

## APPENDIX 1

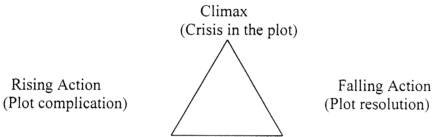
### LESSON 1

#### WRITING THE PLOT OF A STORY

##### Definition of a plot

A plot in its simplest sense in literature means a scheme of the work or a map of it. This plan or design or pattern is the way the writer organizes his material

The development of the plot is often depicted as a graphic called the **Freytag Pyramid**. The peak or apex of the pyramid is called the **climax**. The events leading up to the climax make up the **rising action**. These events introduce complications into the plot, until they reach the crisis point of the climax. Thereafter, the events make up the **falling action**. These events resolve the crisis bringing the story to a conclusion.



##### ACTIVITY

The Story line of **The Pearl** by John Steinbeck. In your groups of three, summarize each chapter in a phrase or a short sentence. To help you to remember better, you may want to mark in each chapter who the main character is.

Chapter 1

.....

.....

Chapter 2

.....

.....

### Chapter 3

### Chapter 4

### Chapter 5

### Chapter 6

### Chapter 7

### Chapter 8

## APPENDIX 2

### LESSON TWO

#### CHAIN STORY TASK 1

##### INSTRUCTIONS: GROUP A

You are involved in constructing a chain story. Your task is to contribute ONE LINE (when your turn comes) to continue the story. You will be contributing to FOUR stories.

1. Your theme is HORROR!! That means, each time you contribute a line, you have this theme in mind. Do not tell the other groups about this!
2. First, begin the story by writing ONE SENTENCE (Remember your theme).
3. Then, pass your paper to the next group.
4. Now you will have to stick closely to the following schedule – remember to add just ONE SENTENCE each time you receive the other group's writing. Do not edit other people's work. Just continue the story by adding ONE SENTENCE each time, then pass the paper to the next group.

You contribute the 1<sup>st</sup> line for "Group A"

You contribute the 2<sup>nd</sup> line for "Group B"

You contribute the 3<sup>rd</sup> line for "Group C"

You contribute the 4<sup>th</sup> line for "Group D"

Repeat the sequence until you have contributed 6 sentences for each Group.

Remember to work together in your groups as you contribute to the sentences in the story. You may want to brainstorm for ideas, give suggestions, express your opinions and discuss your ideas. **Make your story as interesting as possible.**

##### TEACHER'S NOTE:

Group B's Theme is FANTASY

Group C's Theme is HAPPINESS

Group D's Theme is ADVENTURE

## **APPENDIX 3**

### **LESSON 3**

#### **CHAIN STORY TASK 2**

#### **INSTRUCTIONS**

1. Each group works on one story – A, B, C or D.
2. Edit. You may spell check, edit your language and grammar and use the dictionary. You may also use the dictionary or thesaurus to replace words or to add to new vocabulary.
3. Add sentence connectors, conjunctions where necessary.
4. Add sentences where appropriate to bring out the theme of the group.
5. Give the story a title.
6. Ask three types of questions based on the story – predicting/ inferencing / evaluating.
7. Select a spokesperson from your group to read the story to the class.
8. Hand in your completed work.

## APPENDIX 4

### CATEGORIES OF INTERACTION

King, T., Tayler, C., & Maloney, C. (1991)

#### Whole Class Introduction

Category Item	Description	Examples
W101 Recapitulation from previous lessons	Comments involving the teacher during whole class introduction which relate to bridging the procedures and content from a previous to a current lesson.	
W102 Task content/procedures	Comments involving the teacher during whole class instructions which explain and/or direct the group's task for the lesson and/or the procedural steps to be followed by the groups.	
W103 Student question/suggestion	Comments and questions involving a student(s) to the teacher during the whole class instruction where the student(s) is speculating or proposing content or procedure relative to the group task.	
W104 Clarification of task	Responses to student question(s) by the teacher during the whole class instruction which the group task is re-explained, elaborated or developed.	
W105 Recapitulation of tasks	Interaction involving the teacher during whole class instruction in which the teacher restates the task and/or group the procedural steps to be followed by the groups.	

