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**PAIR WORK IN ELT  
DIPLOMA THESIS**

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## **ANNOTATION**

The theoretical part of the diploma thesis introduces key concepts beyond Communicative Language Teaching, including communicative competence as its objective. Furthermore, it details the principles of cooperation from psychological and pedagogical perspectives, Cooperative Language Learning and main differences between pair work and other organisational forms. Finally, the theoretical part presents the influential taxonomy of activities by William Littlewood and concludes with teacher roles in pair work activities. The practical part includes a case study aim of which was to merge the outputs from the theoretical part and verify their application in practice through an analysis of a School Educational Programme, observations and semi-structured interviews.

**KEY WORDS:** communicative language teaching, communicative competence, cooperation, cooperative language learning, taxonomy of activities, teacher roles, pair work.

## **ANOTACE**

Teoretická část diplomové práce představuje základní koncept komunikativního přístupu k výuce anglického jazyka, včetně jeho cíle, kterým je dosažení komunikativní kompetence v jazyce. Teoretická část této práce dále seznamuje se zásadami spolupráce, a to jak z psychologického, tak pedagogického pohledu, představuje přístup známý jako kooperativní výuka a vystihuje hlavní rozdíly mezi párovou výukou a ostatními organizačními formami. V závěru teoretické části práce je pak představena známá taxonomie aktivit dle Williama Littlewooda a rozepsány jsou i základní role učitele v rámci párové výuky. Praktická část diplomové práce pak obsahuje případovou studii, která propojuje výstupy z teoretické části práce a ověřuje jejich naplnění v praxi, a to analýzou školního vzdělávacího programu, pozorováními a polostrukturovanými rozhovory.

**KLÍČOVÁ SLOVA:** komunikativní přístup k výuce anglického jazyka, komunikativní kompetence, spolupráce, kooperativní výuka, taxonomie aktivit, role učitele, párová výuka

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## 1. INTRODUCTION

Communication is primary to human existence. While people acquire their mother tongue naturally, the acquisition of a second language presents a significantly greater challenge, one that cannot be successfully completed without applying appropriate approaches, methods, strategies and techniques. In history, approaches to second language teaching have been changing so as to reflect the needs of the society and current linguistic theories and to suit better the needs of the learner. Certainly, after centuries the process of change and development has not stopped, on the contrary, we now find ourselves in a post-method period and in the plenitude of approaches available to us, it is greatly important to be able to critically analyse them, acknowledge their advantages as well as drawbacks and choose what suits the learner best.

The aim of this diploma thesis was to carry out a *case study* in a particular organisation (Primary and Elementary School Poříčí nad Sázavou) and analyse what requirements are raised in the applicable School Educational Programme, whether these requirements cover principles of Communicative Language Teaching, whether the School Educational Programme covers the issue of cooperation and organisational forms of work, analyse to what extent these requirements are fulfilled in practice and if not, what do teachers perceive as main obstacles preventing them from utilising communicative pair work activities. As regards organisational forms of work, emphasis was placed on pair work. Furthermore, the aim of the case study was to analyse pair work activities in ELT and define the proportion of pre-communicative and communicative pair work activities. To do so, the case study would triangulate data from three different sources – analysis of a document (SEP), observations and semi-structured interviews with teachers. Information background for the case study is provided in the theoretical part of the diploma thesis, which introduces fundamental concepts of Communicative Language Teaching, including its key objective, the acquisition of communicative competence, and Cooperative Language Learning. Besides detailing the principles and objectives of CLT and analysing cooperation from both a psychological and pedagogical perspective, the theoretical part of the thesis also details taxonomy of activities with the aim at pre-communicative and communicative activities, including relevant criteria of communicativeness. The above mentioned

provides necessary background and criteria for the practical part of the thesis – the case study.

As closely analysed in the first chapter of the diploma thesis, Communicative Language Teaching is a result of a major transition from structural language teaching to communicative language teaching. The transition, an important endeavour in the history of language teaching, has embraced not only the approach itself, with relevant methods and strategies, but, primarily, objectives of the teaching / learning process. While the preceding methods, namely the Grammar-Translation or Audiolingual Method, strove to achieve linguistic competence, the transition from these methods to communicative language teaching resulted in defining a new key objective - communicative competence in language (Littlewood, 1994, p.x). Communicative competence, as we define it today, has evolved from influential theories of Noam Chomsky, Dell Hymes, Canale and Swain to the recently acknowledged theories, such as Bachman's theory of communicative competence. This part of the thesis is important because the requirement for communicative competence is a valid requirement included in applicable curricular documents and a part of the case study in the second part of the thesis is an analysis of a School Educational Programme. Therefore, for better understanding the concept of communicative competence and what it entails, the first two chapters analyse CLT and communicative competence.

Another major section of the thesis is dedicated to the issue of cooperation, a powerful phenomenon that shall be analysed within both psychological and pedagogical contexts. As a general introduction, the thesis will introduce theories of Lev Vygotskij and Jean Piaget, concluding and demonstrating that these theories are applicable to cooperative learning and pair work in particular. Furthermore, the respective chapters will detail principles of group dynamics, i.e. advantages and risks beyond cooperation, such as group effectiveness, facilitation or social loafing. Outputs from this chapter are further used in the case study to find out whether teachers are aware of the principles and apply them in practice. The following chapter on cooperation from a pedagogical point of view will present current requirements for modern teaching and it will be demonstrated on the Framework Educational Programme for Basic Education and School Educational Programme that cooperation is not only a theory but a necessary prerequisite for advanced education. Finally, the principles of

Cooperative Language Learning, which is sometimes labelled “an extension of the principles of Communicative Language Teaching” (Richards and Rodgers, 2005, p.193) will be introduced and put in relation to Communicative Language Teaching. The chapter summarizes key benefits of pair work and compares pair work with other organisational forms of work.

Last two chapters of the theoretical part of the thesis are focused on typology of activities, an important chapter outputs from which are used in the following case study. The chapter details the concept of communicative competence and introduces the influential typology of William Littlewood. This typology is used as a key principle for the case study, in the scope of which observed activities were analysed for the level of communicativeness. Also, the chapter details the criteria for communicativeness - information gap, choice of language and feedback. For comparison, Littlewood's principles are contrasted with the typology of Pattison.

Last but not the least, the diploma thesis analyses various teacher roles in the context of pair work. The chapter presents the typology of Jeremy Harmer and amends it with principles introduced by William Littlewood and Diane Larsen-Freeman. Although teacher roles were not directly observed in the case study, the issue is important from the perspective of pair work in ELT, because the manner in which a teacher acts can influence the effectiveness of pair work both positively and negatively. As shown in the interviews that were part of the case study, teachers are aware of their roles and use them to their advantage.

The research - a case study - merges the outputs from the theoretical part of the thesis with practical realisation of the key ideas in a particular school environment. For the purpose of the research, various research tools were utilised, including observations, semi-structured interviews and an analysis of an applicable School Educational Programme, all are closely presented in the practical part of the thesis. Generally, the aim of the research was to define whether and to what extent the principles and objectives of CLT and CLL are covered in the School Educational Programme, whether and to what extent pair work activities are utilised in practice, whether these activities are communicative and finally, what do teachers perceive as main external obstacles preventing them from possibly utilising communicative pair work activities more often.

Aside from using the outputs for this diploma thesis, the research was presented to the teachers as a useful feedback and maybe an impetus for further reflection.

As regards technical organisation of the thesis, it is divided into several major chapters. Within the thesis, general terms are used such as cooperative group or group; however, principles therein presented are applicable to pair work, unless specified otherwise. Finally, without any gender prejudices and for simplification purposes, both a teacher and learner are referred to as “he”.

## 2. FROM STRUCTURAL TO COMMUNICATIVE

Approaches to language teaching have been innovated in history so as to reflect both changes in linguistic theory, language teaching theories and also changes in learner needs, such as the transition from reading comprehension proficiency towards oral proficiency (Richards and Rodgers, 2005, p.3). As Pica reminds (1999, p.1), new approaches are proposed and older ones revised so as to better address the range and level of English proficiency required for participation in today's global community.

This transition is most significantly marked by the changes framed by the ninetieth century and, even more importantly, second half of the twentieth century. While in preceding decades, Latin was lingua franca, a language of international communication, changes in world economy, culture and science paved the way for English to replace Latin as international language number one (Harmer, 2007, p.13-15). With these changing preferences and transforming socioeconomic and cultural environment, a need arose for linguists to amend the existing approaches to second (foreign) language teaching so as to achieve a more effective teaching.

However, the transition from teaching Latin to teaching other foreign languages, namely English, French, German or Italian, was not as radical one as could have been expected. The method that later became known as the Grammar-Translation Method basically adopted key procedures used earlier for teaching classical languages, especially Latin, with minor, if any, adjustments, i.e. teaching was primarily aimed at mastering abstract grammatical rules, lists of vocabulary and sentences for translation (Richards and Rodgers, 2005, p.4). In this respect, the Grammar-Translation Method presented a structural view of language; in other words, grammatical system of the language was of main concern (Littlewood, 1994, p.1).

From today's point of view, the obvious lack of progressivity in the Grammar-Translation Method can be criticised but the reason for the method not introducing any radical concepts was, as indicated in previous paragraphs, the socioeconomic and cultural environment; the goal of foreign language teaching at that time was to learn a language in order to read, possibly write literature, not to communicate orally (Richards and Rodgers, 2005, p.5).

Although it is difficult, likely impossible, to identify distinctive boundaries between individual approaches and methods in time, the transition that is central to this chapter of the diploma thesis is traced back to 1960s and 1970s and it is marked by a clash of *structural / situational* vs. *communicative approach*. While the preceding methods, especially the Grammar-Translation Method and Audio-lingual method (or Audiolingualism), put emphasis on mastering language structures, the new approach would promote, as its label discloses, a more communicative approach to language teaching.

The two mentioned attitudes significantly differ from each other. As Littlewood stresses (1994, p.1), the structural view of language concentrates on the grammatical system, describing ways in which linguistic items can be combined. This is in harmony with the assertion presented earlier in relation to learner needs (i.e. reading and producing literature). In their work, Richards and Rodgers describe (2005, p.5) the process of the Grammar-Translation Method as one that approaches the language through a detailed study of grammar and relevant rules in the first place and one that focuses on the application of the rules to tasks of translation of sentences and texts in the second place. Also, it is important to mention that instead of *fluency* (that gains significance in Communicative Language Teaching), *accuracy* is emphasized in the Grammar-Translation Method.

With the shift in learner needs in the second half of the ninetieth century, the Grammar-Translation Method would become criticised in its principles. Linguists realised that the predominant approach to language teaching, i.e. the Grammar-Translation Method, was inadequate and attempted to lay foundations to new approaches and methods, such as the Natural method, in which the Direct Method rooted. Despite its progressivity in contrast with the Grammar-Translation Method, the Direct Method still presented drawbacks that prevented it from becoming widely applied in public secondary schools. For example, the method required teachers to be native speakers, or have nativelylike fluency in the foreign language (Richards and Rodgers, 2005, p.12-13). This requirement would certainly present a significant organisational issue, as teachers with nativelylike fluency are a rare commodity.

Despite the drawbacks that the method suffered from and, as already argued, that ultimately prevented it from being implemented in public schools, the method meant an

important decline from strictly structural view of the language. Instead, it promoted ideas that would later become, in a modified form, essential in Communicative Language Teaching.

Namely, the Direct Method highlighted the importance of the teacher and learner speaking together; relating grammatical forms to particular objects or pictures so as to establish their meaning (Harmer, 2005, p.63). Also, the teacher and learner were only allowed to use the target language, although this would be criticised by some authors as in some situations, as they would claim, the use of the first language would have likely been more efficient in the teaching / learning process (Richards and Rodgers, 2005, p.13). Later methods, be it Audiolingualism, PPP or Community Language Learning, applied various aspects of the Direct Method and incorporated some new ideas<sup>1</sup>. Nevertheless, the fundamental issue that needs to be recognized was the shift of emphasis from the *form* to *function*. T.Pica pinpoints (1999, p.2) the main reasons for this transition as a broadening in the scope and diversity of English language use needed for participation in today's global community and also a growing body of research related to instructional issues, observations, and concerns. From a more pedagogical viewpoint, a conviction stood behind the communicative efforts after the year 1970 that language teaching should take greater account of the way that language worked in the real world (Howatt and Widdowson, 2004, p.326). This claim stresses one of the key differences between situational approaches and CLT – while the newly emerging approach would, as shown above, promote teaching set into a real-life context, situational approaches stayed at the sentence level, and there was little placing of language in any kind of real-life context (Harmer, 2005, p.64).

