- and teacher-centred to learner-centred. This affected not only the teaching approach but also the way of organizing the teaching and learning of foreign languages in Greece. The learning process is in the centre and language is not viewed as linguistic or grammatical components but as an entity meant for social interaction. This revised 2001 curriculum underlines the importance of communicative tasks and group work/project work which promote the students' linguistic education, multiculturalism and multilingualism.

1.3 Think Teen

“Think Teen” by Patrick Mc Gavigan for the 2nd Grade of Junior High School is one of the book options available to EFL teachers in Greek secondary schools who are allowed to choose course books only from a specific list provided by the Greek Ministry of Education. The list includes course books from the most well-known American, British and Greek publishing houses. Teachers have the freedom to choose the most suitable textbooks for their specific teaching situation.

Think Teen is a book designed to follow the ‘brainstorming technique’, topics are introduced by writing them on the board while the students are sharing their ideas with their classmates. The book is also designed to follow the principles and practices of Differentiated Instruction, providing material for mixed ability classes. The main goal of this book is to offer individual progress and development to every learner. Open-ended questions and flexible classroom organisation can be found throughout the book. Extra material or different versions of the same activity are also part of the book. According to the Teacher’s book though, the teacher is the one that should guide the learners to the appropriate level-version of the target activity.

This book is designed for the 2nd Grade of Junior High School and consists of 10 Units, and each unit is further divided in three lessons. Throughout the book, all ten units are following a similar structure. Every unit starts with a Cover Page that aims at raising the students’ awareness of the topic through visual stimulation. Then follows Lesson one which usually focuses on reading or listening. Grammar, listening, speaking or writing is usually the focus of Lesson Two. And last but not least, Lesson Three is always consisted of some kind of project work followed by a Self-evaluation test at the end of each unit. In Appendices, we can find tiered tasks aimed at differentiated instruction. There are two options available; different versions of the same activities or different activities based on the same topic. The teacher is

the one that should guide the students to the appropriate level of activity according to their needs and language level. In Appendix II we can find the listening scripts of the book's listening activities followed by the answer key for the self-assessment tasks in Appendix III. Grammar is following the inductive approach in Think Teen which means that learners are encouraged to figure out the grammatical structure by themselves. So the fourth Appendix has the all the grammar rules and tables that are taught throughout this book to help learners control their answers when needed.

Pair and Group work is mainly associated with the speaking tasks in this book and offers the learners the opportunity to engage in outcome-orientated tasks or role play activities. According to the Teacher's Book (Appendix IV), the teacher should pay attention in designing pair or group work by selecting a combination of stronger and weaker students to work together. The third lesson of each unit is dedicated to a small group project. The teacher again is responsible to group the students and assign a specific role for each and every one of them. At the same time the Teacher's Book is claiming that "students should be allowed to choose tasks for the project that best suits their abilities and interests" (Appendix IV, p. xvi). The teacher should be the one guiding the task and can also function as the 'group advisor'.

Conclusion

During this chapter we presented in great detail the role of English in the Greek society and Greek educational system. We presented the Greek Curriculum of 1997 and the Revised Unified Cross-Thematic Curriculum of 2001 for Modern Languages that forms the framework for the teaching of English in Greece. Last but not least we introduced in detail "Think Teen", the student's book that will be the focus of our dissertation.

Chapter 2 – Literature review

Introduction

The aim of this chapter is to present the main aspects of Differentiated Instruction, the different types of differentiation, the benefits of Group Work and the important factors that result in an effective application of Pair/Group Work in a foreign language classroom and present in detail Bloom's taxonomy of learning domains.

2.1 Key areas of Differentiated instruction

Differentiated instruction first started as a way of managing talented students in a classroom (Tomlinson, 2004). An adapted curriculum for students that learn fast, understand complex ideas and may have different interests than their peers. So this adapted curriculum needed to be modified in terms of three different things: content, process and product (Maker, 1982, Passow, 1982). A decade later and differentiated instruction has now evolved into a well established method of planning, adapting and teaching to diverse classrooms with high student variance. According to Tomlinson differentiated instruction is defined as “an approach to teaching which teachers modify curricula, teaching methods, resources, learning activities and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom (Tomlinson et al., 2003, p. 121).

Differentiation is a learner-centred and flexible approach which cannot depend on ready-made lesson plans but instead it requires educators that are able to identify their students' characteristics, needs, skills and interests. The differentiated instruction can have a positive impact on the students' learning process through a supportive and non-threatening environment that aims at creating the right conditions for a meaningful and active learning experience for every learner (Tomlinson, 2000). By tailoring the instruction to the students' needs and interests a sense of equity, achievement and motivation are satisfied which leads to an effective language teaching (Muller, 2001). So learning experiences that are “equally important, interesting and equally engaging” (who are more positive to what they learn) can lead to better student achievement (Tomlinson et al., 2003; Stronge, 2004).

In the relevant literature (McTighe and Brown, 2005) student achievement is regarded as beneficial, we can then say that cognitive psychology is linked with differentiated instruction. Teachers are in need of tools to recognize and accept their students' strengths and weaknesses

in order to find ways to help them reach their own potential (Fischer and Rose, 2001; Stronge, 2004). Tomlinson (1999) also links differentiated instruction with cognitive needs and the beneficial aspect on the learning process. Research (Walpole & Mc Kenna, 2007 and Sternberg & Zhang, 2005) underlines the importance of fulfilling the students' needs that leads to higher academic achievement. Differentiation is a teaching and learning approach that can undertake many different forms and ways that aims at acknowledging and maximizing the potential of each student (Tomlinson, 2000).

After careful consideration, we can conclude that one thing is in focus when we talk about Differentiated Instruction: the individual's potential, which is also one of the main ideas of Humanistic Education (Valett, 1977). The Humanistic Education regards as very important the student's choice throughout the entire learning process. Students are in the centre and are continuously encouraged to take control of their own learning process by making choices, setting and achieving appropriate goals, motivating them and engaging them actively in a meaningful learning process that works towards cultivating full autonomy and independence.

Differentiated Instruction can also be highly associated with Vygotsky's socio-constructivist theory (Blanton, 1998; Kearsley, 1996; Tharp and Gallimore, 1988). According to Vygotsky education is an ongoing process and strongly suggests that learners can find meaning and shape knowledge through negotiating with others. Vygotsky's Zone of Proximal Development (Vygotsky, 1978, 1986) underlines that students learn better when learning material is just beyond their independent instructional level. With the help and support of an adult or a more advanced person, learners can succeed; this process is called "scaffolding". So the teacher's job is to push the learners to their own zone of proximal development with appropriate material slightly more advanced than what the learners can manage already alone (Tomlinson et al., 2003). More research (Howard, 1994; Jensen, 1998; Sousa, 2001; Wolfe, 2001) supports the idea that learning occurs at a level of "moderate challenge" that sustains a higher level of participation than when the level of tasks is over or under-challenging.

2.1.1 Different types of differentiation

There are three aspects of the curriculum that teachers can actually differentiate in practice according to Tomlinson's model: in content, in process and in product. In order to achieve effective differentiation of curriculum Tomlinson underlines the importance of planning

instruction as reactive instead of proactive (Tomlinson et al., 2003). Teachers should plan lessons that address from the beginning student variance instead of reacting on the spot to a lesson that seems to not be working for all. In this chapter we will discuss how teachers can differentiate their curriculum in order to meet their students' diverse needs.

2.1.2 Differentiation in content

The first aspect that the teachers can modify when we talk about Differentiated Instruction is the content of a lesson. Teachers can minimize or maximize the level of complexity of the material in question according to their students' needs and interests. Pace of the instruction can be an important variable when we talk about Differentiated Instruction and sometimes can be addressing different groups of learners than the level of instruction. It can be quite common that the pace of instruction is aiming learners in the low-achieving end while the level is instead designed for learners on the mid or high end (Tomlinson et al., 2003). They can also differentiate on the teaching strategies that can be applied with this specific lesson (Bailey & Williams-Black, 2008).

2.1.3 Differentiation in process

Teachers can also differentiate the process, the learning strategies or activities that help students navigate through the new material. A way to achieve this can be through the use of small teaching-learning groups inside the classroom. Differentiated Instruction underlines the importance of using or designing meaningful tasks to show skill acquisition. Langa and Yost (2004) offer concrete examples of differentiation in process:

- Interest centres (a specific place in the classroom that contains teacher selected material that aims at promoting the learners' further interest on different topics)
- Learning stations (different spots around the classroom that are designed to promote simultaneous exploration of subparts of the main topic of the lesson)
- Learning contracts (a written agreement between the teacher and the learner concerning the amount of work being done by the student, timeline and assessment criteria)
- Tiered activities (activities of different level/complexity for a given task/unit)

2.1.4 Differentiation in product

Product is another aspect of the curriculum that teachers can modify and that refers to what the students produce to exhibit the amount of knowledge they have required (Tomlinson,

2006). The modification of the end product can raise the students' responsibility and control over the learning process (Moreno, 2015). A variety of ways is available to the learners such as projects, presentations, essays, tables, images, etc. that promotes active learning by processing, applying and extending the acquired knowledge (Tomlinson, 2001).

2.1.5 Differentiation of the learning environment

Differentiating on a curriculum level is important but we should also take into consideration the importance of a non-threatening classroom where learners feel welcomed and comfortable. Classroom should offer a calm and secure place where everyone has a place in. Teacher should attempt to create relations between the students based on mutual respect transforming the classroom into a community (Tomlinson, 2000). Classroom organisation, seating arrangement, lightning, even music can affect student motivation and performance (Cohen, 2006).

2.2 Group Work

One of the language teaching methods is the Communication method based on language learners communicating or negotiating meaning with each other which can lead to more effective language acquisition (Richards & Rodgers, 2001). So the higher the opportunities of negotiating meaning such as the listener can ask for extra clarification or even repetition while the speaker can check others' understanding, the better the language acquisition (Alfares, 2017). Language acquisition can be improved by listening other students' use of language while incorporating this when it's their turn to talk.

One of the main reasons why Group Work was created is to encourage use and fluency in language (Alfares, 2017). Group Work offers a less stressful environment for students to discuss or engage in activities (Harmer, 1991). In EFL cases GW can be proven quite useful, creating the appropriate conditions for students to use the target language and interact with peers instead of the teacher. Interacting with the teacher or speaking in front of the class can be considered a hinder for some students, while GW can minimize the teacher-fronted situations and promote student-independency instead (Foster, 1998).