## GROUP TASK

Category Item	Description	Examples
GT01 Clarifying procedure/s	Comments, questions regarding procedures to be followed when doing the tasks.	
GT02 Monitoring student/group progress	Interactions and comments about the use of time, procedure, task progress in relation to where student or group is at with the task.	
GT03 Materials management	Interactions associated with the type of material to be used, or the collection, arranging, or distribution of materials and equipment required for group working on the task.	
GT04 Non-task related	Actions/interactions which indicate non-involvement with, distraction from, or conflict, relative to the task being worked by the group	
GT05 Determining work tasks/action	Interactions which involve determining who will undertake or who has undertaken particular work tasks/actions toward achieving the group task.	
GT06 Accepting work tasks/actions	Comments by a group member that confirm the acceptance of particular work tasks/actions	
GT07 Rejecting work tasks/actions	Comments made by a group member that confirm non-acceptance of particular work tasks / actions	
GT08 Clarifying Content	Comments, questions and other interactions which have the purpose of evolving precise meaning, defining ideas and concepts, resolving logical sequence or direction of content,	

	working through a content problem.	
GT09 Brainstorming	A “flash-in-the-mind”, creative ideas which are not definite recommendations for inclusion in the work task.	
GT10 Proposing	Interactions in which group member(s) suggest definite recommendations for inclusion in the group task. A proposal may be a logical synthesis of one or more speculating comments, a focused, logical follow-up to speculating comments or proposals.	
GT11 Negotiating, arguing, reacting to matters of content	Interactions in which group member(s) respond to both definite and non-definite recommendations for inclusion in the group task.	
GT12 Agreeing on content	Interactions in which a group member(s) agree to the recommendations for inclusion in the group task.	
GT13 Rejecting content	Interactions in which a group member(s) reject the recommendation/s for inclusion in the group task. Dismissal of content from further consideration for the group task.	
GT14 Writing, recording	Comments and suggestions associated with the recording of the content or the recommendation/s for inclusion in the group task. This includes the act of writing/recording.	
GT15 Checking, reviewing	Interactions related to the progress of the development of recorded content for the group task – assessing content included.	

## GROUP DYNAMICS

### How the group functions

Category Item	Descriptions	Examples
GD01 Decision making process	Interactions dealing with decision making process in the group, including dominant leadership behaviour.	
GD02 Challenging group member(s)	A group member asserting the right to speak, to contribute a comment, to follow procedure, request a response or contribution from another group member.	
GD03 Positive response to challenge	Following on from challenging group member, agreement is given, or response made.	
GD04 Negative response to challenge	Rejection of challenge from member.	
GD05 Assigning role/s	Interactions related to determining who will fulfill particular structural small group member roles.	
GD06 Seeking approval	Group member(s) approach other groups for a determination about quality of content produced/to be produced, or correctness of technique used/to be used.	
GD07 Feedback positive	Group member(s) provide positive evaluative comment to another group member(s) about the progress of the group task/action, an individual work effort or work task/action, an individual behaviour performance, group membership. Criticism or personal, verbal, derisive comment is	

	included.	
GD08 Self evaluation- positive	A group member proffers positive comment to another group member(s) about the quality of self work/effort or work task/action.	
GD09 Self evaluation- negative	A group member proffers negative comment to another group member(s) about the quality of self work/effort or work task/action.	
GD11 Monitoring group behaviour	A group member(s) comments to another group member(s) about, or monitors the behavioural performance of that person while involved in the group work task. Such comments may be either positive or negative and reflect either on-task or off-task behaviour.	
GD12 Monitoring group membership	A group member(s) comments to another group member(s) about the relationships within the group, or about being part of the group.	

**MONITORING OF GROUP OR WHOLE CLASS**  
**Teacher (MT) / Aide (MA) / Parent (MP)**

<b>Category Item</b>	<b>Description</b>	<b>Examples</b>
M(T/A/P)01: Checks progress of task	Interactions involving the teacher and student(s) in which the teacher is checking the group progress in terms of their achieving the assigned group task.	
M(T/A/P)02: Suggests content/solutions	Interactions involving the teacher in which the teacher contributes to the group's clarifying content, speculating and proposing content.	
M(T/A/P)03: Feedback about content	Interactions involving the teacher in which the teacher provides either or both of corrective feedback about the group's and individual's development of content for the assigned group task.	
M(T/A/P)04: Feedback about group performance	Interactions involving the teacher in which the teacher provides either or both of corrective and evaluative feedback about group's procedural and behavioural performance towards achieving the assigned group task.	
M(T/A/P)05: Giving directions	Interactions involving the teacher in which the teacher gives directions to the group about procedural matters, development of content, and behavioural performance.	
M(T/A/P)06: Group task/ content procedures	Comments involving the teacher during group instructions which explain and/or direct the groups' task for the lesson and/or the procedural steps to be followed by the groups.	