In the past decades, English language teaching has gone through a series of transitions in its methodology. From the ninetieth century, a large number of different approaches and methods appeared, mostly as a reaction to changing learner needs and scientific traits that linguists would pursue. The Grammar-Translation Method, Direct Method, Audiolingualism and others would present new ideas that crystallised into what

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<sup>1</sup> For more, see Richards and Rodgers. *Approaches and Methods in Language Teaching*. 2005. New York: Cambridge University Press.

has since 1970s been called Communicative Language Teaching (or communicative approach).

Communicative Language Teaching merges ideas of the previous approaches and methods and creates a system in which the learner must attain as high degree as possible of linguistic competence as well as distinguish between the *form* and the communicative *function* of the language (Littlewood, 1994, p.6). It is all important to emphasise that the preceding methods are not necessarily obsolete in their nature and that many of their principles still remain valid, as Littlewood puts it (1994, p.9) in his critique of teachers who exclude structural practice from their work, we are still too ignorant about the basic processes of language learning to be able to state dogmatically what can and cannot contribute to them. Even with the Grammar-Translation Method, it was the excessive use of model sentences for translation rather than the use of grammar that attracted most of the criticism (Howatt and Widdowson, 2004, p.152).

As drawn earlier in the paper, Communicative Language Teaching presents an approach that has been developing since 1960s and 1970s to reflect current trends and learner needs in the global community. The following chapters shall detail the development of the key objective of Communicative Language Teaching – the acquisition of *communicative competence*.

In conclusion to this chapter though, it remains to be noted that while Communicative Language Teaching is progressive with respect to current trends in foreign language teaching, the development has not stopped at all and we now find ourselves at the bring of a post-method period, a period in which we shall no longer seek for alternative methods, but rather an alternative *to* methods (Kumaravadivelu, cited in Pica, 1999, p.3). As Pica further states (1999, p.2), an integration is emerging of important components of older and more recent methods and a reconceptualisation of them, often in light of principles derived from second language acquisition theory and research. It is likely once again that new alternatives, be it alternative methods or an alternative to methods, will appear so as to reflect all the elements listed above – current linguistic theories, approaches and learner needs in today's global world, and the principles of Communicative Language Teaching will be incorporated in them together with others.

It is important from the perspective of this diploma thesis that second language teaching has recently shifted from concentrating on *forms* to *functions* of language and the objective of second language teaching is now to acquire *communicative competence*, an ability to use language in real life situations. It will be shown later that these principles are included in applicable curricular documents, one of which, a School Educational Programme, is analysed in the research part of the thesis. The following chapter details both the development that has led to defining communicative competence and individual components that form the term.

### 3. COMMUNICATIVE COMPETENCE - THE OBJECTIVE OF CLT

The previous chapter of the diploma thesis identified the key differences between the preceding approaches and methods, especially the shift of emphasis from the *form* to *function* of the language that would be reflected in teaching bringing the language closer to real life. Although the form / function clash is one that is probably emphasised most often, an important transition can be traced in the area of objectives of individual methods and approaches as well.

A comparison presents itself of the objectives of one of the preceding methods, the Audiolingual method and CLT, as presented by Richards and Rodgers in their *Approaches and Methods in ELT (2005)*, the Audiolingual method basically distinguishes between *short-term* and *long-term* objectives, where short-term objectives are e.g. accurate pronunciation or recognition of speech symbols as graphic signs on the printed page, while the ultimate long-term objective should be a native-like command of the language (Brooks, cited in Richards and Rodgers, 2005, p.58). This postulate is in relation to what was stated earlier, i.e. that the methods before CLT aimed at form in the first place.

However, many authors have refused to adopt this view, especially because of how the long-term objective is defined. For example, in reference to the development of Communicative Language Teaching, S.J.Savignon postulates that

in a post-colonial, multicultural world where users of English in the “outer” and “expanding circles” outnumber those in the inner circle by a ratio of more than two to one, reference to the terms “native” or “native-like” in the evaluation of communicative competence is simply inappropriate. (Savignon, 2007, p.210)

And so, the discontent with such definitions and the development of teaching approaches and methods and progress in other scientific areas, such as sociology, psychology or pedagogy, have resulted in an adjustment of goals and the adjustment ultimately resulted in specification of what is generally referred to as “*communicative competence*”. As with the transition from preceding approaches to more current ones, the coinage of communicative competence has bridged a significant period of time over which the term would become defined as it is today, including its individual elements.

The development of communicative competence as the key objective of Communicative Language Teaching starts distinctively in 1970s with the work of American and British linguists, such as John Gumperz, William Labov or Dell Hymes, who “took the study of discourse and language in its social context to new heights” (Howatt and Widdowson, 2004, p.253).

Dell Hymes, a British linguist, stands in opposition to other linguists of that time, especially Noam Chomsky, in that he urges to reflect everyday reality in the application of language theory. In his well-known work *Syntactic Structures*, Noam Chomsky claims that

linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky, 1966, p.3)

However, such an approach seemed inappropriate or unacceptable to others, such as Dell Hymes, who would move that “to cope with the realities of children as communicating beings requires theory within which sociocultural factors have an explicit and constitutive role” (Hymes, 1972, p.54). Relating Hymes' statement to the theory presented above, especially with respect to principles of preceding approaches and methods that were generally separated from real-life context, the idea of incorporating sociolinguistic factors becomes revolutionary.

Hymes criticises that linguistic theory had two parts: linguistic *competence* and linguistic *performance* (Hymes, p.54). The core of his critique lies in the fact that neither linguistic competence nor linguistic performance includes any sociocultural features. Hymes claims that “the controlling image is of an abstract, isolated individual, almost an unmotivated cognitive mechanism, not, except incidentally, a person in a social world” (Hymes, 1972, p.56). Basing his claims on various researches by e.g. Labov or Cazden, Hymes proposes a revision of the terms *competence* and *performance* and suggest the following model of communicative competence:

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;

3. Whether (and to what degree) something is appropriate in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

(Hymes, 1972, p.63)

By doing so, Dell Hymes hopes to cover the missing sociolinguistic factor and also to allow better implementation of the principles in classroom practice. Consequently, in 1974, the Council of Europe commissioned The Modern Languages Project, or, as it is known today, the Threshold Level. The Project was based on the notion that, as Howatt and Widdowson put it (2004, p. 338) “there existed a level of semantic generalisation which brought different languages into contact with each other as varying manifestations of “the same” notion”. In other words, the outputs from the Project would later be implemented to other European languages as well. Furthermore, the Project drew on the latest conclusions in the field of the communicative approach.

In the scope of the Project, linguists (including J.A. van Ek) would define a three-part model including the following key elements: *General notions* (essential grammar), *Specific notions* (vocabulary) and *Language functions*, where by notion concepts such as time, sequence, quantity or frequency are understood and where language functions stand for requests, offers or complaints (Richards and Rodgers, 2005, p.154). This division is very important because it represents a further decline in importance contributed to categories such as grammar and vocabulary (i.e. structures) in favour of language functions; resp. functions of language are now at least equal to grammar and also, the model of Dell Hymes is therein put into practice. The Project can thus be seen as a significant impulse to the development of CLT as it incorporates the ideas of Hymes (and others) and proposes communicative competence to become the goal of language teaching in classrooms worldwide.

The influential theory of Dell Hymes was further elaborated by a number of linguists, especially Canale and Swain or L.F.Bachman. In relation to the model of Dell Hymes, Canale and Swain proposed a theory of communicative competence consisting of three key elements, as summarized by Ohno (2006, p.29): *grammatical competence* (i.e. knowledge of lexical items, morphology, syntax, semantics and phonology),

*sociolinguistic competence* (i.e. knowledge of sociolinguistic rules and discourse) and *strategic competence* (i.e. verbal and non-verbal strategies compensating for breakdowns in communication). As can be seen, sociolinguistic factors would gain importance; however, a better specification of what is understood by sociolinguistic competence would be needed.

Last but not the least, the theory of communicative competence was elaborated by L.F.Bachman, who proposed to divide language competence into *organizational competence* and *pragmatic competence* where organizational competence would incorporate grammatical and textual competence and pragmatic competence would cover illocutionary and sociolinguistic competence (Bachman, 1990, p.87).

Likely the most important element of the above-presented model is *pragmatic competence*, which generally refers to an understanding of a particular social context in which the communication takes place and also knowing how to perform in order to communicate successfully (Prachalová, 2004, p.7). Bachman built on this model and further divided pragmatic competence into *illocutionary competence* and *sociolinguistic competence* with following division into more specific sub-elements (Bachman, 1990, p.87). Such development, based on works of Hymes, Canale and Swain and Bachman made more specific the requirement for teaching that would reflect real-life situations and consider sociolinguistic factors.

However, as Howatt and Widdowson remind (2004, p.255 - 257) the linguistic theories were becoming significantly scientific and remote from everyday classroom practice. They bring attention (2004, p.256) to an influential work of E.W.Stevic whose “reminder of the importance of learning was a timely one”. In relation to the linguistic theory of that time, teachers would most often apply role-playing or simulation, problem solving activities and skill training (Howatt and Widdowson, 2004, p.257). These three approaches demonstrate the journey that ELT had undertaken since the Grammar-Translation Method (with memorization and translation tasks) or Audiolingualism (with situational based activities aimed at mastering selected structures in a limited number of situations). In her paper on CLT, T.Pica further adds (2000, p.5) that techniques such as dictation, recitation, drill, and dialog are often placed in background, or eliminated entirely in communicative classrooms, in order to emphasise classroom communication and discussion.

It was demonstrated in this chapter of the diploma thesis that the transition from older approaches and methods, such as the Grammar-Translation Method or Audiolingualism, meant an important shift in the goal of language teaching. While the preceding methods favoured the mastery of language structures and presented *linguistic competence* as an objective of second language teaching, CLT adopted as its key goal the acquisition of *communicative competence*.

The concept of communicative competence has been modified and complemented over years by linguists such as Chomsky, Hymes, Canale and Swain, Widdowson or Bachman to finally incorporate various elements one of the most important of which is *sociolinguistic competence*, i.e. the competence to communicate in a social environment. Together with the inclination to the model of communicative competence as a goal of language teaching, approaches changed and shifted from drills, translations and memorization to problem solving, activities including information gaps etc. As regards the aim of this thesis, it is important to conclude that Communicative Language Teaching is now a *predominant approach* that promotes the *acquisition of communicative competence*, i.e. the ability to *communicate effectively in real life situations*. Whether this is reflected in the School Educational Programme of Primary and Elementary School Poříčí nad Sázavou and, more importantly, whether teachers follow these principles, will be shown in the upcoming chapters and research. The following chapters now concentrate on the issue of cooperation, i.e. principles governing the work in groups, including pairs.

#### 4. COOPERATION – INTRODUCTION

The practical part of the diploma thesis introduces a case study, part of which is an analysis of requirements laid by the applicable School Educational Programme. The analysis aims at identifying whether the SEP states requirements in the area of cooperation and pair work. Also, the observation part of the case study aims at organisational form of work and pair work. To be able to analyse pair work thoroughly (and to be able to apply group work in practice), it is important to understand key concepts beyond cooperation. Therefore, the following chapters detail the phenomenon of cooperation from several perspectives – cooperation as a psychological phenomenon and cooperation as a pedagogical phenomenon. After presenting these concepts, a chapter is dedicated to the principles of Cooperative Language Learning (thereinafter CLL), seen by many as “an extension of the principles of Communicative Language Teaching” (Richards and Rodgers, 2005, p.193). It remains to be added that although the following chapters speak generally of cooperation, or group work, the principles therein presented are applicable to *pair work*.