Groups can also make a classroom more efficient and easier for a teacher to manage who has to more efficiently focus on a few groups instead of 25-30 students (Tomlinson, 2010). Groups can also raise students' motivation by providing more space and opportunities to

share their ideas, get feedback or come in contact with different ways of thinking or solving problems (Tomlinson, 2010). Through Group Work learners can actively participate in the learning and teaching process, while cultivating their personal responsibility and learner autonomy (Karim, 2015).

Tomlinson underlines the importance of Group by comparing it with how a theatre team works. A successful director needs to understand the actors as individuals, discover their strengths but also their weaknesses. The director's assignment is to help the actors transform from individuals into a team, a Group. As a group they will be able to help each other, support one another and compensate for one another's weaknesses. At the end "*each individual will be stronger because of the group and the group will be stronger because of the individuals*" (Tomlinson, 2010, p.78).

On the other hand Group Work can be a challenge for a teacher that needs to tightly monitor all the groups. This can also lead in possible reinforcement of students' errors that can go unnoticed and be transferred from one learner to the next. Furthermore a class can end up being loud and chaotic and while this might be the ideal learning environment for some, it is definitely not optimal for everyone. Another thing to consider when applying Group Work is the use of students' native language instead of the more demanding self-initiated language.

2.2.1 The dynamic of Group Work

Research has shown that the group dynamic plays an important role on the effectiveness of the Group Work. Group formation and development, group processes and structure can affect the effectiveness of Group Work. High cohesiveness in a group can show a strong bond between students that promotes effectiveness through high student engagement (Dörnyei & Murphey, 2003). Groups have their own needs that need to be met in order to function effectively. In order to achieve a high level of group cohesiveness members need to feel comfortable and 'safe', be aware of what their role inside the group, while raising positive feelings through feelings of 'success' both on a group and individual level, and appreciating each other's strengths and weaknesses (Ehrman & Dörnyei, 1998, Dörnyei & Malderez. 1997).

However this creates another problem that EFL teachers need to solve. How to create the appropriate dynamics for every group to succeed?

This research project aims at extending the research on textbook analysis by evaluating one of the current ELT textbooks used in public schools in Greece. The book under investigation is “Think Teen!” for the 2nd grade of Junior High School. This study was guided by the belief that course books regard Group Work from a linguistic and cognitive perspective only. Designers tend to forget to take into consideration the learners’ personalities, emotions, motivation, learning strategies or interests.

2.3 Course books

Course books are an important part of EFL teaching, a lot of ELT teachers are in a teaching situation that obliges them to strictly work from a course book. Course books offer the framework of what is taught, in what order and what learners will learn (Ur, 1996). They can be an extremely useful tool or an actual hindrance to teaching. Riazi (2003) underlines the importance of course books regarding them as the second most important factor in foreign language teaching, right after the EFL teacher who is expected to know how to effectively use this material. For McGarh (2002) course books provide the content, direction and partially the way the lessons should be taught. He underlines how the teacher’s perceptions toward a specific course book can be reflected upon the use and teaching of this particular course book.

In a society that change is the only constant, teaching cannot be a constant either. Students have different needs, different interests and different learning styles. One particular course book cannot account for all these needs. Course books are designed to follow specific guidelines, they have their own rationale and cannot offer material available for a variety of levels or intriguing to all learners. The sequence and structure of course books cannot offer realistic or useful suggestions for every EFL classroom consisted of students with different learning styles or strategies (Jafarigohar, 2013).

2.4 Bloom’s taxonomy of learning domains

Bloom was the first one who created the taxonomy of learning objectives systematizing the level or mastery of an acquired skill or competency. According to this Taxonomy of Learning Domains, three domains are recognized as the main ones; the cognitive, the psychomotor and the affective (Bloom, 1956). Each domain is consisted of different levels of learning that start from a basic level and can develop to a more complex-advanced level. The cognitive domain was the first one to be defined in 1956, then followed the affective taxonomy while the psychomotor taxonomy was presented around the 1970s.

The cognitive domain is associated with the learning skills that are mostly related to the *mind*. Thinking processes are in focus here such as: applying knowledge, solving problems, processing information, conducting research and constructing understanding. Bloom's taxonomy describes six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge is the ability to remember information/facts without necessarily understanding those. Comprehension is the ability to understand and explain information that is already known. Application is the ability that refers to making use of learned information and the application of it in new situations. Analysis is the ability to break down information into parts, while synthesis is the opposite; putting parts together. Lastly evaluation is the ability to judge the value of the material under discussion.

The affective domain is consisted of one's emotions, feelings and attitudes. In other words the affective domain refers to the way we deal with everyday life on an emotional level. Our feelings, emotions, values, enthusiasms, motivation, appreciation, attitudes are all categorized in 5 sub-domains; receiving phenomena, responding to phenomena, valuing, organization and characterization. This taxonomy is also following a hierarchical structure starting from the simpler feelings to the more complex ones. The first stage, receiving phenomena is the awareness of one's feelings and the ability to apply selected attention to a situation. Responding to phenomena refers to the ability of actively participation to a situation. The third stage, valuing refers to the ability of value of things and how you express it. The level of value one can choose to attach to different things, behaviours, phenomena, or information is entirely subjective and can range from a simple acceptance to a state of commitment. Organization is the ability to give priority to a particular value over another, resulting in the creation of one's own value system. Last sub-domain is the characterization referring to the ability of internalizing one's values and ultimately taking control of someone's behaviour.

Although it is generally accepted that everyday life and education include a variety of the components that can be found in the affective domain such as attitudes, ethics and values, teaching is usually orientated towards the cognitive side of the learning. One reason for this can be justified by the difficulty to describe the composition and the ways to assess students' performance in this learning area (Savickiene, 2010).

Krathwohl, Bloom and Masia (1964) were the first ones to introduce the characteristics of the affective domain such as the *learners' beliefs, attitudes, values, emotions and acceptance or*

rejection. Bohlin (1998) arranged the affective domain under the following categories: *anxiety, arousal, attitude, attributions, beliefs and opinions, confidence, expectancy of success, interests, motivational level, motives, perceived relevance, satisfaction, self-efficacy and values*. Researchers are not in full agreement with Bohlin's detailed list but researchers identify **attitudes and values** as the most common components of the affective domain while motivation, beliefs and emotions can be found more sporadically. Attitudes can be defined as a partially general but lasting evaluation that can be positive or negative of some object, person, group or concept (Encyclopedia of Psychology, 2000). Values can be more difficult to define due to a broader character. Halder (2002, p.230) defines values as "rules, orientation models and behavioural norms necessary for individual's lifestyle and social common life that should be followed by people in their value judgement of relevant phenomena, when thinking and controlling their actions". Attitudes and values are the foundation of the affective domain and should therefore be incorporated in teaching and learning.

There are five levels of teaching and learning objectives that can be found in the affective domain according to Krathwohl, Bloom and Masia (1964); *receiving/attending, responding, valuing, organisation and internalisation/characterisation*. Table 3 below is offering some typical examples of verbs that can be associated with each of the five levels of teaching and learning.

Teaching and learning levels	Verbs defining levels
Receiving/attending	Take interest in, listen, ask, pay attention, choose, notice, accept, acknowledge, follow, tolerate
Responding	Perform, answer, cooperate, communicate, participate, discuss, practice, assist/help, obey, contribute, present, comply/agree to
Valuing	Exhibit loyalty, initiate, commit, express attitude, invite, choose, assume responsibility, adopt attitude, seek, prefer,
Organisation	Balance, combine, group, classify, relate, organise, arrange
Internalisation	Exemplify, defend, solve, act upon/influence, modify, maintain, support, justify behaviour, verify, advocate

Table 2. Verbs defining teaching and learning levels in affective domain according to Bloom's taxonomy of Learning Domains retrieved from Kennedy et al. (2006)

The last domain is the psychomotor which refers to the expression or interpretation of information or concepts happens through physical movement. This domain is further divided in seven categories. The first category refers to the perception which describes the ability to apply sensory information to motor activity. Next subcategory is the set which is the willingness to carry out an action. Then is the guided response, the ability of copying a specific behaviour or willingness to try out trial and error. Next comes the mechanism; the ability of turning acquired knowledge into repeated actions with improved results. The fifth sub-category is the complex overt response which refers to the performance of complex patterns of actions. The last two categories are adaptation, the ability to adjust acquired knowledge to reach specific results and origination which refers to the creation of new patterns of information designed for a specific context.

Conclusion

In the aforementioned chapter we explained what is Differentiated Instruction and that teachers can differentiate in content, process, product and learning environment. Then we discussed the advantages of Pair/Group work and important elements to consider when applying Pair/Group Work in an EFL classroom. At the end of this chapter we discussed in detail Bloom's taxonomy and the three learning domains; cognitive, affective and psychomotor.

Chapter 3 – Course book evaluation and criteria

Introduction

In this chapter we will present in detail the criteria that will be used for the content analysis of this research project. We will discuss Gardner's Theory of Multiple Intelligences with a focus on personality types and learning styles that can be related to Pair/Group Work. Some issues around course book evaluation were also mentioned together with the importance of clarity of instructions.

3.1 Gardner's Theory of Multiple Intelligences

Many theories of intelligence have received criticism for defining and measuring intelligence by merely assessing linguistic and logical-mathematical abilities (Brown, 1994a). For Gardner (1993) intelligence is more than one skill that is associated with problem solving and conceptualisation, but it is rather a set of skills that people can have and that can vary in degrees. Gardner identified eight different intelligent capacities that include the following:

- The linguistic intelligence which is associated with the effective learning and use of a language.
- The logical-mathematical intelligence that refers to the ability of following a logical and scientific process to solve problems and issues.
- The musical intelligence which is related to understanding and performing sounds and music.
- The bodily-kinaesthetic intelligence that refers to the ability to make use of one's own body to solve problems.
- The spatial intelligence that is related to the utilization of the surroundings and the ability to recreate images from memory.
- The interpersonal intelligence which refers to understanding the people around and effectively working together.
- The intrapersonal intelligence which is the self-awareness, the ability to understand your own self; strengths and weaknesses, etc.
- The naturalistic intelligence that is related the ability of recognizing the nature around us; animals, plants etc.