**WHOLE CLASS WRAP – UP**

<b>Category Item</b>	<b>Description</b>	<b>Examples</b>
WR01 Reviewing of task	Interactions involving the teacher during whole class instruction following group work in which the teacher reviews the group task, collates group findings or solutions to problems, provides overview of progress towards the on-going multi lesson group task, or summarizes the content development of the group task.	
WR02 Giving directions	Interactions involving the teacher during whole class instruction following group work in which the student(s) received from the teacher directions regarding procedure and behaviour performance.	

## APPENDIX 5

### LEARNER'S QUESTIONNAIRE

Dear students,

I am currently looking at what students think about learning the English Language. Please answer the following questions as accurately and honestly as possible. The survey is being conducted for research purposes only.

#### Part 1. Information about yourself.

1. I am in Form .....
2. My age is ..... years old.
3. I am a male / female.
4. I have done group work before in my language class:  
A. Always                      B. Sometimes                      C. Never

**Part 2. Your opinions / feelings about language learning with reference to group work or group activities.**

#### INSTRUCTIONS:

Tick ( / ) at the following spaces provided as to whether you Agree, Disagree or are Not Sure about the statements below:

### INSTRUCTIONS:

Tick ( / ) at the following spaces provided as to whether you Agree, Disagree or are Not Sure about the statements below:

### SUBJECT MATTER

		AGREE	DISAGREE	NOT SURE
1.	I feel a group project is of higher quality than an individual project			
2.	I believe working in a group will help me achieve a higher grade.			
3.	Working in groups will help me achieve the objectives of the lesson.			
4.	I believe I will have a better understanding of the lesson materials from my group mates that I could not learn from the teacher.			
5.	I believe I will have a better understanding of the lesson materials as a result of group work than I would have if I study alone			

### INTERPERSONAL SKILLS

		AGREE	DISAGREE	NOT SURE
6.	Working in a group enhances my team work skills			
7.	Working in a group enhances my communication skills			
8.	I believe I can contribute to getting group projects done			
9.	I am comfortable expressing my ideas to my group members / whole class			
10.	I am able to resolve any conflicts/disagreements in groups			

## DECISION MAKING SKILLS

		AGREE	DISAGREE	NOT SURE
11.	I learn from other people's ideas and opinions			
12.	I believe a group can come to a better decision than an individual can			
13.	I believe I will learn more problem solving skills by working alone than I would by working in a group			

## ATTITUDE TOWARD METHOD

		AGREE	DISAGREE	NOT SURE
14.	I expect to spend less of my own time on a group project than I would if I did an entire project myself			
15.	I believe if something is done by a group, it takes more time than if done by myself			
16.	I prefer working alone compared to doing an assignment in a group			

## ATTITUDE TOWARD GROUP WORK

		AGREE	DISAGREE	NOT SURE
17.	I am afraid/shy to express my ideas/opinions in my group especially when the teacher is close by			
18.	I find it difficult to express myself in front of my group because I am not able to speak the English Language well.			
19.	I am not used to doing group work in class			

20.	I do not fully understand what I have to do in my group task/activity			
21.	I am scared of what my teacher will think of my ideas/opinions as I feel that it may not be what she wants or expects from me			
22.	I will feel angry or upset if my friends or teacher disagree with me			

		<b>AGREE</b>	<b>DISAGREE</b>	<b>NOT SURE</b>
23.	The tasks / activities carried out were either boring and unchallenging or too difficult			
24.	I prefer the teacher to teach as she usually does in class rather than carrying out group work activities.			

**APPENDIX 6**

**QUESTIONNAIRE on ESL teachers' views on the appropriacy of group work activities.**

Dear teachers,

I am conducting a survey on ESL teachers' views on the appropriacy of group work activities in the Language class. The survey is being conducted for research purposes only. Can you take a little time to complete this survey?

Thank you.

1. What form(s) do you teach?

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2. Approximately how old are your students?

.....

3. What subjects do you teach?

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4. Was training in the use of group work part of your pre – service or in – service training? Pre – service, in – service or both? If so, was it advocated strongly or minimally?

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5. Do you use group activities with your students? Why or why not?

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6. If so, what percentage of class time (per lesson: 40 minutes) is used for group activities?

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7. If you use group activities, are they generally successful? Why or why not?

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8. If you do not use group activities, please consider if, hypothetically, you did use them, whether or not they would be successful and why.

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9. What are the characteristics of your students which make group activities appropriate or inappropriate? (e.g. cultural norms, expectations of teachers, previous learning experiences, learning styles, proficiency levels, motivation, competitiveness)?

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