As for the model of cooperative learning, Kasíková (2007, p.65) reminds that current theories are primarily based on the work of Lev Vygotskij, who proposed the theory of *zone of proximal development*. The zone of proximal development is characterised as a difference between what a child can do with help of an adult and what he / she can do on his / her own (Čáp and Mareš, 2001, p.413). Furthermore, in his work, Vygostkij claimed that activities performed by a child together with an adult result in *learning* and that learning precedes *development* ([www.portal.cz](http://www.portal.cz), viewed February 8<sup>th</sup> 2010). In other words, according to Vygotskij, cooperation is a way to promote learning. Despite the significant influence this theory has had over decades, there are critics who oppose the part of the theory that emphasises significance of the relationship between a child and an adult. For example Blatchford et al. conclude (2003, p.160) that:

learning context in Vygostkian thought have tended to stress the one to one tutorial relationship, usually adult to child, or at least expert to novice, and relations between intellectual equals (and relationships around informal, playful activities), are not therefore central. However, pupil-pupil, or “peer” relations, as developmental psychology has shown, can be an inherently motivating context for actions and learning.

Moreover, Blatchford et al. further postulate (2003, p.160) that with respect to the theory of zone of proximal development, peer relations would be inferior to the adult child tutoring. The above presented claim by Blatchford et al. is an important notion because it allows applying the principles defined by Vygotskij also to a learner-learner relationship and thus concluding that cooperative efforts and pair work present a valuable tool to achieve *learning*.

Another influential theory relevant to cooperation is the one coined by Jean Piaget. Although Piaget did not cover the subject of cooperation directly, his thoughts are often used to support the importance of cooperation and teamwork. In his book *Psychologie inteligence* (1999), Piaget summarizes his ideas to finally state (chapter VI) that intellectual development is subject to confrontation with opposing attitudes. According to Piaget, individual's contact with social environment varies based on his intellectual level and influences his intellectual development (Piaget, 1999, p.147). Furthermore, Piaget emphasises (1999, p.147-152) that intellectual development is a way from egocentrism to acknowledging perspectives of others. Again, this idea is reflected in applicable curricular documents, which present the requirement for discussion and communication to take place in the classroom.

To conclude this introductory chapter, cooperation is an essential psychological and pedagogical phenomenon that is closely related to the principles of Communicative Language Teaching. The idea of cooperation as a powerful pedagogical tool is based on theories of Lev Vygotskij, Jean Piaget and others (Zavkov, Bruner etc.). Both theories<sup>2</sup>, more or less directly, stress the importance of cooperation and social interaction for learning and intellectual development. To provide a more comprehensive insight into the issue of cooperation, to show what mechanisms drive cooperation, the following chapters detail what is beyond psychological and pedagogical contexts of cooperation. After that, a separate chapter will detail the principles of Cooperative Language Learning.

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1. <sup>2</sup> For an overview of other theories, see Kasíková, Hana. 2007. *Kooperativní učení a vyučování. Teoretické a praktické problémy*. Praha: Nakladatelství Karolinum. ISBN 978-80-246-0192-2

## 5. COOPERATION AS A PSYCHOLOGICAL PHENOMENON

As shown in the previous chapter, cooperation is a complex psychological and pedagogical phenomenon. Before being able to talk about the approach of Cooperative Language Learning and relevant specifics of pair work in ELT, *cooperation* needs to be defined and studied from different perspectives. As Kasíková says (2007, p.20), understanding the processes taking place within a group is one of the key outputs for dealing with current pedagogical and didactic issues; furthermore, authors (Kasíková, Johnson and Johnson) agree that *cooperation is one of the key terms of social pedagogy*, a phenomenon that can be studied on several different levels. Kasíková, for example, proposes (2007, p.16-34) two basic contexts:

1. *Psychological* context
2. *Pedagogical* context

Despite the fact that both contexts are further elaborated into a greater detail, with respect to the content of this diploma thesis and the research to follow, it is sufficient to concentrate on several selected aspects. The first of these aspects, covered under the *psychological* context, is generally referred to as *group dynamics*. The study of group dynamics deals with processes taking place within a group and authors, such as D.Johnson and F.Johnson (cited in Kasíková, 2007, p.17-19), propose to study group dynamics on four different levels:

1. *Social facilitation* – proponents argue that the execution of an activity is facilitated through cooperative efforts, in contrast with individualistic efforts or social loafing (i.e. decreasing one's efforts in presence of others).
2. *Group effectiveness* – according to the theory, a group is more efficient in solving problems than an individual.
3. *Group to group relations (or sociologic level)* – this line of research concentrates on relations between entire groups rather than relations within a group.
4. *Individual functioning within a group* – the research deals with the way an individual thinks and operates within a group, including his changing attitudes, values and character.

Although Kasíková admits in chapter 2 of *Kooperativní učení a vyučování* (2007) that the presented lines of research are theoretical, in her earlier study, *Učíme (se) spolupráci spoluprací* (2005), she stresses that if a teacher wants his learners to know, understand, think and act adequately, *cooperate* and enjoy the process, not only he has to be passively aware of social relations (i.e. theoretically) but actively foster them in order to increase the efficiency of teaching / learning (Kasíková, 2005, p.15). In other words, through cooperation, a teacher increases the efficiency of learning and facilitates completion of tasks and learning.

Another important aspect regarding the psychological context of cooperation is *interdependence*. M.Deutsch coined (cited in Kasíková, 2007, p.23) a term *promotive interdependence* to designate cooperation, which he opposed to *competitive social situations*, i.e. competition. In their work, Johnson and Johnson refer to this notion (1994, p.29) as *positive goal interdependence*. This was further elaborated by Johnson and Johnson, who made the following distinction of efforts (1994, p.5-8):

1. Cooperative efforts
2. Competitive efforts
3. Individualistic efforts

In a classroom environment, this distinction means that a teacher can have learners either cooperate, i.e. make them depend on each other and allow them to achieve the goal (complete a task) only through combined efforts of group's individual members, or compete, i.e. that only one (individual or group) can achieve the goal while the others fail, or work individually, which means that each group or individual can achieve the goal irrespective of others. Based on what has already been stated with respect to group dynamics and principles of CLT and CLL, it would seem that *cooperative efforts* are best suited for learning. However, competitive efforts are not being refused all together, because as some authors point out, in real life men not only cooperate, but also compete or even fight (Čáp and Mareš, 2001, p.56). On the other hand, Kasíková refers to (2007, p.74) current sociologic and pedagogic researches that show that the importance of competition in society decreases. That would suggest that maximum space should be allowed for cooperative work in the classroom (in chapter 7

of this diploma paper, a reference is made to Johnson and Johnson, who suggest 60 to 80 percent of classroom time).

To sum up this chapter, cooperation is a phenomenon that is firmly based on psychological principles and clearly, psychology is an important factor in pedagogy. Thus, a teacher who desires to actively implement and foster cooperation needs to be aware of psychological elements that impact the process of cooperation, both *positively* (social facilitation, group effectiveness) and *negatively* (social loafing). Only by being aware of the principles the teacher can identify potential problems and prevent or correct them in order to maximise the efficiency of learning. With respect to the research to follow, it will be interesting to see whether and to what extent teachers are aware of the principles of group dynamics and whether they will identify these as a reason for utilising or not utilising (in case of negative elements – such as social loafing) cooperative work in their lessons.

## 6. COOPERATION AS A PEDAGOGICAL PHENOMENON

The previous chapter provided an insight into the issue of cooperation from a psychological point of view with emphasis on group dynamics and cooperative, competitive and individualistic efforts and the following pages cover the aspects of cooperation from a general pedagogical perspective. Again, it is necessary to provide a selective overview, because for example Kasíková offers (Koperativní učení a vyučování, 2007) an extensive insight into the issue, but not all of her remarks are relevant to the topic of this diploma thesis, which is Communicative Language Teaching and pair work in ELT.

In her view, Kasíková perceives (2007, p.27) cooperation as an important requirement for changing today's schools, education and teaching. This idea of hers is in harmony with the applicable curricular documents, for example the Framework Educational Programme for Basic Education or the School Educational Programme of Primary and Elementary School Poříčí nad Sázavou (for the particular case studied in the research part of the diploma thesis). The Framework Educational Programme for Basic Education states in section C (2007, p.11) that "efforts are made in basic education to develop pupil's abilities to *cooperate* and to value their own work and achievements as well as the work and achievements of others". Furthermore, the Framework Educational Programme for Basic Education defines (2007, p. 12-15) key competencies that an individual should possess. Specifically, as regards the social and personal competencies, the document suggests (2007, p.13) that:

by the end of his basic education, the learner *cooperates* efficiently with other members of his group, participates – together with teachers – in setting up the rules of team work; helps teamwork to succeed based on recognising and accepting new roles in activities.

Similarly, the School Educational Programme of Primary and Elementary School Poříčí nad Sázavou defines (2008, p.39-40) that the school teaches learners to cooperate in an English speaking group and, on a more general level, that cooperative learning is preferred over other organisational forms. It results from the above mentioned that Kasíková is right in assuming that cooperation is one the key requirements reflected in applicable curricular documents to which education in primary schools is subject.

As long as the earlier presented documents, i.e. the Framework Educational Programme for Basic Education and School Educational Programme of Primary and Elementary School Poříčí nad Sázavou are representative of a new paradigm of teaching, it is useful to provide a short comparison of the new and old paradigms to get a full picture.

Authors Johnson and Johnson (1994) suggest a brief comparison, which is also mentioned by Kasíková (2007). The main difference can be seen on the level of:

1. *Learner role* – with the old paradigm, the learner is considered a passive vessel to be filled with knowledge. The new paradigm acknowledges the learner as an active constructor and discoverer of knowledge.
2. *Faculty purpose* – the old paradigm presumes the role of the faculty is to classify and sort learners. Newly, the faculty is to develop learner's competencies and talent.
3. *Relationship* – in the old paradigm, relationships are divided into relations between learners and learners and faculty. The new paradigm acknowledges personal transaction among learners and between faculty and learners.

(Johnson and Johnson, 1994, p.170)

Aside from other levels (*knowledge* and *assumption*), likely the most important difference is seen on the level of *context*. According to the old paradigm, as Johnson and Johnson remind, competitive and individualistic context is preferred, the new paradigm favours *cooperative learning* in classrooms and *cooperative team work* (Johnson and Johnson, 1994, p.170). It results from the above mentioned that from a pedagogical perspective, cooperation is the new trend, that is not only emphasised theoretically in literature (Johnson and Johnson, Kasíková, Petty) but also presented as a valid requirement in binding curricular documents. The research part of the thesis analyses individual activities and sorts them according to organisational forms. Based on the above stated and the analysis to follow in the practical part of the thesis, cooperative efforts should be dominant.

## 7. COOPERATIVE LANGUAGE LEARNING AND PAIR WORK

Having laid theoretical foundations of what Communicative Language Teaching is and what preceded its emergence as well as what follows CLT and having presented the basic notions regarding cooperation, it is important at this stage of the diploma thesis to cover the issue of Cooperative Language Learning, which is sometimes “seen as an extension of the principles of Communicative Language Teaching” (Richards and Rodgers, 2005, p.193). Also, detailing the concepts of Cooperative Language Learning and cooperation as such is important because cooperation is presented as one of the key objectives of the SEP analysed later and a means of achieving communicative competence as an ultimate objective of language teaching / learning. Moreover, the research part of the diploma thesis concentrates on analysing pair work activities and being aware of key concepts of cooperation is thus important. Therefore, the following chapters define what the concept beyond Cooperative Language Learning is and in what way is Cooperative Language Learning in harmony with the goals of CLT.

The roots of Cooperative Language Learning (thereinafter CLL) as such date back to the 1960s and 1970s in the USA as a response to predominantly teacher-centred classroom learning focused on *competition* rather than *cooperation* (Richards and Rodgers, 2005, p.192). It is interesting from a local point of view that the ideas of CLL, as Kasíková reminds (2007, 48 – 49) were presented at the same time in the CSSR as a response to, at that time dominant, frontal teaching. Authors (Kasíková, Richards and Rodgers, Belz and Siergist) stress that cooperative learning rather than competitive or individualistic efforts pays significantly greater attention to social and affective situations to which the individual needs to constantly adapt. In relation to this diploma thesis and to what has already been stated in previous chapters, this notion, i.e. the emphasis on social / affective situations, is crucially important as sociolinguistic (sociocultural) competence becomes one of the key components of communicative competence, the goal of CLT, as defined by e.g. L.F.Bachman (see chapter 3) and required by the SEP.