Gardner's Theory of Multiple Intelligences can be easily related with language learning and EFL. This theory can provide a context for understanding learners' differences.

According to the table below (Table 3) bodily-kinaesthetic learners prefer learning through role-plays, physical games and tactile experiences. Learners with musical intelligence prefer thinking through rhythms and melodies and according to Brown (1994a) this could easily be associated with an effective perception and production of the intonation patterns of the target language. Spatial intelligent learners show a preference for learning through designing, drawing or visualizing through videos, games, puzzles etc, while intrapersonal learners are more interested into planning, setting their own goals and reflecting their own self-paced projects alone or at a quiet spot. Interpersonal learners are interested in understanding the intentions, motivations and desires of other people. This intelligence allows learners to cooperate with others and work effectively as parts of a group. These learners thrive in social interactions, can easily understand emotional reactions and work best in group activities. According to Gardner (1983) all eight intelligences are intertwined, that means that everyone possesses all eight intelligences which can be possessed in different degrees and levels. The majority of people are able of developing a high level of competency in all eight intelligences through an appropriate guidance.

Eight Ways of Learning			
Children who are highly:	Think	Love	Need
Linguistic	In words	Reading, writing, telling stories, playing word games	Books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
Logical-Mathematical	By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating	Materials to experiment with, science materials, manipulatives, trips to the planetarium and science museum
Spatial	In images and pictures	Designing, drawing, visualizing, doodling	Art, Legos, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily-Kinesthetic	Through somatic sensations	Dancing, running, jumping, building, touching, gesturing	Role play, drama, movement, things to build, sports and physical games, tactile

			experiences, hands-on learning
Musical	Via rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening	Sing-along time, trips to concerts, music playing at home and school, musical instruments
Interpersonal	By bouncing ideas off other people	Leading, organizing, relating, manipulating, mediating, partying	Friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	In relation to their needs, feelings and goals	Setting goals, meditating, dreaming, planning, reflecting	Secret places, time alone, self-paced projects, choices
Naturalistic	Through nature and natural forms	Playing with pets, gardening, investigating nature, raising animals, caring for planet earth	Access to nature, opportunities for interacting with animals, tools for investigating nature (e.g. magnifying glass, binoculars)

Table 3 T. Armstrong, 2000: Multiple Intelligences in the classroom (retrieved from ascd.org)

3.1.1 Personality

It has been widely believed that extrovert learners are usually more successful language learners than the introvert learners. Such beliefs are mainly inaccurate but research supports that personality characteristics are important to effective language learning. Brown (1994a) identified the personality factors that can make a difference in foreign language learning: self-esteem, inhibition, risk-taking, anxiety and Myers-Briggs character types.

Self-esteem is an important personality factor for Pair/Group Work since these types of learners can be affected by feedback they receive from their peers and/or the teacher. This is why they need a supportive and welcoming environment in order to develop their sense of achievement, motivation and self-efficacy (Brown, 1994a). Inhibition can be regarded as a hinder for language learning, a sense of threatening a student's ego that can affect negatively language use and development. Risk-taking is usually considered as a positive language learner characteristic as it allows learners to take the risk of being wrong. On the other hand, too much risk-taking can be considered negative resulting in meaningless verbal output (Rubin, 1975).

Anxiety is an important variable of the affective domain and can be related to feelings of uneasiness, uncertainty or worry (Brown, 1994a). Anxiety can be detected in two levels; trait anxiety which is a persistent state of anxiety, uneasiness or state anxiety which is related with a particular past event or act (Scovel, 1978 quoted in Oxford, 1992). It's important for the teacher to recognize possible cases of anxiety among the students and attempt to relieve this anxiety if possible. Research has associated high levels of anxiety with negative learning experiences, low language performance and ineffective classroom structure that does not include the pupil's learning style (Oxford, 1992). Brown (1994a) is further dividing anxiety in the debilitating which consists of the negative aspect of anxiety that slows down the learning process and the facilitative which refers to the positive side of anxiety that facilitates the learning acquisition.

Myers and Briggs (1962 cited in Brown, 1994a) suggested their own list of character types: *extroversion/introversion, sensing/intuition, thinking/feeling, judging/perceiving*. Introversion, intuition and perceiving have been correlated with strategies such as searching for and negotiating meaning. Feeling and perceiving can positively affect the entire learning process while Intuition was found to encourage hypothesis formation and testing (Ehrman, 1990a).

3.1.2 Learning styles

Learners can be quite different, they can be of different age or gender, can differ in motivation, personal goals, cultural background but also they can have different learning styles (Lawrence and Brown, 2004; Tomlinson et al., 2003). Reid is identifying learning styles as internally based characteristics, often not perceived or used consciously, which define the individual's natural, habitual and preferred way(s) of absorbing, processing and retaining new information and skills". Learning styles can be affected by environmental or personal factors. For example, some learners prefer working in a quiet space while others with music playing on the background, some perform better alone while others work better with a partner or in a group, some prefer working in the dark while others enjoy bright work spaces.

Oxford (1992) distinguished the following as the most important aspects of learning styles: the *analytic/global, sensory preferences, intuitive/random learning, sensory/sequential learning, and orientation toward closure or openness*.

The analytic learners have usually an aptitude for contrastive analysis and attention to grammatical details with a tendency of staying away from communicative oriented tasks. Some researchers associate the analytical learners with the field-independent learners, who tend to concentrate on language form and accuracy, identify patterns and rules and perform better when they can plan ahead their language product (Reid, 1995; Mariani, 1996). On the other hand global learners tend to focus on meaning and fluency and are interested in language use and less in language rules. These learners are correlated to the field-dependent learners that prefer communicative orientated tasks, and free use of the language that can be found in group activities.

Under the sensory preferences category can be found three different learning styles; visual, auditory and kinaesthetic/tactile. Visual types prefer learning through visual stimulation while kinaesthetic/tactile types enjoy learning through movement and activities combining touchable objects (flashcards, etc.). Auditory types enjoy learning through auditory stimulation such as lectures, conversations, etc. Kinaesthetic/tactile learners face difficulties with long lessons requiring a long time of sitting down. They enjoy learning with tangible objects such as flashcards or collages and it is essential for them to take frequent breaks with lots of physical movement (Oxford, 1992).

Personality types that are related to intuitive/random learning refer to learners that process information in an abstract, usually non-sequential way and enjoy learning by “feel”. Contrary to those, sensory/sequential types prefer well-structured lessons with clear learning objectives directed to concrete facts. Learners with orientation to closure are characterized by high levels of instruction clarity and low levels of flexibility. On the other hand learners with orientation to openness regard the language learning process as a fun game detesting any kind of planning or preparation which results in more successful language competency.

3.2 Course book evaluation

There are two types of evaluation that can be applied in this case. The predictive evaluation which aims at deciding what materials will be used in the future to best serve the needs of a specific class (Ellis, 1997). One way of deciding is through researchers’ or other educators’ evaluations and assessments of the specific course book. Scientific journals usually publish course books evaluation where the reviewers have shared the philosophy behind the process and their criteria at the same time (Tsiplakides, 2011). Another way of determining whether a specific course book fits students’ needs can be by conducting your own evaluation. This can

be assisted by checklists or lists of criteria provided by experienced researchers (Cunningsworth, 1984). According to Cunningsworth (1995) there are four criteria for course book evaluation; course books should be aligned to the learners' needs and consistent to the curriculum's aims and objectives, course books should promote a flexible learning process and effective language use for different purposes, lastly course books should clearly support the learning process.

Another kind of evaluation is the retrospective evaluation; this refers to the evaluation of teaching materials after being used. In this case the teacher assesses whether the textbooks were corresponding to the learners' needs, if they offered interesting and motivating tasks while promoting language acquisition. There are two ways to conduct retrospective evaluation; one is an on-going process where the teacher assesses which tasks and activities are beneficial and at the end a summative assessment is taking place (Ellis, 1997). Another way is conducting an overall assessment through micro-evaluation of the materials under discussion. In this case meaning and connection to real-life situations is in the centre, as well as student performance (Ellis, 1997).

Task evaluation is the next step to achieve a more detailed evaluation of course books. According to research a task should be an activity whose main purpose is meaning, is directly connected with everyday life and the final evaluation of task performance is in line with the outcomes of the task (Skehan, 1996, Nunan, 1989).

3.3 Clarity

Clarity and comprehensibility are vital components of effective task design. For effective language teaching and successful task execution clarity can play an essential role. Well-organized information can impact positively or negative a class and hinders student understanding. Learners find it hard to focus on the learning process when the provided information is unclear. Instead they tend to focus on other cognitive processes such as attempting to understand an unorganised, confusing lesson and decide what is important for language learning (Bolkan, 2016, p. 153). Instructions should instead aim at lowering the learner's cognitive burden in order to focus to essential elements for effective language learning such as deep information processing (Mayer, 2009).

Conclusion

In this chapter we discussed the criteria that will be used for our content analysis in the next chapter. We presented Gardner's Theory of Multiple Intelligences and focused on personality types and learning styles. We then discussed some issues around course book evaluation and task clarity.

Chapter 4 – Analysis of research findings

Introduction

During this chapter we will provide a detailed description of our research project and detailed content analysis of the book “Think Teen” student’s book. Content analysis was chosen as the method of research for this project which “involves establishing categories and then counting the number of instances when those categories are used in a particular item or text” (Cohen, Manion & Morrison 2007, p. 475).

4.1 Types of skills in Think Teen

In **Think Teen** (student’s book) were found a total of 245 tasks, this includes all the activities under the general title “tasks” but also activities under the titles “vocabulary”, “grammar”, “lead in”, “pre-listening” “activity”, “pre-writing” or “project work”. The self-evaluation section that follows every chapter of the book is not included in the total number of tasks. The sub-parts (1, 2, 3, or a, b, c) of each task were not considered separate but rather part of the main activity. The tasks were categorized under Reading Skills, Speaking Skills, Listening skills, Writing skills, Vocabulary and Grammar according to which of the four skills was most dominant and the titles provided by the designers of the textbook. This was a strategic decision that helped us categorize in a more practical way the tasks included in the book. Table 4 is presenting in detail how many tasks were found to belong to each of the four language skills, vocabulary and grammar. So out of the 245 tasks, 67 tasks are mainly related to reading skills, 58 activities engage with speaking skills, 33 tasks refer to listening skills, and 49 tasks aim at practicing the writing skills of the learners. Last but not least 18 activities were mainly associated with vocabulary and 20 tasks with different grammatical phenomena.

