Abstract

This study aimed to investigate the effects of the cooperative groups as Communicative Language Teaching (CLT) techniques used to involve students in grammatical correction and revision in Suan Sunandha Rajabhat university, Thailand. It was a quasi-experimental study and the purpose was to 1) compare the academic achievements of the students with the 70% attainment target during their participating in cooperative groups as CLT techniques used for grammatical correction and revision and 2) explore the attitudes of the students after their participating in cooperative groups used for grammatical correction and revision. The sample of the study comprised of 38 sophomores attending an English linguistics course in the Faculty of Education in a Rajabhat university, Bangkok. Three formative tests on grammatical structures, error identification and writing correction, were developed and given, two of which during instruction and one at the end of it, to measure to what extend the students progressed towards the 70% attainment target. Summative journal writing was developed and asked the students about their opinions towards experiences within class groupings. The scores in tests given were then analyzed by mean score, standard deviation and t-test, and students' responses in writing were summarized and categorized to identify key patterns and relate them to pre-specified areas. The results revealed a low diversity of test scores on error identification and a higher one on writing correction. These reflected the use of cooperative groups as CLT techniques raises grammatical awareness of language learners to attend, recognize and focus on meaningful pattern, but not yet ability to produce language for communicative purposes. Their opinions towards experiences within class grouping were found to be satisfactory, namely in responsibility for contributing a fair share to group's success, and putting the formal language of the discipline into the informal language students use, respectively.

Keywords: Grammar teaching, Cooperative Language Learning, Grammatical correction and revision