Embracing Richards and Rodgers’s claim that Cooperative Language Learning is seen as an extension to CLT and acknowledging the basics presented by other authors above, including previous chapters of this diploma thesis, the key objective of Cooperative Language Learning is seen in fostering *cooperation* rather than *competition*

and developing communicative competence through socially structured interaction activities (Richards and Rodgers, 2005, p.195). Let it be stated that the generally accepted difference between competition and individualistic efforts against cooperation is that within a cooperating group, a goal can only be attained through joint efforts of group members (Kasíková, 2007, p.7). In other words, in order to achieve a goal, group members need to unite their resources, skills and knowledge and contribute to common efforts.

It has been mentioned earlier in the chapter that Cooperative Language Learning was a reaction to criticism directed towards frontal teaching, which dominated classrooms in the second half of the twentieth century. The traditional methodology would rely on frontal teaching being utilised for introducing new content and being followed by individual work during which learners would have an opportunity to silently practice the content explained frontally (Mezinárodní akademie vzdělávání, Brophy, 2005, p.30). Cooperative Language Learning on the other hand amends this methodology by substituting individual work with cooperative work. In an attempt to specify better what portion of a lesson should be dedicated to cooperative work, Johnson and Johnson suggest (1994, p.15) that an expert teacher should use cooperative activities 60 to 80 percent of time. However, an exact percentage may be misleading and other authors (Kasíková, Howatt and Widdowson) resign from stating any dogmatic numbers. It can therefore be concluded that a particular percentage would depend on particular classroom environment, lesson plans and teacher's expertise.

The School Educational Programme applied in Poříčí nad Sázavou states in a section covering English (2008, p.39) that cooperative learning is preferred over other organisational forms, it is not defined however what types of cooperative learning groups or what group size are to be utilised. In their work, Johnson and Johnson propose (1994, p.15) three types of cooperative learning groups:

1. *Formal cooperative learning groups* are groups lasting from at least one class to a period of several weeks.
2. *Informal cooperative learning groups* last from a few minutes to a maximum of one class period.
3. *Cooperative base groups* are defined as long-term heterogeneous groups lasting for at least a year.

From the perspective of this diploma thesis and also from a perspective of a standard Czech school environment, the most applicable of the above mentioned is an *informal cooperative learning group*, i.e. a group lasting from a few minutes to one class period. Other types of cooperative learning groups are less practical. For example Blatchford et al. argue (2003, p.154) that grouping size, interaction type and learning tasks shall be planned strategically in order to make learning experience more effective. In other words, they emphasize that groups are to be modified so as to reflect the nature of individual activities, required interaction patterns etc. In a standard classroom environment where there are several different activities conducted in the course of a single lesson, keeping up same groups for a period longer than one class could jeopardize the efficiency of learning. Even Johnson and Johnson admit (1994, p.15) that informal cooperative learning groups are used during direct teaching, i.e. lectures, lessons, demonstrations, films or videos.

This chapter works with the term *group*, but so far there has been no identification as to the size of such group. Cooperative group can thus consist of two learners (pair), three learners or more. It is once more necessary at this point to remind that this thesis is aimed at typical Czech school environment where a lesson is 45 minutes. In relation to group size and time, Johnson and Johnson postulate (1994, p.19) that the shorter the period of time available, the smaller the learning group should be. They further argue that if only a brief period of time is available, pairs are more effective than other organisational forms because they are easily organised, operate faster and provide the most speaking time per learner. In *Strategie řízení třídy* (1994), James Cangelosi confirms this notion (p.85) when claiming that grouping learners saves time by providing speaking time to more learners simultaneously compared to frontal teaching where learners are given opportunity to speak one by one while the others remain idle. On the other hand, Geoffrey Petty warns (1996, p.176) against the risk of an individual taking control over the group and leading others to passivity. Also, Petty argues (1994, p.176) that group work can become inefficient if used too often or for inadequately long periods of time. Lastly, pair work is preferable for classes with less practice in cooperative work, because, as Johnson and Johnson argue (1994, p.20) with

the increasing size of a group the interpersonal and group skills required to manage the interactions among group members become more complex and sophisticated.

In conclusion to this chapter, Cooperative Language Learning is an approach labelled by some authors an extension of the principles of Communicative Language Teaching. Both approaches complement each other, especially in a sense that Communicative Language Teaching promotes the acquisition of communicative competence as a key objective of language learning, while assuming that (i) an essential element of communicative competence is a sociocultural (sociolinguistic) component and (ii) language learning should be as close to real life situations as possible. The essential point of intersection of both approaches (CLT and CLL) is seen in the idea that communicative competence in a language is developed best by conversing in socially or pedagogically structured situations (Richards and Rodgers, 2005, p.194). Therefore it follows that other organisational forms, especially frontal teaching or individual work, are less practical for achieving communicative competence because it is significantly more challenging to set such conditions that would promote, as Richards and Rodgers put it, conversation in socially or pedagogically structured situations. Thus it means that Communicative Language Teaching and Cooperative Language Learning complement each other and it is practical to study them and, more importantly, apply them together.

As regards the connection of the above stated to this diploma thesis, an analysis of the School Educational Programme, which follows in the practical part, demonstrates that the requirement for communicative competence and cooperation, i.e. requirements according to principles of Communicative Language Teaching and Cooperative Language Learning, are included in the SEP and shall thus be applied in practice. The extent to which this is true will be verified in the case study.

Furthermore, although this part of the diploma thesis speaks generally of cooperative efforts, cooperation and groups rather than pairs directly, it should be noted that the principles herein presented are applicable to *pair work*, as well as other types of groups, but pair work provides significant advantages over other types of groups, specially increased speaking time per learner, faster organisation and better operation. Larger groups (3+) offer more complex social situations and relations, but present greater organisational challenge and also increase the risks associated with social

loafing or an individual taking control over the group while dragging others to passivity (“I will solve the problem, you just write it down”). As a result, pair work can be recommended for groups with less experience with group work and cooperative efforts and in situation where there is a limited period of time available.

## 7. TYPOLOGY OF ACTIVITIES – LITTLEWOOD’S TAXONOMY

It was discussed earlier in the diploma thesis that Communicative Language Teaching is an approach to language teaching that promotes as its key objective the acquisition of communicative competence, while defining communicative competence as a broad domain of skills, as follows:

1. As high degree as possible of *linguistic competence* (i.e. knowing the system of language) on the part of the speaker to the point where the speaker can use it spontaneously and flexibly in order to express his intended message.
2. Learner’s ability to distinguish between the form of the language (within linguistic competence) and *communicative function* of the language.
3. Learner’s ability to develop and apply *strategies* for using language to communicate meanings as effectively as possible in concrete situations while using feedback to assess the efficiency of communication.
4. Learner’s *awareness of social meaning* of language forms, i.e. knowing what to say in what social situations.

(Littlewood, 1994, p.6)

Another, a more simplified definition, is provided by Larsen-Freeman (1986, p.131) who claims that communicative competence involves being able to use the language appropriately to a given social context. This definition, despite its simplicity, is more applicable to this diploma thesis because it says that learners need to acquire communicative competence in order to communicate in real life situations.

It was also detailed that Cooperative Language Learning agrees with CLT on key notions and further promotes cooperation and group work to take dominance over other organisational forms in classrooms. Separate chapters explained basic psychological and pedagogical bases of cooperation and a claim was made that CLT and CLL present a set of principles that are well suited for the achievement of communicative competence. While a due consideration was given to CLT and cooperation, it remains at this stage to analyse what types of activities are aimed at achieving communicative competence.

Although there are various types of activities, likely the most comprehensive typology is provided by William Littlewood in his *Communicative Language Teaching* (1994). Littlewood explains (1994, p.9-20) that there are two basic types of activities:

1. *Pre-communicative activity*

- a. Structural activities – focus is exclusively on the performance of structural operations.
- b. Quasi-communicative activities – structural activities of a higher level, where learner's responses would be (i) realistic ways of performing useful communicative acts in (b) situations they might expect to encounter.

2. *Communicative activity*

- a. Functional communication activities – the purpose is to use the language they know in order to get meanings across as effectively as possible.
- b. Social interaction activities – similar to the previous sub-category but learner needs to choose language which is not only effective but also appropriate to the social situations.

In his work, Littlewood further explains (1994, p.16) that *pre-communicative* activities are such activities during which the learner's main purpose would not be to communicate effectively to a partner, but rather produce particular language forms in an acceptable way. Therefore, as it was shown above, pre-communicative activities aim specifically at linguistic competence while putting other domains of skills aside. An even more precise definition would be that pre-communicative activities focus on equipping the learner with skills required for communication without actually requiring him to communicate (Littlewood, 1994, p.8). Examples of such pre-communicative activities are grammar or vocabulary drills or question-and-answer exercises. On the other hand, *communicative* activity requires learner's attention focused on linguistic meaning rather than form (Nunan, 1989, p.10).

Previous chapters of the diploma thesis covered briefly the subject of curricular documents and it was demonstrated that the documents require cooperation to take place in the classroom. Apart from that, the curricular documents present a requirement in the

area of communication. Firstly, the Framework Educational Programme for Basic Education (hereinafter FEP) defines key competencies (see chapter 6), including communication competencies. The FEP states (2007, p.12) that “by the end of basic education the learner formulates and expresses ideas and opinions in a logical sequence, coherently and in a cultivated manner, understands and responds to other people’s utterance and uses information and means of communication and technologies for high-quality efficient communication with the outside world”. These requirements are in harmony with the definition of communicative competence, which, as presented earlier, promotes learner’s ability to communicate efficiently and appropriately in real-life situations. Consequently, a false assumption could be made that according to Littlewood’s taxonomy teachers should attempt to abandon pre-communicative activities in favour of communicative activities. In his criticism of excluding purely structural practice, Littlewood urges (1994, p.9-10) that “we are still too ignorant about the basic processes of language learning to be able to state dogmatically what can and cannot contribute to them”. In other words, despite the increasing importance of communicative activities and communicativeness, structural practice has its place in the classroom and should not be excluded all together. Also, as demonstrated in this chapter, part of communicative competence is linguistic competence, i.e. mastery of linguistic structures.

The research part of the diploma thesis aims at identifying the communicativeness of pair work activities and it is therefore important to specify the key elements that make an activity communicative. Earlier in this chapter a claim made by Diane Larsen-Freeman (1986) was presented stating that communicative competence is about being able to communicate appropriately according to a given social context. In her view (1986, p.132), communicative activities have three features:

1. *Information gap* – exists when one person in an exchange knows something the other person doesn’t.
2. *Choice of language* – the learner has a choice of what to say and how to say it.
3. *Feedback* – means that the learner can evaluate the success of the exchange based on the information he receives from the listener.

These specifications are very useful for the purpose of the research because they are measurable in practice irrespective of the particular activity. However, to make a more precise distinction into structural / quasi / functional / social interaction activities, Larsen-Freeman's model will be combined with the above presented criteria of William Littlewood. There are other taxonomies of activities, but the main difference is that while Littlewood's taxonomy is generally applicable to any particular exercise, other taxonomies are more restricted. An example can be provided of Pattison's taxonomy. Pattison (cited in Nunan, 2001, p.68), distinguishes a total of seven activity types, as follows:

1. Questions and answers
2. Dialogues and role plays
3. Matching activities
4. Communication strategies
5. Pictures and picture stories
6. Puzzles and picture stories
7. Discussions and decisions

As mentioned above, the problem about this distinction is that it does not say anything about communicativeness of the activity. For example a role play activity can be both pre-communicative – structural and communicative – social interaction activity. For the purpose of the research to follow however, this typology is used together with William Littlewood's taxonomy which it can complement in a sense that it covers most of the general activity types used in classrooms.