	Number of tasks
Reading skills	67
Speaking skills	58
Listening skills	33
Writing skills	49
Vocabulary	18
Grammar	20

Pair/Group work	143
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Table 4. Number of tasks from Think Teen for the 2nd Grade of Junior High School (student's book)

The following pie chart (Fig 1) is representing the overall distribution of tasks in the book under discussion. Majority of tasks is orientated towards developing the reading and speaking skills with less focus on vocabulary and grammar.

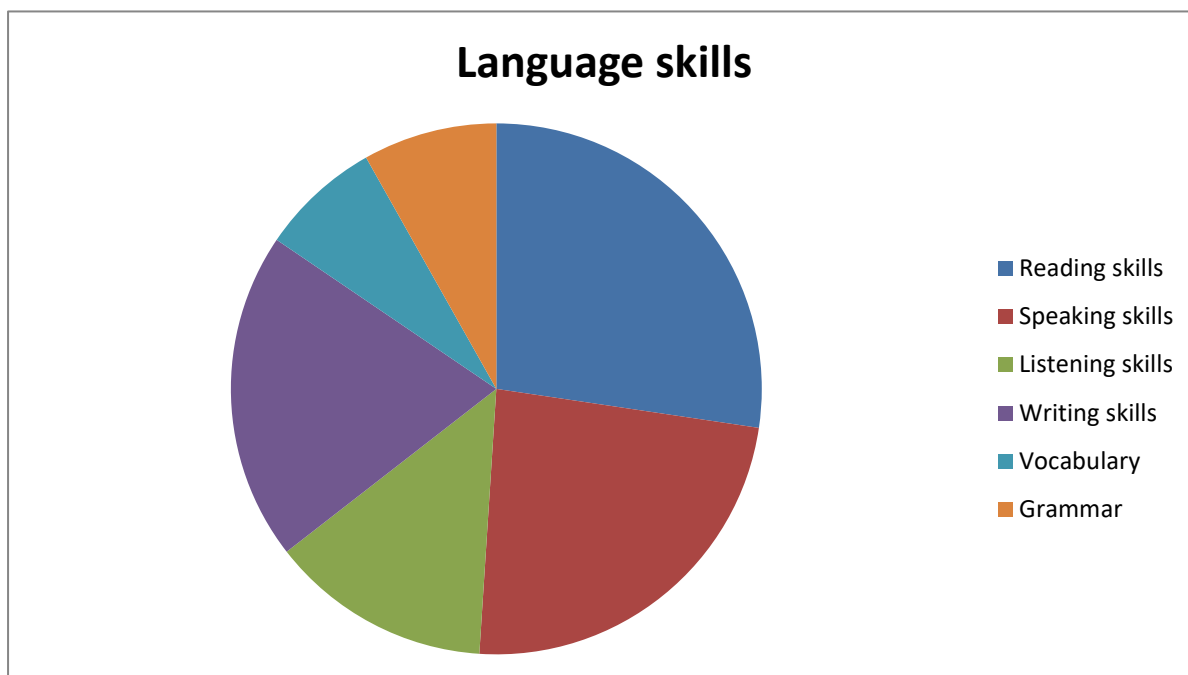


Figure 1. Categorization of tasks found in Think Teen (student's book)

4.2 Types of verbs used in instructions of the tasks

In Chapter 2 we discussed the five levels of teaching and learning objectives that can be found in the affective domain (Krathwohl, Bloom & Masia 1964); *receiving/attending, responding, valuing, organisation and internalisation/characterisation*. Three verbs were found to be mainly used in the majority of the tasks' instructions; "compare" was mentioned 30 times, "work" was mentioned 24 times and "discuss" was mentioned 18 times (Appendix II). "Discuss" is a verb that can be associated with the affective domain and the responding level of learning-teaching objectives (Table 2) while "compare" and "work" can be associated with Bloom's cognitive domain. Furthermore in the instructions we came across 7 times the verb "decide" while the verb "tell" was mentioned 6 times, decide can be associated

with the responding level of learning-teaching objectives since decision-making can usually involve discussion.

4.3 Pair and Group work

In order to analyse the amount of pair/group work found in the “Think Teen” student’s book, our first step was to thoroughly examine the tasks and their instructions after specific key words/phrases: “pair(s)”, “partner”, “class”, “group(s)”, “friends”, “discuss”, “dialogue”, “role play”, “decide”. The phrase “in pairs” is used 89 times throughout the book and under different parts of activities while in second place with 24 mentions in the book is the phrase “compare with your partner” (Appendix II). Some mention of any of the key words related to pair/group work was found in 58.37% of the total amount of tasks (Figure 2). “work in groups” is being used 21 times, while “compare with the class” and “tell your partners” each can be found only 6 times in the book’s activities. There are several other phrases related to pair/group work such as “discuss questions with your partner”, “discuss as a class” or “collect findings as a class and make a bar chart” which were only mentioned very few times in the book (Appendix III).

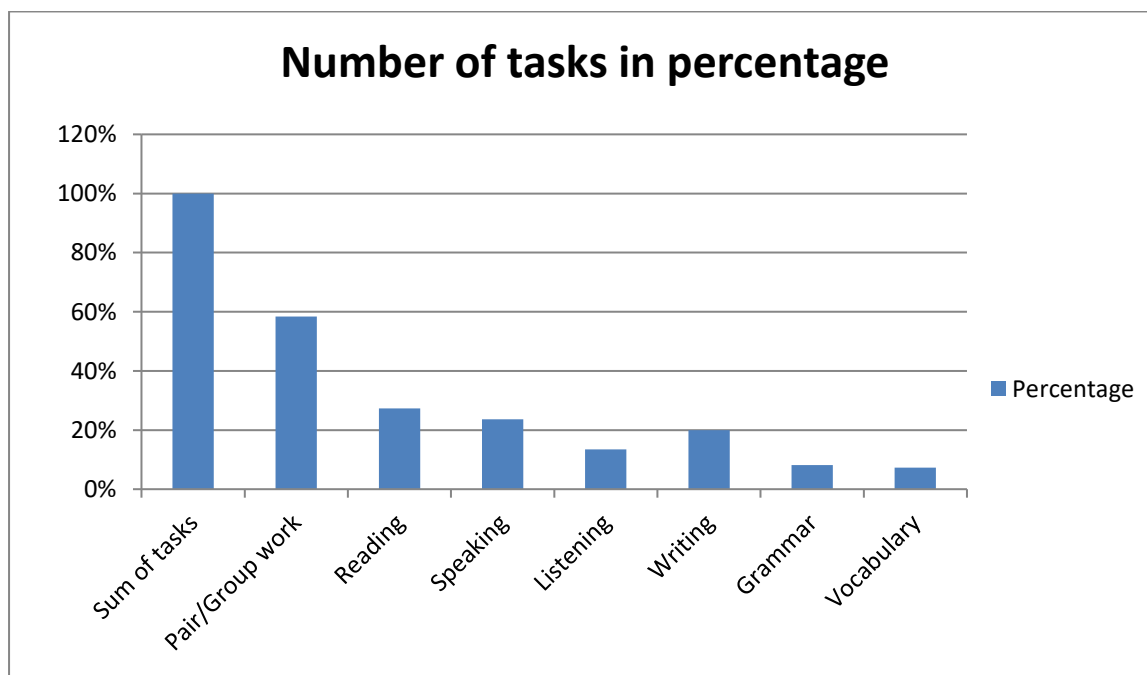


Figure 2. Data from Think Teen (student's book)

4.4 Role play

Role play which is a well-established way of increasing students' motivation while turning the learning process more enjoyable is used 3 times in the book (Think Teen, p.17, 43, 104). According to the first example of role play, students are encouraged to imagine that they want to become a member of non-profit organisations that the rest of the chapter is referring to, they should then decide which organisation they would like to join and ask their partners for information. Extra information about the organisations is given at one of the book's appendices. However no other instruction is given to the students on how to carry out this particular task. The second example of role play is requiring from the learners to work in pairs and think of a similar situation according to the pictures-gestures provided earlier in the chapter and tell their partner about it. Then according to the instructions the partner should respond with a suitable answer using some phrases provided. After that the pupils are instructed to change roles and repeat the same process. The last role play activity is instructing the students to be divided in two groups, Group A should play the role of the shop assistant while Group B would assume the role of the shoppers. According to the instructions group A should try to persuade group B to purchase a specific piece of clothing from extra material that can be found in one of the appendices. Students should use the model dialogue provided next to the task. A lack of instructions becomes apparent in all three examples, in how groups should be formed and what students need to do. The instructions given seem generic and students would presumably require extra explanation and assistance from the teacher of the class.

4.5 Project work

As mentioned before every third lesson of each unit is dedicated to project work. Let's examine lesson 3 of Unit 3 (Appendix II, Think Teen, p. 34). Unit 3 dedicated to technology and discusses different electronic devices that are already a bit outdated for a today's classroom. The unit presents devices such as CD players, iPods and video recorders. For the majority of the learners these devices are mostly unknown which usually affects negatively the students' motivation and interest. During the Project Work students are required to redesign an advertisement in order to make it more interesting and appealing to young people. According to the instructions they need to use basic information about the item they will choose to make the advertisement about but write that information in such a way that can

be attractive for young people. They need to choose which aspects of the item they are going to use because of the limited space of an advertisement. This is the first part of the Project Work (Appendix II) and there is no mention of Pair/Group Work. The next part is instructing the learners to work in groups of 4 and appoint an editor in each group. In their groups students need to choose some items, discuss with their classmates and complete the chart with questions such as: “What product?” “What words” etc. Then should use their notes and make an ad for one of these products. It is unclear if this part should be done in the already formed groups or every learner individually. Instructions are also lacking in group formation, who should be grouped with whom or what learning characteristics should the editor of each group should have. The teacher is the one that should have prepared the group formation and consider which personality types can work together. The teacher also needs to consider the students’ most dominant intelligences and attempt to effectively group them together. The next part is called research and students should search for similar ads in newspapers, magazines, on television or the Internet and recognize what techniques these advertisements are using by a list of techniques that is provided in the book. Again there is no mention how this activity should be carried out and teacher needs to provide extra explanations. The next part is requiring from the learners to make their own advertisement using the notes and information gathered during this project. When everyone is ready with their advertisements they should as a class decide which one is the most appealing. It is again unclear if they should do their own advertisement individually or in a group. Confusion will most likely rise among the learners that will look for guidance from the teacher. “Decide” can be a potential trap for an inexperienced teacher that has no guidance in how to carry out and monitor the class under such an activity. Last part of this lesson is instructing the pupils to discuss with their partner a question related to adverts why some of them are more successful in comparison to others. Here we have an example of Pair/Group Work that is usually carried out with students that sit together since no other guideline is included. Other examples such as “in pair”, “discuss with your partner” “with your partner” (Appendix V) do not provide any other instruction or guideline in the instructions of tasks. So when “pair” is used we can then assume that the most obvious and probably easy way to carry out this in a classroom is to pair the students with the classmate that sits closest. Pair/Group Work in this case ends up being stirred by proximity.