Earlier in the thesis Communicative Language Teaching was introduced together with the principles of Cooperative Language Learning and it was stated that the objective of the approaches is the acquisition of communicative competence. Communicative competence, as demonstrated in this chapter, is complexly defined as a broad domain of various skills, a more simplified definition claims that to be communicatively competent means being able to communicate effectively and appropriately to a particular social situations. To acquire communicative competence, a teacher can utilise various activities that can be sorted based on different taxonomies. With respect to the contents of this diploma thesis and the nature of the research, the

most influential taxonomy of William Littlewood was presented. The taxonomy divides activities into two main categories with two subcategories each. It can be concluded that the top of the division is represented by communicative – social interaction activities. Moreover, in order to decide on (pre)communicativeness of an activity, three key criteria are implemented (as presented e.g. by Larsen-Freeman) – information gap, choice of language and feedback. These criteria are used in the following research to define the level of communicativeness of an activity. Now, after detailing the principles of CLT, CLL, cooperation and identifying taxonomy of activities and criteria for defining communicativeness of an activity, a more detailed insight into the issue of teacher roles is provided.

## 8. PAIR-WORK – TEACHER ROLES

The previous chapter introduced and detailed Littlewood's taxonomy, which is used for dividing activities into pre-communicative and communicative. The contents and concepts of the previous chapter are used in the research. The reason for including a chapter on teacher roles is that the research part of the diploma thesis aims not only at typology of activities and their analysis with respect to communicativeness, but also at studying attitudes and opinions of teachers and the extent to which they apply pair-work (pre-)communicative activities in their lessons. Understanding the roles a teacher can take up during a lesson can thus allow to see potential problems preventing teachers from having truly communicative activities (e.g. too much teacher intervention etc.). Also, the semi-structured interviews will reveal whether and to what extent teachers are aware of their roles in pair work activities.

Generally speaking, one of the key teacher roles is the one that requires him to “foster good relationships with the groups in front of him and facilitate cooperative work in a friendly atmosphere of creativity” (Harmer, 2007, p.107). Other authors, such as Cangelosi (1994, p.22) emphasise the role of an executor of the model of teaching process. However, looking at the issues of teacher roles strictly from a classroom perspective, a more appropriate division of roles is provided by Jeremy Harmer (2007) and also William Littlewood (1994).

In *The Practice of English Language Teaching* (2007), Jeremy Harmer proposes (p.108-110) a general matrix of five different teacher roles:

1. Controller
2. Prompter
3. Participant
4. Resource
5. Tutor

This list is not exhausting, other sources include other roles such as an assessor, Larsen-Freeman (1986, p.131) complements the roles of a facilitator, manager or advisor. The terminology is thus not unified, one of the reasons for this may be the great variety of roles a teacher can have. However, as regards the topic of this diploma thesis, that is pair-work and CLT, the least practical of the above mentioned roles seems to be

*controller*. As Harmer (2007, p.109-109) points out, the role is typical of frontal-teaching, an organisational form widely criticised in relation to Communicative Language Teaching (see above). A teacher-controller denies learner's independence in completing the task and cuts learner's speaking time, which is one of the key benefits of pair-work (Johnson and Johnson, 1994, p.19).

On the other hand, a *teacher-prompter* is an important role in a communicative classroom in which pair-work activities are performed. As part of the role, a prompter allows for learner independence, but provides help when needed, e.g. when learners lose the thread of what is going on (Harmer, 2007, p.109). William Littlewood does not name teacher roles directly, but reminds (1994, p.19) that one of teacher's functions is to provide guidance and help. In other words, a teacher in communicative activities is a *guide* or *helper*. Unlike Harmer, Littlewood also emphasises the importance of a teacher as a *monitor*, i.e. someone who continuously monitors the progress of his learners.

Finally, Jeremy Harmer introduces a term participant for a teacher who actively participates in activities (Harmer, 2007, p.109). Littlewood (who uses a term "co-communicator" rather than participant), Larsen-Freeman and Harmer all agree that this is an important role because a teacher *co-communicator* can liven things up from inside, they all warn on the other hand of the risk of teacher's dominance. Performing a role of a co-communicator can also be necessary in situations when e.g. it is impossible to create pairs and a learner is left alone.

In the course of each lesson, a teacher takes up many different roles through which he influences the activities taking place. Being aware of individual roles and their pros and cons is essential because taking up a wrong role can jeopardize an entire activity. There is no unified typology, individual authors use different terms but the concepts are similar. From a perspective of a communicative classroom where activities are performed through pair-work, the teacher should prefer the role of a prompter / guide, monitor and co-communicator. These roles allow for learner independence (including *choice of language*), increased learner speaking time, but at the same time enable the teacher to constantly monitor the progress the class and its individual learners are making. On the other hand, the role of a *controller*, which is typical of frontal-teaching, should be taken up less and preferably for instructional activities.

A remark by Johnson and Johnson included earlier in the thesis is coming up that an expert teacher should use cooperative activities 60 to 80 percent of time (Johnson and Johnson, 1994, p.15). In that time, the teacher should perform other roles than that of a controller. Although teacher roles are not of primary concern to the research in the second part of the diploma thesis, it would be possible to use the video recordings to identify individual roles the teachers were taking up and from that, identify what mistakes they were possibly making. Also, teachers can perceive their roles as limiting factors in their effort to conduct more communicative pair-work activities. This will be part of the research, which includes semi-structured interviews. Furthermore, for that reasons, the research material was handed back to the organisation for further analytic purposes. From the perspective of this thesis, it remains to emphasise that teacher roles are one of key factors that influence the (pre-) communicativeness of an activity.

## 9. SUMMARY TO THE THEORETICAL PART

The purpose of this diploma thesis was to discuss communicative and post-communicative approach to language teaching, including relevant strategies and organisational forms with the aim at pair work, in order to provide theoretical background for the practical part of the thesis.

It was demonstrated in the first chapter that there has been a long way methodologists, linguists, sociologists, psychologists and others walked through centuries and decades. The first chapter detailed the principles of earlier approaches and methods, such as Grammar-Translation or Audiolingual Method and it was demonstrated that these preferred mastering *structures* rather than *functions* of language. With the changes in society, as the importance of text translation decreased, more emphasis has been put on the ability to communicate effectively and thus in the twentieth century, principles of Communicative Language Teaching were coined, which stressed the importance of *functions* and *meaning* over structures. Just like other approaches, Communicative Language Teaching has been evolving, especially as regards its key objective, the acquisition of *communicative competence*.

Communicative competence is described as an ability to communicate effectively and appropriately to given social context in real life situations. Its theoretical basis is more complex. The theoretical part presented essential theories of Noam Chomsky and his critic Dell Hymes, Canale and Swain, L.F.Bachman and William Littlewood. It was shown that communicative competence consists of individual elements, such as organisational and pragmatic competence (according to Bachman). Aside from the principles of Communicative Language Teaching, an important remark was made that the progress has not stopped and according to some authors we now find ourselves in a post-communicative or post-method era. It is typical of this era that the best is taken from earlier approaches and methods and put together. This approach is preferred over coining brand new principles.

Demonstrating the principles of Communicative Language Teaching and its key objective, communicative competence, was important with respect to this diploma thesis because, as shown later in the research part, the principles of CLT and communicative competence are reflected in *applicable curricular documents*, including the Framework Educational Programme and School Educational Programme. Clearly,

Communicative Language Teaching is not a mere theory but a theory put into practice based on binding documents teachers are required to follow. The extent to which they follow these principles will be analysed in the research part of the thesis.

Another major part of the thesis aimed at the principles of cooperation and Cooperative Language Learning, which share common features with Communicative Language Teaching and complement each other. Cooperation was looked at from both psychological and pedagogical perspective; the section dedicated to psychological contexts of cooperation emphasised the importance of group dynamics, i.e. the way groups function. The above mentioned section presented not only positives of cooperation, such as increased group efficiency, but also risks, such as social loafing. Through works of Hana Kasíková or Johnson and Johnson, a claim was made that these psychological principles play crucial role in *practice*, only a teacher who is aware of psychological pros and cons of cooperation can use cooperative, and thus pair work, activities effectively. As already mentioned, another part of the thesis was dedicated to pedagogical context of cooperation. The main notion presented in the chapter was that cooperation is a key to changing today's schools and education. Again, this is not only a theoretical requirement, but, as demonstrated through the Framework Educational Programme and School Educational Programme, cooperation is a current and applicable requirement relevant to ELT. Furthermore, the thesis discussed different types of efforts (activities), including competitive and individualistic efforts. It was concluded however, that cooperative efforts are the most applicable and should take most of the time. The amount of cooperative activities is one of the measured criteria within the following research.

Having laid theoretical foundations to the issue of cooperation, the principles of Cooperative Language Learning were presented and it was demonstrated that the key common feature of CLT and CLL is the acquisition of communicative competence, which is, according to Cooperative Language Learning, fostered in cooperative activities. Moreover, the chapter on CLL discussed various types of cooperative groups based on the length of their operation and it was concluded that in a standard school environment the most applicable type is *informal cooperative learning group*, which lasts from a few minutes to one lesson period.

It can therefore be concluded that the principles of Communicative Language Teaching and Cooperative Language Learning share common features that complement each other. Most significantly, they share the emphasis on achieving communicative competence, which they strive to achieve through cooperative activities. Both communicative competence and cooperation are requirements of applicable curricular documents, the link between theory and practice is thus obvious. It needs to be added that although these chapters spoke generally of cooperation, the principles therein presented are applicable to pair work, as well as other organisational forms of group work (groups of 3+). Benefits of pair work over other types of groups were also discussed and it was concluded that under the governing circumstance of Czech school environment, pair work offers a number of advantages, especially increased learner speaking time and easy organisation and it also provides a good training basis from which a teacher can work on and possibly use larger groups when learners get accustomed to working cooperatively.

Last but not the least, the theoretical part of the diploma thesis focused on taxonomy of activities and teacher roles within the process of cooperative activities. Analysing types of activities from a perspective of their communicativeness was crucial with respect to this diploma thesis and the research to follow, because the communicativeness of activities is related to one of the main research questions posed later. Different taxonomies were presented, including the taxonomy of Pattison, but major part was dedicated to the most influential taxonomy of William Littlewood, who distinguished *pre-communicative* and *communicative* activities. Although communicative activities are given priority, pre-communicative activities, as concluded, should not be rejected. Also, the relevant chapter introduced criteria to judge communicativeness of activities. The criteria covered *information gap*, *choice of language* and *feedback*. These criteria are used in the research to analyse communicativeness of activities.

Finally, the last chapter detailed different roles a teacher can take up during a lesson. Presenting various roles, it was concluded that for the purposes of cooperative communicative activities, teachers should prioritise being *prompters*, *guides*, *monitors* and *co-communicators* rather than *controllers*. The previously listed roles enable learner

independence, but at the same time allow for landing a helping hand if need be as well as monitoring of progress.

The research part of the diploma thesis, which follows, aims at demonstrating in practice in a particular school environment the extent to which the herein presented principles and objectives are applied in practice, especially with respect to communicativeness of activities and organisational forms of work. Also, the research part of the thesis further analyses the requirements of the School Educational Programme so as to further demonstrate its relation to CLT and CLL and to provide basis for observations and analysis of lessons.

## **RESEARCH**

## 10. INTRODUCTION, AIM AND STRUCTURE OF THE RESEARCH

In 2006 / 2007, an applicable School Educational Programme (thereinafter SEP) was implemented in the Primary and Elementary School Poříčí nad Sázavou. Following the legal requirements and applicable instructions set in the Framework Educational Programme, the SEP intends for teachers to increase learner's mobility in both his personal and professional life (SEP, 2008, p.1).

In harmony with the approved content, the theoretical part of the diploma thesis introduced key concepts of Communicative Language Teaching and Cooperative Language Learning. It was concluded that the aim of the approaches is to achieve communicative competence through structured social situations. Furthermore, the theoretical part of the thesis presented an argument that this requirement is included in applicable curricular documents. Considering the outputs from the theoretical part of the diploma thesis, the purpose of the research is to answer the following research questions:

- a. *What types of activities are utilised in ELT lessons in terms of (i) communicativeness, and (b) organisational forms?*
- b. *What key requirements in the area of ELT does SEP include?*
- c. *Does the implementation of the SEP result in application of communicative pair work activities in ELT?*
- d. *What do teachers perceive as main external problems in implementing communicative pair work activities?*

In order to answer the questions, the research was structured into individual phases, as indicated below:

AIM → PLAN → SELECTION OF TARGET GROUP → INSTRUMENTS OF DATA  
COLLECTION → PILOTING → DATA COLLECTION → DATA ANALYSIS →  
INTERPRETATION

## 11. PLAN

The reason for conducting the research in Primary and Elementary School Poříčí nad Sázavou was that I spent my clinical year as an assistant to mentor in 2008 and 2009 there and therefore had known the teachers and the environment beforehand. Also, carrying out a case study in a particular school enabled for a detailed focus and collection and interpretation of data that would be relevant to the school and teachers involved, that would provide the organisation with information about its operation and that would be helpful as a source for further research, should the school decided to pursue it.

By its nature, the research was classified as a *case study*, which is defined as a research aimed at a detailed study and analysis of *one particular case* (Hendl, 2005, p.103 – 104). More specifically, it was a case study focused on analysing an organisation or institution. According to Hendl (2005, p.104 – 105), other types of case studies include *personal* case studies, *community* case studies, *social group* case studies and *event, roles and relations* case studies. However, considering the earlier presented aim, this case study meets the criteria for an analysis of an organisation, including its functioning. Stakes provides (cited in Hendl, 2005, p.107) another distinction of case studies: *intrinsic*, *instrumental* and *collective* case studies. Again, considering the nature of the case, this diploma thesis case study is *intrinsic*, i.e. it concentrates on one particular case without looking at general issues, and the aim is to understand in detail the internal aspects of an organisation or its part. In this case, it is ELT and the application of School Educational Programme in Primary and Elementary School Poříčí nad Sázavou. And finally, based on Yin's distinctions, this case study is a *single-descriptive case study*, i.e. it deals with a single case and the aim is to describe a phenomenon within its context (Yin, 2002, p.5). *Consequently, it needs to be added that the results of a case study are very difficult to generalise, therefore, any generalisation of results shall be carefully considered.* As Stakes puts it (1995, p.4), a case study is not a sampling research and one case is not necessarily representative of other cases.

## **12. SELECTION OF TARGET GROUP ORGANISATION AND TEACHERS**

The research was conducted in Primary and Elementary School Poříčí nad Sázavou. One of the reasons for selecting this particular organisation was already stated above, other reasons were:

1. The school implemented and applies School Educational Programme, this would grant topicality of the research and allow for defining research questions regarding its contents and application;
2. The school employs two English teachers, this would allow for comparison;
3. The teachers are of different age and length of experience ( $\geq 10$  years and  $\leq 35$  years), which would allow for comparison;

Originally, the research was planned to include three teachers; however, one of them had left the school before the beginning of the research due to health issues and the two remaining had to take over the classes of the departing colleague. In order to prevent invalidation of results, the case study concentrated on the regular classes of the two remaining teachers because a possibility was identified that there would be a period necessary to harmonise with the newly acquired classes. For the purposes of this case study and in order to ensure confidentiality, the teachers shall herein be labelled TEACHER 1 and TEACHER 2.

It was agreed in advance with the school and the teachers involved that to ensure confidentiality of both teachers and learners, the materials produced during the research (especially video recordings) would be submitted to the school immediately upon analysis.

### **CLASS**

For the purposes of the research and in order to obtain consistent results, the observations were performed in grade 8 of Primary and Elementary School Poříčí nad Sázavou. The following chart shows the composition of the target class as regards the number of boys and girls.

Boys	15
Girls	7
<b>Total</b>	<b>22</b>

*Chart 1: The proportion of individual genders in the target class*

A great benefit of choosing the 8<sup>th</sup> grade was that the class was divided into two equal groups for English lessons, each led by one of the teachers of English. Moreover, both groups were progressing at the same pace, i.e. the contents of individual lessons were identical; however, the learners were divided into the respective groups according to their results. This fact should not influence the results of the case study as performance has no connection to the posed research questions.

### 13. INSTRUMENTS OF DATA COLLECTION AND PILOTING

In *Kvalitativní výzkum: Základní metody a aplikace* (2005), Hendl postulates (2005, p.146 – 150) that to ensure quality of the research, triangulation of different methods of data collection is required. Therefore, the research methodology was based on three instruments of data collection, as follows:

1. *Analysis of video recordings (observation),*
2. *Semi-structured interviews; and*
3. *Analysis of the applicable School Educational Programme.*

Observations (based on video recordings, see below) were performed utilising *structured* observation sheets (Appendix 1) and the research was *overt*, because the participants were aware of being a part of the project. With each teacher, observations covered a period of nine lessons, i.e. total of 18 lessons. It is important to emphasise at this point that the original research concept included three teachers and the total observation length of 24 lessons; however, due to reasons stated above, the length had to be adjusted. Also, a thorough consideration was given to the idea of extending the observation period with the remaining teachers, but it was finally refused for inconvenience on the part of the observed. The observations were carried out from *November 2009* till *January 2010*, including the piloting phase. The actual recordings were made during first two weeks in December and second and third week of January in order to increase validity. Two weeks before Christmas were considered of less value due to various other activities taking place that would not be representative of standard teaching (preparations for a Christmas Show, Christmas Tree decorations etc.). Similarly, the first week in January was not considered representative due to learners' long absence from school over Christmas.

A *semi-structured* interview (Appendix 2) was used instead of structured or unstructured as it was a compromise between the above mentioned alternatives. The key advantage of a semi-structured interview is that it enables the researcher to pursue any trail that offers itself in the course of the interview (Chráska, 2007, p.183). In other words, if the interviewee states an interesting and relevant fact, the interviewer can improvise, deflect from the original trail and ask additional questions. It is therefore more flexible, but also more demanding as regards management and evaluation.

As regards the procedure, the teachers were informed generally in advance about the contents of the research. It was emphasised to them that the purpose of the observations would only be to collect data, not to evaluate whether something in the lessons was done wrong or not. Consequently, the teachers were informed that the observations would concentrate on organisational forms and communicativeness of activities without further specifying what types of activities were central to the research. This procedure was selected in order to avoid the teachers adjusting their lessons and implementing activities and procedures they would not normally use.

Observations were carried out using two digital cameras (i.e. video-recording) for the following reasons:

1. distinguishing individual types of activities may be more difficult and time-consuming and it would be impractical to do this on spot;
2. an observer in the classroom could make both the teacher and learners uncomfortable and behave in an unusual manner, thus invalidating the results.

An important part of the process was piloting the video recording. There was a reasonable concern that a digital camera could negatively influence the behaviour of learners and thus invalidate the results. Therefore, to accustom the learners to a digital camera, it was decided to place the cameras in the classroom for a period of one week, i.e. three lessons, without actually recording anything and thus provide the learners with an opportunity to get used to camera's presence. The concern proved reasonable, as both teachers reported off-task behaviour related to the cameras (showing-off, non-verbal signals towards the camera etc.) during the piloting phase.

To analyse the video recordings, a structured observation sheet was used. Because the aim of the thesis was pair work, other organisational forms were of minor interest; however, for precise analysis, the following distinction was decided upon:

1. *Whole-class teaching* – learners sitting in rows, listening to the teacher and being involved in teacher-learner interaction, all together, no division into groups.
2. *Individual work* – learners working individually on a completion of a task.
3. *Pair work* – learners working in pairs.

4. *Group work* - learners working in groups of 3+, under the condition that there are at least two separate groups working at the same time.

Finally, an important part of the case study was an analysis of School Educational Programme, the aim of which was to identify key requirements in the area of ELT. Outputs from the analysis would be contrasted with observations, i.e. it would be identified whether or not or to what extent the School Educational Programme covers communicative competence, cooperation, pair work and other requirements and whether or not these are applied in practice.

## 14. OBSERVATIONS – VIDEO RECORDING

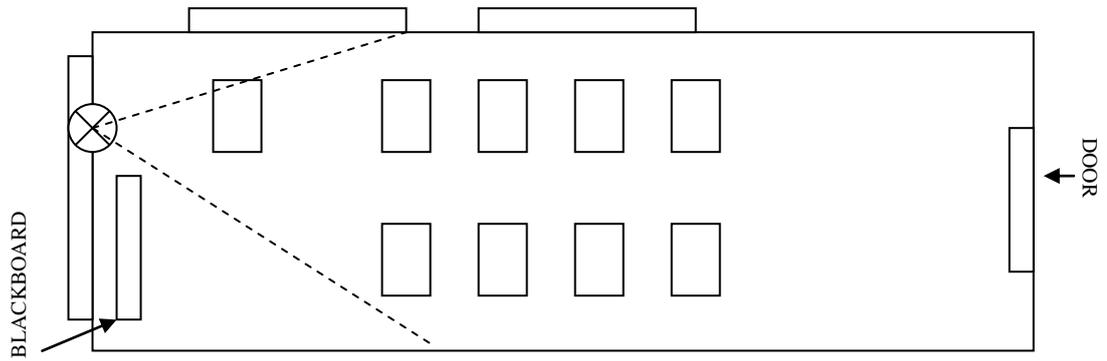
As stated above, observations were carried out using the *video recording method*. Among the reasons presented in the previous chapter, this procedure allows for more complex issues to be analysed ex-post in greater detail (Janík and Najvar, 2008, p.7). In their work, Janík and Najvar also cite (2008, p.16) Svatoš, presenting his claim that an observer in person is unable to continually observe all relevant parameters.

A serious consideration was the protection of personal data, a concept under which taping learners in school falls. In order to avoid a conflict with the applicable legislation, a decision was made with school's management to present the entire enterprise as an internal procedure of the Primary and Elementary School primarily aimed at the performance of individual teachers and the application of SEP in practice. Also, it was agreed with the management that after analysing the recordings the tapes would be submitted to the school.

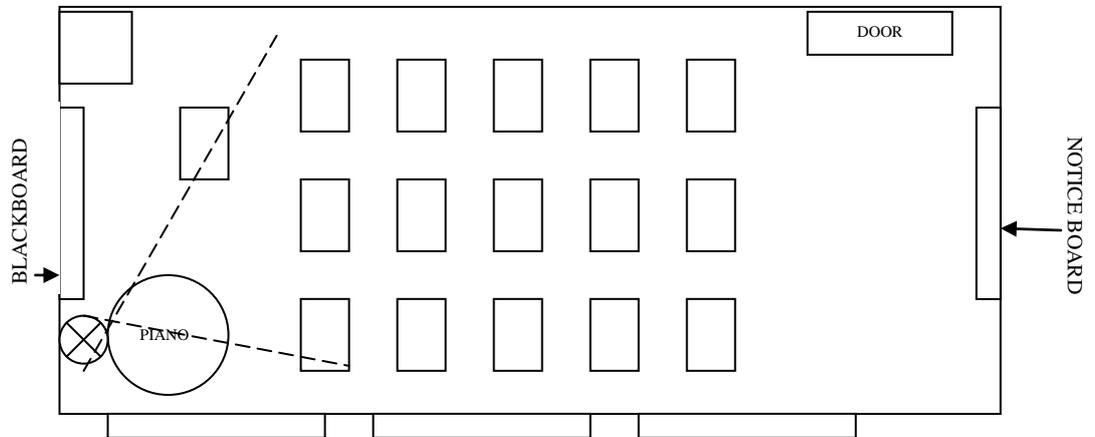
Another point that had to be considered was the proper placement of cameras in the class. In a chapter on methodological issues related to video recording lessons, Janík and Najvar distinguish two types of cameras – *a learner camera* and *a teacher camera*. A learner camera records the activity of learners, a purpose for which it is stationed in a corner of the classroom by a blackboard, while a teacher camera records the activity of the teacher (Janík and Najvar, 2008, p.21).

This methodology had to be adjusted for this research because (i) only two digital cameras were available, and (ii) it was not necessary for the purpose of the research to obtain detailed and centred recording of both the teachers and learners. Instead, one properly placed camera would capture the entire class and allow for individual organisational forms to be identified as well as typology of activities to be analysed. The following charts show the positioning of cameras in respective classrooms.

*Chart 2: The Position of the Camera in Class 1 (TEACHER 1)*



*Chart 3: The Position of the Camera in Class 2 (TEACHER 2)*



## 15. SCHOOL EDUCATIONAL PROGRAMME – ANALYSIS OF REQUIREMENTS

As stated in the introductory part to this diploma thesis research, an analysis of the applicable School Educational Programme maintained in Primary and Elementary School Poříčí nad Sázavou is one of the three research sources, together with lesson observations and semi-structured interviews with English teachers. Analysing the School Educational Programme and detailing the requirements applicable to teaching English is important with respect to analysing the video-recordings, because by contrasting the two outcomes (i.e. the analysis of the video-recordings and identification of the requirements of the School Educational Programme), it will be possible to define whether or not, or to what extent, the requirements of SEP are fulfilled in practice.