Furthermore we will look into lesson 3 of Unit 7 (Appendix II, Think Teen, p.82). Unit 7 refers to natural phenomena like magnetism and the world around us. Learners have the

opportunity to regard acquired knowledge from other school subjects such as physics under a new scope. According to the first task learners are encouraged to look at the given map and attempt to recognize where in Greece this place is, then in groups of three they should work together and decide why beach parties, sun beds, seabirds, tourists and fishermen are a problem for migrating turtles laying eggs. During the second task learners should look at the photographs and decide which pictures can be categorized under ‘problems’ and which ones show things that people can do to help the turtles. They can add any other ideas that pupils may have. The instructions of this task are not clearly stating how this task should be carried out, it can be assumed that learners should continue working in the same groups of three as they did during the first task but it is not clearly stated under the task’s instructions which can lead in misunderstandings and confusion among the students. In the task 3, becomes more obvious that the learners are meant to continue with this task in the same group of 3 that was formed during the first task. In this task students need to decide if the pictures provided can be an appropriate poster to help save the turtles. Then the group needs to decide which of the photographs better assumes this role and find other pictures that could raise awareness of turtles’ problems. Lastly the pupils need to think of alternative ways to help the turtles and compile a list with their ideas. During the fourth activity, the same groups need to read the information provided by the leaflet and decide together and make a visual for each given point which would be added at the end to a poster. Last task of the lesson is requiring from the students to make copies of the sponsor form that can be found in appendices and go around friends and family and ask them to sponsor a turtle. They may use the poster they made during the previous activity to better explain to their friends and families the problems the turtles are facing nowadays and the different ways we can help them. Lack of instructions on effective group formation is again noticeable, there is also no information given either what roles the 3 members of each group should assume. Tasks are interesting and refer to an actual problem that exists in Greece making the task interesting and meaningful for the students. Task 4 is combining language use with kinaesthetic activities, making a poster, although this can be quite enjoyable for the students it also runs the risk that learners will eventually start using their native language instead of the target language. The last task of this lesson is designed to be carried out as homework, in other words outside the classroom’s limits with their friends and families that share the same first language. This is a probably fun and enjoyable activity for learners that can bring home a poster they made and discuss with their loved ones but this task is definitely not designed to generate foreign language use.

According to guidelines from the Teacher's book (Appendix III) project works in the book under discussion were designed to promote collaborative work in pairs/groups and attempt to explore topics from different perspectives, combined with experiential learning through visits to museums or galleries. The idea is to transform learning into an experience and offer learning opportunities to students with different personality types and learning styles. However, these guidelines do not exist in Student's book making this entirely the teacher's responsibility to make it happen in a complex and under-budget Greek educational system.

4.6 Skills in Pair/Group Work tasks

Just by looking at the key words that we associated with Pair/Group Work we can conclude that Speaking in the language skill that is mainly promoted through the tasks. Discuss, decide, tell, ask (Appendix II) are all verbs that are related with actions of speaking. According to the teacher's book (Appendix IV) the designers of this course book intended to actually associate Pair/Group Work mainly with the development of speaking skills. In order to verify this we counted and categorized the aforementioned 143 tasks that were found to be associated with Pair/Group Work under what skill those tasks are primarily designed to promote. The following table is presenting under what skills we can find the most tasks. 81 tasks out of 143 were identified to promote the practice of speaking with tasks related to reading skills and Pair/Group Work were found to be only 20.

Categories	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Reading skills	3	1	3	3	3
Writing skills	0	2	1	1	0
Speaking skills	7	8	6	10	6
Listening skills	1	3	1	0	0
Vocabulary	1	1	1	4	1
Grammar	1	1	1	1	0
Categories	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Reading skills	3	2	0	2	0
Writing skills	0	1	1	1	3
Speaking skills	6	12	5	13	8

Listening skills	0	1	0	0	0
Vocabulary	0	2	1	2	1
Grammar	1	1	4	0	2

Table 5. Pair/Group Work tasks under language skills categorization

The writing and listening skills were the two skills that were found to involve less tasks with Pair/Group Work elements. We can easily conclude from our discussion that pair/group work tasks were mainly associated with the practice of speaking skills. On the other hand listening and writing skills were regarded as less important as far as Pair/Group Work is concerned. It was surprising to see that vocabulary and grammar were in some cases intertwined with Pair/Group Work aiming at taking advantage the positive effect Pair/Group Work can have on more complicated or boring language areas.

Conclusion

In this chapter we provided a detailed content analysis of Think Teen for the 2nd Grade of the Greek Junior High School. We identified key words that are related to Pair/Group Work and concluded that Pair/Group Work tasks are mainly associated with the practice of speaking skills and designed primarily to develop the cognitive skills of the learners. We looked thoroughly into activities related to Pair/Group Work such as the role play and thoroughly examined the “project work” that is the third lesson of every unit. Both activities failed to integrate the affective domain of learners, their personality types or learning styles.

Chapter 5 - Educational Implications

Introduction

In this last chapter of this dissertation we will discuss the implications of this research project with possible suggestions for modification or even improvements. We will also discuss reliability issues that may appear for this research project.

5.1 Implications

After the discussion of analysis it becomes apparent that Pair/Group Work is incorporated centrally in modern day textbooks. The linguistic and logical intelligences are emphasized here. Pair/Group tasks were found to overlook intelligences related to affective domain such as interpersonal or intrapersonal intelligences. Task design is also lacking in creating meaningful tasks according to personality types or learning styles. It is possible that in the majority of EFL classrooms with a teacher under stress that also has to deal with lack of time or resources, the formation of pairs and groups will most probably happen randomly. This will create a negative experience both for the teacher that will be unable to control the classroom but also for the students that will take advantage of this opportunity to sit back, relax or act silly. This can have a serious impact and result into removing Pair/Group Work activities entirely from the EFL lessons affecting negatively the communicative aspect of today's EFL classroom.

5.2 Teacher training

The data from this study strongly suggests that teachers are the ones that need to think of ways of incorporating all the intelligences in Pair/Group tasks. Textbook designers only provide basic guidelines concerning group work formation and monitoring. "Work in Groups" or "in pairs" are underlying exactly the lack of guidelines to the teachers to make pair/group work into an effective tool for language learning. After an extensive discussion of our findings we can easily understand the importance of teacher training. EFL teacher has the majority of the accountability to stir and guide the groups through. Teachers need to provide further explanations, clarify ambiguous instructions or decide whether tasks should be done in the same groups/pairs according to the instructions from the previous task. A teacher nowadays needs to juggle a lot of things.

5.3 Suggestions for modification/improvement

Pair/Group Work is a valuable tool for an EFL classroom but improvements must be done in order to raise effectiveness. Course book designers need to start taking into consideration the affective side of learners, not only the cognitive and linguistic. A suggestion would be to design Pair/Group Work activities based on the learners' personality types and learning styles. These activities would be able to reach the students on a deeper level while raising their interest and motivation. In order for these activities to be inclusive and feasible, designers should keep in mind that they need to design activities with high level of flexibility or offer different versions of the same activity.

Another suggestion would be to design activities that would create the foundation and slowly progress from unit to unit that would result into creating the most effective pair or group for every learner. This idea would lower the accountability that the teacher has and would instead assist novice teachers in effectively applying Pair/Group Work in an EFL classroom.

5.4 Reliability of the research project

In order to assure high reliability for our research, we categorized our codes with caution to raise the possibility of getting the same results try after try. This meant that we ended up with several codes that could guide other researchers into reproducing the same results. Synonyms were not categorized together but rather separately. The list of codes-phrases that were concluded in this dissertation can be found in Appendix II. A simple test that we conducted to attempt and verify our results was to simply add up the number of tasks of pair/group work that were categorized according to the language skill that they promote. This ended up giving 143 tasks that is the exact number that we found when we examined "Think Teen" looking for Pair/Group Work related tasks.

5.5 Limitations of study and suggestions for further research

Very limited research is available when we are talking about how course books understand Pair/Group Work. We are definitely in need of more research projects that examine how textbooks incorporate Pair/Group Work in their activities. Course book designers should finally understand the need of incorporating a more affective approach to their textbook design. EFL teacher should undertake this project alone but textbooks should be properly designed to assist.

Conclusion

In this last chapter of this dissertation we discussed the educational implications that can be drawn from our analysis. We underlined how an ineffective application of Pair/Group Work can have a negative impact in a teaching situation. We suggested possible improvements that could help in better designing Pair/Group tasks. We then discussed some reliability issues and how to overcome those and suggestions for further research.

Conclusion

During this dissertation we raised the problem of limited research related to course book design in relation to Pair/Group Work. In today's society of extreme technological advancement humanity should not forget the importance of attitudes and values that should be a part of modern education. Cognitive is not the only side that school needs to develop but also the affective and psycho-motor. However, everyday textbooks seem to have missed this side of learners or relied on the teacher a bit too much. The teacher has to deal with time constraints, lack of resources or even lack of experience that can create a negative attitude towards Pair/Group Work. With the help and support of a well-designed course book, teacher has the confidence and the appropriate tools to effectively apply Pair/Group Work in an EFL classroom.