Primary and Elementary School Poříčí nad Sázavou issued and maintains an applicable School Educational Programme according to § 5 of ACT No. 561/2004 (Collection of Law, on Pre-School, Basic, Secondary, Tertiary Professional and Other Education), in its updated issue of October 6<sup>th</sup> 2008. As regards its contents, the School Educational Programme consists of total of seven (7) key areas, as follows:

- o identification of the organisation;
- o characteristic of the organisation;
- o characteristics of the School Educational Programme;
- o curriculum;
- o syllabi applicable to individual subjects;
- o learner assessment and evaluation of the organisation; and
- o appendices.

The introductory paragraph of the English section states (2008, p.39) that learning English lowers learner's language barriers and promotes his increased mobility in his personal life, further study and professional life. This general requirement refers to the acquisition of *communicative competence*, i.e. using the language as appropriate to context (Howatt and Widdowson, 2004, p.360). As demonstrated in the theoretical part of the thesis, being communicatively competent involves being able to use the language to express a message effectively and appropriately to a given social context; in

other words, being able to use language in *real life*. The requirement for communicative competence is further elaborated in SEP by stating that in the second stage (grades 6 to 9) education is aimed at mastering English primarily for the purposes of interpersonal communication and personal development. At the same time, the document specifies (2008, p.39) that *authentic materials* are given priority and *cooperative learning* is preferred. These paragraphs are rather general; there is no mentioning as to which organisational forms are to be preferred and thus, teachers are given liberty to choose the most appropriate ones, depending, for example, on the nature of the activity. Regarding this thesis however, it is important that SEP combines the key requirements introduced earlier in the thesis, especially by emphasising the importance of *communicative competence* and *cooperative learning*.

Furthermore, the School Educational Programme introduces (2008, p.40) key competencies, in harmony with the Framework Educational Programme (2007). The concept of key competencies is that they are “based on values that are generally accepted by society and on generally shared ideas as to which competencies of the individual contribute to his or her education, welfare and success in life and to a strengthening of the functions of civil society” (FEP BE, 2007, p.12). Among others, social and personal competency includes the *ability to cooperate* within an English speaking group on a completion of a task (SEP, 2008, p.40). Other skills therein presented cover the *ability to behave appropriately to social context*, listen to others, initiate contact and solve problems *individually* and *cooperatively*.

The School Educational Programme is not specific about particular types of activities or organisational forms; it is not its purpose. On the other hand, the document clearly specifies the key requirement, which is the acquisition of *communicative competence* and on another level, the ability to *cooperate*. Of course, there are other requirements as well (e.g. ecological awareness, racial tolerance), but these are not relevant to this thesis. Therefore, if SEP is applied in practice, the observations should demonstrate dominance of *cooperative learning* (preferably pair work, as the theoretical part of the thesis showed that pair work is best suited for situation when there is limited time available) and the cooperative activities performed should be more *communicative* than *pre-communicative*.

## 16. DATA ANALYSIS

As stated in the introduction, two groups were observed (TEACHER 1 and TEACHER 2), each in the duration of 9 lessons. Chart 4 illustrates total number of activities according to organisational forms, per TEACHER.

	WHOLE	INDIVIDUAL	PAIR	GROUP	TOTAL
TEACHER 1	26	6	7	4	43
TEACHER 2	27	4	9	1	41

*Chart 4: Organisational forms per TEACHER*

It results from Chart 5 that (*numbers in percentage*):

	TEACHER 1	TEACHER 2
Whole-class	60	66
Individual	14	10
Pair work	16,5	22
Group work	9,5	2
TOTAL (check)	100	100

*Chart 5: Organisational forms in percentage*

To sum up this part of the observation, in the case of **TEACHER 1**, **16,5%** of all activities are realised in *pairs*. In the case of **TEACHER 2**, **22%** of all activities are realised in *pairs*. Chart 6 shows total and approximate time in minutes individual teachers spent using pair work. Each lesson has officially 45 minutes; however, total time was counted from the moment the teacher started the lesson to the moment she clearly ended it (irrespective of the bell).

	TOTAL TIME ALL ACTIVITIES (MIN)	TOTAL TIME PAIR WORK (MIN)	TIME IN PAIR WORK (PERCENTAGE)
TEACHER 1	414	72	17,4
TEACHER 2	412	85	20,6

*Chart 6: Total time and time spent in pair work*

An important part of the observations was dedicated to communicativeness of pair work activities. For the purpose of the research, Littlewood's taxonomy was used. More information about the differences between pre-communicative and communicative activities is included in chapter 7 of the thesis.

	PRE-COMMUNICATIVE		COMMUNICATIVE	
	structural	quasi-comm.	functional	social - interaction
<b>TEACHER 1</b>	0	3	2	2
<b>TEACHER 2</b>	2	2	4	1

*Chart 7: Number of pair work activities according to communicativeness*

	PRE-COMMUNICATIVE	COMMUNICATIVE
<b>TEACHER 1</b>	43	57
<b>TEACHER 2</b>	45	55

*Chart 8: Pre-communicative and communicative activities (in percentage)*

Apart from Littlewood's taxonomy, the theoretical part of the thesis introduced Pattison's taxonomy of activities. Using his taxonomy, the results are as follows:

	TEACHER 1	TEACHER 2
<b>Question and answer</b>	1	2
<b>Dialogue and role play</b>	4	7
<b>Matching</b>	0	0
<b>Communication strategies</b>	0	0
<b>Pictures and pic.stories</b>	0	0
<b>Puzzles and problems</b>	2	0
<b>Discussion and decision</b>	0	0
<b>TOTAL (check)</b>	7	9

*Chart 9: Number of pair work activities according to Pattison's taxonomy*

## 17. INTERPRETATION

The following chapter aims at interpreting the outputs from the observations, in harmony with the research questions. The first part deals with organisational forms and pair work in particular, the second part studies the communicativeness of pair work activities and the third part contrast the results with outputs from semi-structured interviews.

It was stated in both the theoretical part and research part of the thesis that according to the applicable School Educational Programme *cooperative learning* is preferred in classrooms (chapter 6). Furthermore, a reference was made to Johnson and Johnson, who claim that an expert teacher should use cooperative activities 60-80 percent of time and finally, it was noted that pair work is well suited for situations where there is limited time and less experienced learners. Looking at the outputs in chapter 16, it is obvious that the requirement for dominance of cooperative learning *is not met*, as TEACHER 1 uses whole-class teaching in 60 % of all activities and pair work is used 17,4 % of total time in contrast with 60 – 80 percent as recommended by Johnson and Johnson. Even if pair work is put together with group work, whole-class and individual efforts have still dominance over cooperative learning. As with TEACHER 2, she has a bigger portion of whole-class activities than TEACHER 1, total of 66%, on the other hand, she also has a better percentage of pair work activities, total of 20,6% of total time is spent in pair work. However, it is still not enough to achieve dominance of cooperative learning, let alone the recommendation of Johnson and Johnson. Interestingly, TEACHER 1 claimed in the interview that she prefers pair work over other organisational forms, but the outputs from observations show that the contrary is the case. On the other hand, TEACHER 2 said that she prefers whole-class teaching and drill activities, which the outputs confirm, but at the same time, she has a better percentage of pair work / time compared to TEACHER 1.

Next, the research focused on typology of activities according to Littlewood and Pattison. The School Educational Programme presents the requirement for *communicative competence* to be achieved by the end of the basic education, on an appropriate level. The research focused on typology of *pair work* activities. It results from the outputs that in the case of TEACHER 1, 43% of pair work activities are pre-communicative and 57% of pair work activities are communicative. In the case of

TEACHER 2, 45% of pair work activities are pre-communicative and 55% are communicative. Unlike with the organisational forms, no dogmatic conclusion can be made here, because, as Littlewood reminds, even structural activities have their place in the classroom (see chapter 2). On the contrary, it may be assessed positively that there is a clear balance between pre-communicative and communicative activities. Both types are necessary for the acquisition of communicative competence. As it was stated, SEP requires the acquisition of communicative competence and one of the interview trails concentrated on whether the TEACHERS would perceive the implementation of the School Educational Programme as a radical change in methodology. However, TEACHER 1 and TEACHER 2 similarly concluded that the implementation of SEP did not change much because:

1. They had already known the requirements and notions before from various courses (TEACHER 2)
2. They had already applied the principles before the implementation of SEP (TEACHER 1)

Looking at the outputs from Pattison's typology, there is a significant dominance of dialogue and role play pair work activities. This is also a strong point of the observed performance because “communicative competence in a language is developed best by conversing in socially or pedagogically structured situations” (Richards and Rodgers, 2005, p.194). Setting up such conditions is easier in dialogue and roles play activities than, e.g. Picture and picture stories (another type according to Pattison's typology).

A separate chapter of the theoretical part of the thesis aimed at group dynamics and it was therefore interesting to lead one of the dialogue trails during the interview to this issue. None of the TEACHERS mentioned the term directly, but they both included social loafing (“some of them [learners] tend to do nothing and have their partners in pair do the job”, “the better ones in the pair sometimes do the job all on their own because they consider it more comfortable”) as one of the risks and also barriers preventing them from using pair work more often. On the other hand, they both agreed (irrespective of each other – the interviews were done separately) that to prevent learners from social loafing, flexibility is needed and a key to successful pair work is knowing the learners. TEACHER 1 provided an example of grade 8, where she does not

have to interfere with the way learners make pairs because she has never experienced social loafing there. However, in grade 9 (not part of the observations), she would create pairs herself based on how individual learners are able to cooperate. In *Školní didaktika* (2002), Kalhous et al. postulate (p.94) that one of the elements that make a teacher an expert is the fact that he knows his learners; they further refer to an experiment conducted by Berliner who noticed that even expert teachers had difficulties teaching learners they did not know. Therefore, in this respect, both TEACHERS demonstrated a significant degree of expertise in managing their classes. Positively enough, none of the TEACHERS indicated any material obstacles preventing them from utilising pair work, such as inappropriate classroom design or insufficient teaching aids.

Aside from group dynamics, the interview focused on teacher roles in pair work activities. TEACHER 1 mentioned that during pair work activities, she:

- browses around the classroom
- keeps an eye on what individuals are doing
- gives advice if needed
- corrects

The list TEACHER 1 provided covers a wide range of roles, in harmony with chapter 8; she claims *indirectly* to be carrying out the roles of a prompter, monitor and resource. On the other hand, she did not mention she would participate in pair work activities, unlike TEACHER 2, who admitted that she participates if it is impossible to create pairs. It is important to remind that teacher roles were not part of the observation and therefore there are no data to contrast these perceptions with. Nevertheless, it is obvious that both TEACHERS are aware of differing teacher roles and situations in which they are using them and that is positive.

It is difficult to make any conclusive judgement based on the presented outputs and data gathered through observations, analysis and interviews. First and foremost, the observation period covered only a brief period of time compared to an entire academic year (approximately one tenth). Secondly, literature fails to include any clear boundaries of what is right and what is wrong in ELT, as was shown on an example of pre-communicative and communicative activities. Also, a reference can be made to a post-method era (see chapter 2), a notion that is based on the idea of taking the best of all

approaches and methods rather than promoting one and only correct approach. Therefore, if TEACHERS conclude that the selected approach or method is effective, be it whole-class teaching, principles of Grammar-Translation Method or CLT, they are free to use it and it can hardly be concluded that it is wrong.

Nevertheless, the case study succeeded in revealing some interesting trends, especially the dominance of whole-class teaching. This area is an opportunity for improvement as increasing the portion of cooperative efforts would be in harmony with the applicable School Educational Programme as well as other sources (Johnson and Johnson, Kasíková, Richards and Rodgers). A key to appreciating pair work lies in realising all its benefits. The interviews proved that TEACHERS are already aware of possible risks and barriers, especially in the form of social loafing. On the other hand, they also need to acknowledge the advantages – increased speaking time per learner, positive cooperation or group efficiency in task completion. The application of cooperative efforts, namely pair work, is not only an administrative must, it is also a way of facilitating the entire teaching / learning process and making it more efficient. Also on the plus side, the case study demonstrated that both TEACHERS consciously influence group dynamics; they create pairs according to their personal knowledge of individual learners so as to prevent social loafing and facilitate group efficiency. Apart from that, they also actively distinguish teacher roles, which is one of the important factors impacting the efficiency of pair work.