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Appedix I

Data from Think Teen

Area	Number of tasks
Reading skills	67
Speaking skills	58
Listening skills	33
Writing skills	49
Vocabulary	18
Grammar	20
Pair/Group work	143

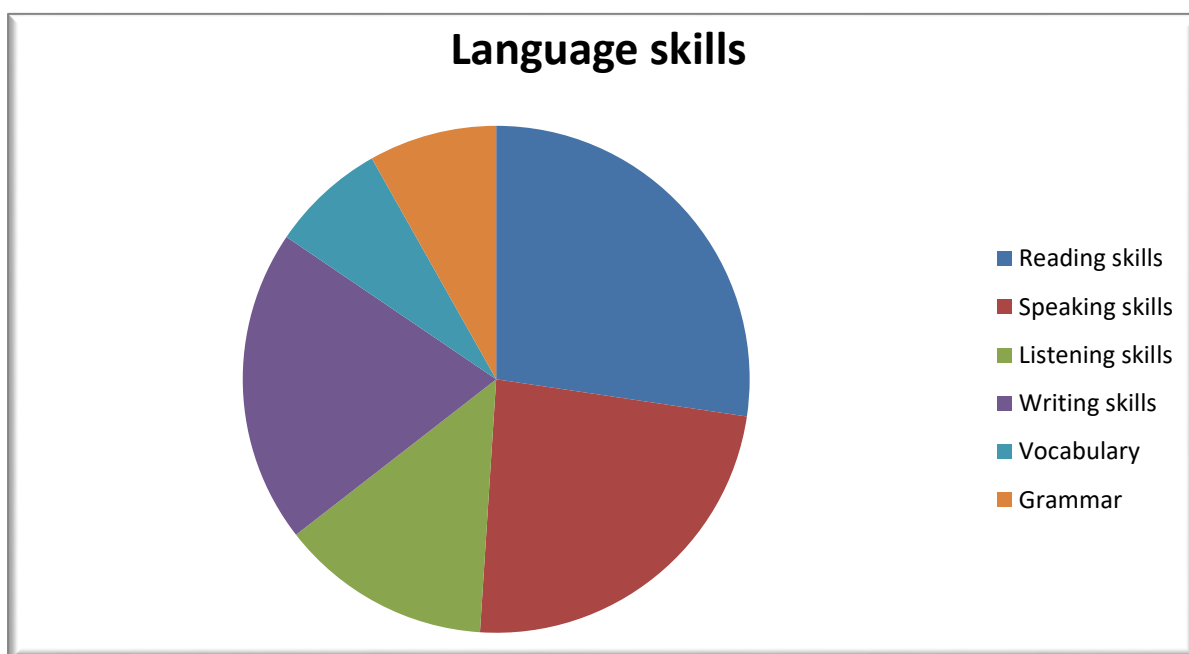


Figure 3. Categorization of tasks found in Think Teen (student's book)

Appendix II

Codes/Categories from Think Teen

Categories	Unit 1	Unit 2	Unit 3	Unit 4
In pairs	8	6	6	14
Compare with your partner	4	6	7	1
With your partner	0	3	3	0
Discuss questions with your partner	0	2	3	0
Discuss as a class	1	0	1	0
Tell your partner	1	1	0	1
Practise with your partner	1	0	0	0
Ask your partner	0	0	1	0
Discuss	0	0	1	1
Decide with your partner	0	1	1	2
With your partner	0	0	1	0
Role play- student A and student B	0	1	0	1
Teacher divides class in groups	0	1	1	0
Explain to your partner	0	0	1	0
Compare with the class	0	0	1	0
Decide as a class	0	0	1	0
Ask your friends	0	1	0	0
Work in Groups	1	0	1	0
Collect findings as a class and make a bar-chart	1	0	0	0
Work in Pairs	0	1	0	1
With your partner	1	1	2	1
Give your partner some advice	0	0	0	1
Report to the class	0	0	0	0
Decide as a group	0	0	0	0
Discuss as a group	0	0	0	0

Categories	Unit 5	Unit 6	Unit 7
In pairs	7	8	11
Compare with your partner	0	0	0
With your partner	2	0	0
Discuss questions with your partner	0	1	1
Discuss as a class	0	0	0
Tell your partner	1	0	1
Practise with your partner	0	0	0
Ask your partner	0	0	0
Discuss	0	0	0
Decide with your partner	0	1	0
With your partner	0	0	0
Role play- student A and student B	0	0	0
Teacher divides class in groups	0	0	0
Explain to your partner	0	0	0
Compare with the class	0	0	1
Decide as a class	0	0	0
Ask your friends	0	0	0
Work in Groups	1	0	6
Collect findings as a class and make a bar-chart	0	0	0
Work in Pairs	1	0	0
With your partner		0	0
Give your partner some advice	0	0	0
Report to the class	1	0	1
Decide as a group	0	1	0
Discuss as a group	0	1	1

Categories	Unit 8	Unit 9	Unit 10	Sum
In pairs	10	9	10	89
Compare with your partner	2	2	2	24
With your partner	0	0	0	8
Discuss questions with your partner	0	1	1	9
Discuss as a class	1	0	1	4
Tell your partner	0	1	0	6
Practise with your partner	0	0	0	1
Ask your partner	0	0	0	1
Discuss	0	0	0	2
Decide with your partner	0	0	0	5
With your partner	0	1	0	2
Role play- student A and student B	0	1	0	3
Teacher divides class in groups	0	0	0	2
Explain to your partner	0	0	0	1
Compare with the class	1	2	1	6
Decide as a class	0	0	0	1
Ask your friends	0	0	0	1
Work in Groups	3	5	4	21
Collect findings as a class and make a bar-chart	0	0	0	1
Work in Pairs	0	0	0	3
With your partner	0	0	0	5
Give your partner some advice	0	0	0	1
Report to the class	0	0	0	2
Decide as a group	0	1	0	2
Discuss as a group	0	1	0	3

Appendix III

Project work Unit 3

Lesson 3

Making an advertisement

Project work - Make an advertisement

1. *An electronics company has asked your class to redesign some of their advertisements to make them more interesting and attractive for young people. You must use the basic information about the items but write them to appeal to young readers/shoppers.*

You must decide which aspects of the product to include as you only have limited space.

2. **Preparation**

Work in groups of 4 and appoint an editor in each group. In your group choose some products and discuss the following questions to complete the chart.



NEW ADVERTISEMENT

What product?				
Who for?				
What style?				
What theme?				
What photos?				
What words?				
What colours?				
What font?				

Use your notes to guide you to make an ad for one of these products.

3. **Research**

Look for similar ads in newspapers and magazines, on television or on the Internet. What techniques do they use to make the product attractive?

List the techniques of persuasion and advertising used in the adverts. Which ads use the following:

- music, humour, fame, guilt, stars, location, jingles, science
- association of ideas; before and after, desires, needs.

4. **The advertisement**

Make your own advertisement using your notes and the findings from your research. When your advertisements are complete, decide as a class which is the most appealing.

5. **Discuss with your partner the following question:**

Are adverts on TV more successful than adverts in magazines and newspapers? Why? Why not?



Save the turtle

Source: <http://www.archelon.gr/index.htm>

beach parties sun beds seabirds
tourists fishermen

Look at the photographs and decide which pictures show problems and which ones show things that people can do to help the turtles. Add any other ideas you have to help the turtles.



In your group, decide if the pictures are good for a poster to help save the turtles. Why? Why not?



In what ways could we help the turtles? Make a list of your ideas to help save the turtles then read the ideas below to compare your answers.

In your group read the information in the leaflet on 'How you can help'. Decide as a group how you can make a visual to add to a poster for each point in the box to attract people to help the turtles.

- Adopt a sea turtle
- Buy turtle products
- Make a donation of €5 each year
- Become a volunteer to write articles
- Get friends to sponsor a turtle
- Tell friends about the problem

Make copies of the sponsor form in Appendix, p. 159 and go round your friends and family and ask them to sponsor a turtle. Use your poster to explain to your friends and family the problems turtles face and the solutions.

Each group then reports back to class how much money they have raised from sponsors.

Appendix IV

Think Teen for the 2nd Grade of Junior Greek High School Teacher's Book

INTRODUCTION

The materials in this course not only follow the instructions of the PI with respect to the fundamental concepts and the cross-curricular approach, but are also written with a view to furthering students' existing language awareness to a more advanced level of competence which roughly corresponds to A2 Level of the Council of Europe Framework within a year's study. Considering the limited classroom time according to the analytical schedule (2 hours of tuition per week), a holistic didactic approach has been adopted - rather than insisting on isolated language patterns- so as to enable students to develop AUTHENTIC language comprehension skills to the greatest extent, while at the same time fostering thorough development of production skills.

The philosophical orientation of THINK TEEN

The book THINK TEEN for Junior High School students has been written according to the specifications of the Pedagogical Institute provided by the revised unified Greek curriculum for English in the Junior High School (FEK 304/13-03-03). The innovation of the book is based on the teaching of English as a school subject through the use of other school subjects ie., the cross-curricular methodology. The cross-curricular methodology is implemented by means of the project method as students are invited to cooperate and collect information in order to prepare their projects. Students' progress is monitored by tests and mainly by self-evaluation. Self-evaluation can help students identify their strengths and weaknesses while they make steps towards the acquisition of English. The students assess what they can do and good points can be gathered in portfolios which show the profile of the individual student.

The four innovative procedures suggested by the book THINK TEEN include:

- a. the crosscurricular methodology (FEK 304/13-3-2003)
- b. the project method
- c. self-assessment tasks according to the CEFR, 2001 and the ELP, 2001
- d. differentiated instruction

a. The Cross-curricular methodology to the Teaching and Learning of English as a Foreign Language

The cross-curricular methodology in the revised unified Greek curriculum (FEK 304/13-3-2003) within the framework of innovative actions and propositions regarding the teaching of foreign languages in state schools constitutes a basic prerequisite for the promotion of concepts for holistic learning in the 21st century. The cross-curricular methodology promotes the cooperation in the teaching of the school subjects and the diffusion of cultural and social elements. In addition, the concept of the European dimension is enhanced. The Greek educational system becomes more and more pluralistic in order to respond to new societal changes and developments. Within this framework, the exploitation of elements from different school subjects (eg., History, Art, Career Guidance, Music, etc) in the teaching of English can help students not only to acquire knowledge in the so-called information society but also to develop skills and adopt attitudes that can assist them in dealing with social conflicts and in communicating successfully.

The term cross-curricular methodology to teaching is used broadly to mean the scientific study of a topic from different angles / sciences. To this end, water is not only restricted to its chemical formula H_2O but it also means sea, swimming, rain, etc. Therefore water can be studied by science but it also includes poetry, art, philosophy, etc. Likewise the chemical formula of plastics can be studied by chemistry but it can also be seen from its economical dimension in the market. The student has the chance to conceive the mutual elements of different subjects, their extensions and consequences in other fields and scientific branches.

As a result, learning that does not follow the parceling out of school reality into separate school subjects, like History, Sociology, Physics etc but examines each unit in the present textbook THINK TEEN from all possible aspects. Therefore, the subject of transport can be examined from the technological, historical, economical, psychological aspect, etc. The cross-curricular approach to learning is based on procedures of generalization and, abstraction and is in accordance with the principle of 'paedo'-centrism as the thematic units to be taught in THINK TEEN are chosen from the student's circle of interests and are organized based on the student's cognitive, perceptive, affective and other skills.

A second characteristic of the cross-curricular methodology is the exploratory procedure of finding and elaborating on the teaching material. The student is actively invited to

acquire knowledge and skills through dealing with things / objects in the social environment.

b. The Project method

The project method is central in the cross-curricular methodology since it creates the field for the application and expression of small scale research, discovery learning and creative thinking. Students through collaborative work in pairs or groups explore a topic from different perspectives. According to the principles of the project method and following the cross-curricular methodology, students can study the century of Pericles or the Greek Revolution for liberation and at the same time they can study literature, fine arts, architecture, sculpture, paintings and the philosophy of the corresponding era. This can be achieved with experiential learning through a visit to a museum or a gallery where they can work on the project and make observations which are useful for them in order to complete certain tasks. This personal educational experience offers a framework within which students acquire knowledge and perceive unexplored positive learning opportunities, broadening their horizons. This can further be explored through an exchange study visit supported by the European Socrates programmes.

An example of a cross-curricular project

The teacher of English, the philologist, the sociologist at school through a number of relevant topics that can be provided from a 'bank of topics' or ideas suggested in the textbook can help students cooperate and elaborate on the subject: "Stereotypes and their role". The topic can really contribute to a dialogue and the clarification of the students' attitudes towards people. The topic should be studied in groups. This means that the school library and the computer laboratory become the main sources of gathering information concerning the term 'stereotype' which is generally used to define a category of common beliefs which refer to a country, institution, idea, value, etc. things that are confronted one-sidedly and generally to a degree that they undergo significant distortions. Students gather information, exchange views and then they order and categorize their information. The topic is crucial as it brings forth certain 'social attitudes' which are defined as 'prejudice' - something which can influence the people's choices and create specific behavioral attitude as regards people, groups, etc. It is known therefore that stereotypes can influence to a large extent at least our first or immediate attitude towards an issue / topic.

Similarly in an informative, communicative text our thoughts and behavior are influenced in multiple cultural levels. The stereotype expressions, 'Women do not know how to drive' or 'Boys do not know sewing' or 'The British are phlegmatic' or the phrase '...do you take me for a ninny?' are results of stereotype prejudice and characterize several small or big communities. Stereotypes therefore are generalizations which people end up believing after attributing specific characteristics to others on the basis of their participation in groups. Stereotypes are the total amount of characteristics which we consider that are attributed to the members of a social group. It is thought that stereotypes derive to a large extent from the cognitive procedure of the categorization of things in our brain. The external reality of things shapes our perception to make it concrete. However contemporary educational research has shown basic characteristics of stereotypes. They are the result of cognitive prejudice that derives from deceptive correlations between the participation of someone being a member in a team and certain psychological characteristics. Stereotypes can influence the way in which we work out the information. For example, we remember more positive information for members of teams to which we belong. More negative information is attributed to members of teams to which we do not belong or which for some reason we do not face positively. Stereotypes create expectations and assumptions for others and people tend to confirm these expectations. Stereotypes restrict the communication models aiming at the confirmation of stereotypes. Therefore the topic of stereotypes can surely be a topic of common discussion of similar or different subjects at school, like psychology, sociology, etc. Students gather information following the steps of small scale research. The aim is for them to realize the role of stereotypes in our life. This can lead to estimation and appreciation of human values and culture.

Classroom techniques of the topic under investigation

Methodologically the choice of the topic should be consistent with the specific unit in THINK TEEN and the students' interests and needs. The topic is written on the board and it is supported with the use of the brainstorming technique. The students can draw up a list of their views. Following successive combinations, views are set forth and there is a grouping of the similar and different views. A cross-checked presentation follows where each member of the group is called to present his/her views. The use of the technique of gathering ideas that express the students' views, stances, values and attitudes is an element of active participatory learning. Moreover, the use of supplementary material

with teaching aids and the use of realia, video, the internet, information from the school library, etc can contribute greatly to the implementation of the session. We should point out here that the description of foreign customs in civilizations included in THINK TEEN is a very fine issue. Prejudice and stereotypes interfere in people's relations. Therefore, in the cases where different cultures meet more importance should be attributed to the factual rules and social codes. The rules of grammar are peripheral. If there is no specific sensitization to the cultural dimension of the language, the student tends to interpret whatever is said to him/her according to his/her own behavioral rules, thus ending up misinterpreting the real meaning of the interlocutor's words. Great attention should be paid here so as to have a balance of attitudes and positions which will maintain the national and cultural heritage and customs of nations / countries and at the same time will acknowledge and perceive the cultural elements of the foreign civilization. The first and most effective step towards the implementation of the cross-curricular methodology is the strategy of discovery learning coupled with team teaching. Active, collaborative teaching in teams is based on theoretical and didactic practices that help students develop exploration skills and communicative strategies that are essential for autonomous learning. Learning after all is a time-consuming process supported by participation in authentic situations where students think critically and develop skills and abilities taking advantage of previous personal educational experiences. The student experiments on and risks proposing solutions and propositions, which s/he is finally called to verify and systematize. Teaching can start with the location of the problem, continue with the formulation and checking of assumptions and be concluded with the systemization of conclusions. The teacher's role is to lead the students' exploratory procedures. As a result, the project method contributes to holistic learning and the development of social skills, stances, attitudes and values that are essential in order for the students to become socially autonomous and able to intervene in the democratic procedures. Experiential learning is based on projects that start with its definition by the group, continue with the collective processing of valued information and conclude with its announcement in class and overall evaluation.

c. Self-evaluation

The Common European Framework of Reference for Languages: learning, teaching, assessment (2001) Cambridge: CUP

The CEFR, 2001 provides a common basis for the elaboration of curricula, coursebooks and examinations across Europe. It describes in a comprehensive way what learners have

to learn to do in order to use a language for communication. The CEFR defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The aim of the 'can-do statements' is to develop and validate a set of performance related scales, describing what learners can actually do in English. The 'can-do statements' can be used as a checklist of what language users can do. They also define the stage they are at. Below is the table that specifies what is expected by learners at A2 level.

Common Reference Level A2: self-assessment grid, CEFR, 2001

		A2
U N D E R S T A N D I N G	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). can catch the main point short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
S P E A K I N G	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Interaction	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
W R I T I N G	Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

The European Language Portfolio, 2001

The European Language Portfolio is an educational tool established by the Council of

Europe in order to help learners to document their progress towards plurilingual / pluricultural competence by recording learning experiences of all kinds.

The European Language Portfolio consists of three parts:

The Language Passport	The Language Biography	The Dossier
In the language passport, the learner provides a general picture of his knowledge and skills in various languages.	In the language biography, the learner presents his personal strategies in developing 'life skills' and describes his/her most important language and cultural experiences.	In the dossier, the learner provides evidence illustrating / supporting what was included in the language passport and the language biography.
The language passport includes: a. a profile of language skills b. a self-assessment grid	The language biography includes: a. personal strategies b. self-assessment pages c. experiences outside the school curriculum	The dossier may include: a. certificates b. quizzes, tests c. tasks d. tape-recorded activities e. projects f. any kind of documented experience

The European Language Portfolio enables the learner to

- develop a communicative ability in using English and various other languages
- assess his/her skills in different languages according to the descriptors in the scales of the Common European Framework of Reference (CEFR, 2001)
- develop strategies and life skills through the motto 'learn how to learn'
- record the development of knowledge and skills through self-assessment procedures

d. Differentiated Instruction

Think Teen series incorporates the principles and practices of Differentiated Instruction, as it takes for granted that all classes are mixed ability, as each student is unique. However, each student comes to the classroom with the ability to learn. By incorpo-

rating the principles of Differentiated Instruction, Think Teen aims at individual progress and development of each and every one of the students in the class. To maximize the development of students of diverse needs and language levels in the class, most of the tasks in Think Teen are open-ended i.e. allow for a variety of correct answers, and thus enable individual students or groups of students to perform the tasks at their language level. Moreover, flexible classroom organisation (pair-work, group-work, as a class, individually) is promoted throughout the book. In addition, in the Appendices with the title 'It's your Choice' in the student's book and the workbook, additional tasks or alternative versions of the same task have been provided for the teacher to use where necessary. Where there are alternative versions of the same task, the teacher should guide individual students or groups of students to choose which version of the task they will do, according to their needs and language level.

2nd Grade of High School

Introduction

1) The student's book comprises 10 Units. Each Unit consists of three lessons each. A typical sequence of lessons in each unit is as follows:

Cover page: Raising awareness of the topic through visual stimulation

Lesson One Reading/ Listening

Lesson Two Grammar/ Listening/Speaking/Writing

Lesson Three Project

Self-evaluation Test

Can-do statements

Focus on learning strategies

Appendices with:

- listening scripts
- a key for self-assessment
- tiered tasks for differentiated instruction: easier or more difficult tasks based on the same theme, and easier or more difficult versions of the same tasks as set in each unit. In mixed ability classes the teacher can guide individual students or groups of students to

choose the easier or the more difficult version of the task according to their needs and language level.

The workbook contains a variety of language activities to help learners consolidate their learning. At the end of the workbook, there is a variety of tasks for differentiated instruction.

The Teacher's book has been developed and presented so that it can assist the teacher to exploit the ideas in each lesson and to encourage the teacher to expand on various suggestions. It contains detailed step-by-step procedural notes on how each lesson can be taught in an effective manner. It also provides the teacher with sufficient linguistic information and explanations to assist students' acquisition of new grammatical forms and lexis. Cross cultural information is also provided to enable the teacher to add additional interest. Where possible, Internet addresses are provided for supplementary information. The teacher's book also contains a key to the tasks in the student's book; the key for the activities in the workbook; transcripts of the audio CD listening tasks and songs.

Using the Student's Book

Cover Page

The cover page contains:

1. the title of the unit
2. visuals concerning the main topic
3. statements or short texts to raise students' interest in the topic
4. the structural and lexical aims of the unit
5. language functions associated with the topic
6. list of learning strategies

The cover page aims to:

1. create an interest in the topic
2. activate learners' background knowledge and relevant cognitive schemata
3. present some key vocabulary through visuals and short texts
4. present and enhance a holistic approach to knowledge
5. function as an advance organiser for the whole unit
6. activate learners' grammar knowledge and help them understand the relation of language functions to the discourse type and grammar structure

Process:

Students

- look at the cover page and predict what each unit is about
- use the visuals to support guesses and ideas
- check the information given in the box to see the link between the topic and other school subjects

Vocabulary

The book incorporates a lexical approach exposing students to both passive and active vocabulary. The teacher should give students the opportunity not only to be exposed passively to the wealth of the English language but mainly to be involved in learning and using active vocabulary.

Vocabulary can be best learned and remembered

- when presented in association with specific themes
- when students are made aware of surrounding words
- when taught in lexical units
- when taught in collocations
- when recycled in different contexts
- when students have to perform a task using new words

To these ends, a number of activity types have been included in the workbook.

Topic vocabulary:

Topic vocabulary is presented and elicited through visuals and pictures. The procedure is as follows:

- students suggest words that they know in English or equivalent Greek words for the various items needed to find an answer or to discuss the question or visual
- students can match new words to visuals
- students should use their knowledge of the topic to help them guess answers
- students should try to associate the sound of the new word with something in their world
- students should try to use the known words in the context to help guessing general meaning
- students should think of and try to remember which words the new word collocates with

While the teacher should encourage students to guess the meaning of a new word from context, it must be remembered that understanding what a word means is different from remembering the meaning. The teacher needs to encourage students to do something with the new word to help memorization. Help in memorization can occur through encouraging students to discuss the new word and the kinds of problems there might be in remembering it. Although the form and the meaning are important to know about a new word, there are many other kinds of information that can be learned from context and can help receptive and productive use of the word.

It is important for students to know how the word is pronounced; how the word is spelled; the word parts: affixes and stems that are already known from Greek; what other words the word is associated with; the syntactic patterns the word is used in; associating the word to a specific meaning to be used in a specific context.

For students to be able to guess from context, it is expected that they will already know the majority of the running words in the text. It is not necessary for students to work out exactly and completely what an unknown word means. Learning by guessing from context is a cumulative process whereby learners learn more information about a word each time they meet it in new contexts. As all contexts are not always helpful, the teacher can help students by creating a useful context for the new word and allow students to guess the meaning.

The teacher should encourage students to memorise useful lexical chunks. The teacher should not analyse chunks. Chunking will aid fluency.

It is very important that students be encouraged to use and enrich their vocabulary learning strategies. To this end, the teacher should present and practise a variety of vocabulary learning strategies.

Grammar

One major grammatical structure is presented and taught in each Unit. To demonstrate and highlight the grammatical structure for students to see how the form is used, there are various instances in the main reading text in each Unit. The approach to teaching grammar in this book is inductive in that the students should be encouraged to work out the grammatical rule for themselves. This involves students completing rules given

in grammar boxes. At the end of the book there is a Grammar Appendix with completed tables and rules, which students can use to check their answers. Teachers should encourage students to notice main grammatical forms in each unit, to underline the forms, to find similarities and differences from their mother tongue and to understand the relation between function and structure in any language.

Reading

Reading texts in the coursebook come from a variety of registers and styles. They are all authentic texts written for a native-speaker audience. Several texts have been adapted through removal of redundant information but without any major changes to the structure or linguistic integrity of the texts. In this way, we can still provide learners with comprehensible input to deal with real world reading tasks that a native speaker might have to face.

Teachers are advised to follow the suggested procedure for each reading lesson:

The reading lesson is structured along three stages. The first stage - comprises a set of pre-reading tasks - encourages students to use their own background knowledge to the theme before they read the main text. The second stage - while reading requires students to interact with the text. Task types in this stage vary with students reading the complete text individually or having to read part of the text. The third stage - post reading requires students to use the information and knowledge they have learned from reading the text to solve a real world type task. The tasks aim at integrating reading with speaking or listening for the purpose of solving a real-world task.

Reading tasks include matching visuals to text, sequencing parts of text, general comprehension questions and multiple matching.

The teacher should supplement the book with a variety of authentic texts with relevant topics and expose students to a variety of text types (articles, advertisements, poems, short stories etc.)

Listening

A wide variety of text types have been selected for the listening sections of each Unit. These include monologues and speeches; dialogues involving teenagers and adults; radio interviews, songs and lectures. The listening texts are authentic although semi-scripted

and include natural features of oral discourse such as formulaic chunking, pauses, false starts and rephrasing.

Students are required to complete a wide variety of task types such as completion of tables, matching, labelling, sequencing, etc.

Whenever possible, it is advisable that native speakers are invited to class, for example in the framework of project work. In addition, the teacher could use radio programmes in English that are broadcast by Greek national or private radio stations.

Speaking

A wide variety of speaking tasks are used throughout the course. These aim to:

- engage learners in pair and group work discussions
- provide students with opportunities for role play
- involve students in activities and tasks where the focus is on the outcome rather than the language per se.
- create a need to provide information across a knowledge gap
- integrate speaking with other language skills, e.g. reading and listening.

The teacher's role in speaking tasks:

The teacher should plan and organize speaking activities carefully by:

- * arranging pairs or groups in such a way that stronger and weaker students work together
- * allow students time to prepare for the task
- * provide a non-threatening environment
- * encourage students not to be afraid of making mistakes
- * play the recorded examples of the speaking tasks where possible
- * ask more confident learners to demonstrate speaking tasks in class

Teachers should be concerned with fluency as well as accuracy while students are performing the task. The teacher should monitor classroom activities and note possible errors. At the end of the task session, teacher should direct students' attention to the various errors that have been noted.

The teacher should create real life situations so that students have an authentic reason to communicate with each other in English.

Writing

The course includes a wide range of writing skills which students are required to use the language items from the unit to communicate with and inform a specific audience for a specific purpose. Students are asked to write formal and informal letters, postcards, stories, e-mails and reports. Writing tasks are staged to guide the student through the process of composing their own texts. Writing tasks should be introduced and discussed in class with students completing the set pre-tasks. The main writing task should not be set as home-work. When students write a text in class, the teacher can ask them to exchange their pieces of writing with their partners' and to comment on each other's work. Students should be encouraged to explain any weaknesses or errors in each other's writing and to work collaboratively to produce an improved version. The teacher should teach students a variety of writing strategies for different text types.

Projects

Each Unit contains a project which requires students to work in small groups to develop a topic and then present their work to the rest of the class. The teacher should always assign a specific role to each member of each group to avoid confusion and lack of direction. Students should be allowed to choose tasks for the project that best suits their abilities and interests. The teacher can act as a group advisor in this. It is important that students know what the aim of the project is and the stages they need to follow to realize this aim. Therefore, the teacher needs to provide guidance on how the project can be realized.

Self-evaluation

At the end of every unit there is a formative self-assessment scheme. This comprises:

- an informal test of linguistic features students have met in the unit
- a table with can-do statements for students to complete by ticking how well they feel they can perform in certain linguistic tasks and skills

The self-assessment test can be marked by students themselves. Students can use the key in the appendices to check their answers and calculate their score. It is important that the teacher informs students that these self-assessment tests are success orientated and there is no pass or fail criteria. It is an opportunity for the student to correct his/her mistakes and learn from them.

Can-do Statements

The can-do statements allow students to assess themselves in each of the four language skills. Students read each of the statements and tick the appropriate box on how well they feel they can perform in each area.

Portfolio

The work that students produce for particular tasks can go into their portfolios, that is folders where students keep their work. Portfolios enable teachers to assess students' progress & plan future teaching & learning but also allow students to take pride in their work and encourage student, teacher and parent cooperation and reflection.

Differentiated Learning - It's Your Choice

Differentiated instruction requires teachers to be flexible in the teaching approach, and adjusting teaching materials to suit the diverse abilities, needs and preferences of each student. Each student learns in a different way and to maximize learning, the teacher needs to be aware of this. To assist in this, most the tasks are open-ended i.e. allowing for a variety of correct answers, and thus enabling individual students or groups of students to perform the tasks at their language level. In addition, in the 'it's your choice' Appendix in the student's book and the workbook, additional tasks or alternative versions of the same task and graded materials have been provided for the teacher to use where necessary.

Workbook

The aim of the workbook is to help to consolidate what has been focused on during the lesson. The workbook contains accuracy activities for students to practice using the main grammatical forms. The teacher should feel free to use the workbook either as an additional classroom practice or for homework activities.

The workbook is closely integrated with the coursebook and recycles vocabulary items and grammatical structures taught in each unit. The workbook activities may best be set as homework to allow students time to go back to the coursebook to discover the answers for each activity. Teacher can assign activities according to the main focus of each lesson so that when students are focusing on vocabulary, the homework can comprise vocabulary activities from the workbook.

Appendix V

Pair/Group Work in tasks

Categories	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Reading skills	3	1	3	3	3
Writing skills	0	2	1	1	0
Speaking skills	7	8	6	10	6
Listening skills	1	3	1	0	0
Vocabulary	1	1	1	4	1
Grammar	1	1	1	1	0

Categories	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Reading skills	3	2	0	2	0
Writing skills	0	1	1	1	3
Speaking skills	6	12	5	13	8
Listening skills	0	1	0	0	0
Vocabulary	0	2	1	2	1
Grammar	1	1	4	0	2