All in all, it can be concluded that the case study identified many positive trends and even the opportunities for improvement can be viewed positively because there is a good background of knowledge and awareness on the part of the TEACHERS to build on and, as they admit, there are no external obstacles that would prevent them from utilising more pair work. Another benefit of the case study is that it provides a starting point from which the entire organisation can embark on a longer and more complex journey of studying its own performance and continually improving it. From what I had the opportunity to see, be it the enthusiasm or willingness to reflect, I have no doubt this journey will be a successful one.

## 18. RÉSUMÉ

Komunikace je pro lidský život zcela zásadní. Zatímco osvojení si mateřského jazyka je procesem přirozeným, naučit se druhý jazyk představuje daleko větší a náročnější výzvu, kterou nelze spolehlivě zvládnout bez znalosti vhodných přístupů, strategií a metod. Výuka cizích jazyků není samozřejmě otázkou několika posledních let nebo desetiletí, přístupy k výuce cizích jazyků se mění po staletí, přičemž pravděpodobně nejvýznamnější vývoj zaznamenala tato oblast v uplynulých přibližně sto letech, kdy se od gramaticko-překladové metody přešlo ke komunikativnímu přístupu k výuce anglického jazyka. Ten byl také představen v prvních kapitolách diplomové práce.

První kapitola práce shrnula ve stručném historickém exkurzu vývoj přístupů a metod k výuce cizího jazyka, porovnávány byly zejména gramaticko-překladová metoda, audio-lingvální metoda a komunikativní přístup k výuce anglického jazyka. Představeny byly hlavní důvody pro změnu, mimo jiné ekonomické a sociokulturní faktory, a dále byla podrobněji popsána podstata přechodu od strukturálních přístupů ke komunikativním přístupům, kapitola poukázala také na změnu v oblasti cílů; zatímco starší přístupy a metody si kladly za cíl osvojení lingvistické kompetence, cílem komunikativního přístupu je získání komunikativní kompetence.

Komunikativní kompetenci jako cíli komunikačního přístupu k výuce jazyka se pak věnovala druhá kapitola diplomové práce. V kapitole byly představeny určující teorie, které vedly k formování termínu komunikativní kompetence z dnešního pohledu. Obsaženy byly teorie Noama Chomského, Della Hymese a samozřejmě také teorie, které definovali Canale a Swain a L.F.Bachman, důraz byl přitom kladen na sociokulturní složku komunikativní kompetence, tedy dovednost používat cizí jazyk v kontextu sociálního prostředí. Závěrem úvodních dvou kapitol bylo konstatováno, že požadavek na dosažení komunikativní kompetence je obsažen v aktuálních vzdělávacích dokumentech, jak je ostatně demonstrováno v navazující praktické části diplomové práce.

Následující obsáhlá část diplomové práce byla věnována problematice spolupráce, neboli kooperace. Stručný úvod představil základní myšlenky Vygotského a Piageta, obě tyto teorie se ukázaly jako relevantní pro téma diplomové práce a staly se východiskem pro další část práce, která sledovala kooperaci z psychologického

hlediska. Přestože kooperace je komplexním psychologickým fenoménem, uvedená kapitola se selektivně zaměřila na problematiku skupinové dynamiky. Představeny byly hlavní výhody skupinové výuky, například zvýšená skupinová efektivita, ale také rizika, zejména sociální lenivost. Z hlediska tématu diplomové práce bylo zajímavé během praktického výzkumu zjistit, že učitelé si zákonitosti skupinové dynamiky uvědomují (přestože je přesně nepojmenovávají) a aktivně je ovlivňují. Navazující kapitola pak představila kooperaci z pedagogického hlediska jako platný požadavek obsažený ve vzdělávacích dokumentech, včetně rámcového vzdělávacího programu a školního vzdělávacího programu, jehož analýza je jedním ze zdrojů použitých v případové studii.

Jedna z posledních kapitol teoretické části pak byla věnována kooperativní výuce (Cooperative Language Learning), přičemž nejdůležitější sekce této kapitoly byla věnována rozdílům párové výuky oproti jiným organizačním formám. Bylo konstatováno, že párová výuka je vhodná tam, kde je k dispozici omezený časový prostor a žáci mají méně zkušeností s kooperativní výukou. Ve vztahu k jiným organizačním formám, zejména skupinové práci, které se účastní skupiny více, než dvou žáků, bylo uvedeno, že větší skupiny jsou náročnější na organizaci a řízení a konfrontují žáky i učitele s komplexnějšími sociálními vztahy. Hlavní výhodou párové práce pak je více času (speaking time) pro každého žáka.

Poslední dvě kapitoly teoretické části diplomové práce se pak zaměřily na taxonomii aktivit a role učitele v rámci párových aktivit. První z těchto dvou kapitol opět představila koncept komunikativní kompetence, a to jak v její detailnější definici dle Littlewooda, tak v jednodušší definici dle Larsen-Freemanové. S ohledem na Littlewoodovu taxonomii byly představeny před-komunikativní i komunikativní aktivity, včetně rozdělení na strukturální a kvazi-komunikativní a funkční a sociálně interakční aktivity. Důležitou součástí této kapitoly bylo představení parametrů komunikativních aktivit, informační mezery, volby jazykových prostředků a zpětné vazby. Představena byla i taxonomie dle Pattisona, nicméně se závěrem, že pro účely případové studie se hodí méně, protože s jejím použitím není možné rozlišit míru komunikativnosti aktivity. Východiska z této kapitoly pak byla použita v navazující případové studii.

Poslední kapitola byla věnována rolím učitele v rámci párové výuky, představena byla taxonomie dle Harmera, nicméně s nutným doplněním východisek

Littlewooda, Larsen-Freemanové a dalších. Bylo konstatováno, že nejméně vhodnou rolí s ohledem na párovou výuku je role řídicí (controller), vhodnější jsou pak role rádce, pomocníka a další. Během rozhovorů s učiteli bylo zajímavé zjistit, že i tyto role si učitelé uvědomují a aktivně s nimi pracují. Závěry jednotlivých kapitol se staly východisky pro případovou studii, která byla provedena v rámci praktické části diplomové práce.

Z celé řady různých typů výzkumů byla pro tuto diplomovou práci vybrána jako nejvhodnější případová studie, a to jednak z důvodu její aktuálnosti vzhledem k nedávné implementaci školního vzdělávacího programu a dále také proto, že její výsledky mohou posloužit k dalšímu studiu a případně zlepšování konkrétního školního prostředí. Cílem případové studie bylo porovnat výstupy ze tří informačních zdrojů – pozorování, analýzy dokumentu a polo-strukturovaných rozhovorů – a ověřit tak, zda jsou ve školním vzdělávacím programu zohledněny požadavky na dosažení komunikativní kompetence a kooperativní výuky, zda jsou tyto požadavky naplňovány v praxi a jak je vnímají samotní učitelé, případně proč během výuky nevyužívají více komunikativních párových aktivit.

Výzkumem bylo zjištěno, že školní vzdělávací program skutečně požaduje dosažení komunikativní kompetence na odpovídající úrovni, tedy schopnosti žáků použít anglický jazyk v osobním i profesním životě. Uvedený dokument kromě toho stanoví kooperativní výuku jako preferovanou organizační formu práce. Samotnými pozorováními, která se uskutečnila v osmé třídě druhého stupně a obsáhla období 4 týdnů, bylo nicméně zjištěno, že převažující organizační formou je frontální výuka, párová práce tvoří u obou učitelů necelou čtvrtinu vymezeného času. V rámci rozboru párových aktivit pak bylo zjištěno, že poměr před-komunikativních a komunikativních aktivit je vyrovnaný, dominantní není ani jeden z typů dle Littlewoodovy taxonomie. Tato skutečnost byla označena za pozitivní, stejně jako výstupy z polo-strukturovaných rozhovorů, ze kterých vyplývá, že si učitelé uvědomují principy skupinové dynamiky, zejména související rizika – sociální lenivost. Ve snaze předcházet jejich výskytu volí vhodné postupy řízení párové práce žáků – mimo jiné tam, kde jsou si vědomi rizika sociální lenivosti, přistupují k promyšlené tvorbě párů. Stejně tak kladně je možné hodnotit skutečnost, že si učitelé uvědomují různé role, které mohou během párové výuky zaujímat. Jako nedostatek případové studie lze v tomto případě označit to, že role

učitelů nebyly přímým subjektem pozorování a názory učitelů tak nebyly ověřeny observací. Ani to však nesnižuje důležitost jejich uvědomění, protože to je základem kvalitní sebereflexe a dalšího profesního rozvoje.

Výstupy případové studie je tak možné označit za hodnotné, protože byly identifikovány zajímavé trendy jak pozitivní (uvědomění si základů skupinové dynamiky, různých rolí, rovnováha mezi před-komunikativními a komunikativními aktivitami), tak negativní (převaha frontální výuky). Rozhodne-li se organizace s těmito výsledky, které jí byly předány, dále pracovat, existuje velká naděje na další zlepšování jejího fungování.

**OBSERVATION SHEET – TEACHER 1**

Date: 1.12.07

Time: 40:35

Class: 3

Source: Digital Camera

Length: 440

Number of Learners: 15

1. ORGANISATIONAL FORMS

**ORGANISATIONAL FORM**

ACTIVITY NO.	Whole-class	Individual Work	Pair Work	Group Work (3+)
1	✓			
2	✓		✓	
3			✓	
4	✓			
5				
6				

Total No. of Activities: 4

2. TIME SPENT IN PAIR WORK: 15:00

3. COMMUNICATIVENESS OF ACTIVITIES

**ACTIVITY**

	1	2	3	4	5	6
Feedback	✓	✓				
Information Gap	✓	✓				
Choice of Language	✓	✓				

4. LITTLEWOOD'S TAXONOMY

	ACTIVITY					
	1	2	3	4	5	6
<b>Pre-Communicative</b>						
Structural						
Quasi-communicative						
<b>Communicative</b>						
Functional						
Social-interaction	X	X				

5. TAXONOMY OF PAIR WORK ACTIVITIES ACCORDING TO PATTISON

	ACTIVITY					
PAIR ACTIVITY	1	2	3	4	5	6
Question and Answer						
Dialogue and Role Play	X	X				
Matching						
Communication Strategies						
Pictures and Pictures Stories						
Puzzles and Problems						
Discussion and Decisions						
<i>Other</i>						

INFO. SKE → YES RECOGNITION OF THE...

FEEDBACK → YES

CHANCE → YES + NEED TO TAKE A ROLE → ACQUISITION OF LANG.

↓  
SOCIAL-INT.

**SEMI-STRUCTURED INTERVIEW**

Interviewer: Jan Kratzer

Interviewee: TEACHER 1

Date: 4.3.2010

*NOTE: transcription from a tape***1) Jak se změnila tvoje práce poté, co byl implementován školní vzdělávací program?**

Myslím, že se to nějak výrazně nezměnilo. My jsme se snažili už předtím a dělali ty metody, co ten program zavádí. Takže ta práce se moc nezměnila.

**2) Jaké požadavky klade váš ŠVP na výuku anglického jazyka?**

Já si myslím, že to, co se tu naučí, by měly ty děti zvládnout použít v praxi, když například někam pojedou. To že by se měli všichni na té základce naučit.

**3) To znamená výuka zaměřená spíše na praktické využití jazyka?**

Ano. Ale na všech oblastech, poslech, psaní, mluvení, záleží. Myslím, že velký důraz by měl být kladený na ten poslech a mluvení, aby děti dokázaly rozumět a zároveň zareagovat.

**4) Co považuješ za hlavní cíle vzdělávání, respektive výuky anglického jazyka ty?**

I bez ohledu na ŠVP by mělo být cílem to, aby děti dokázaly jazyk v praxi použít.

**5) Jaké typy aktivit tedy nejčastěji používáš a proč?**

Na slovní zásobu mám ráda skládačky, zásobu máme z různých školení i ve škole. Používám domino, ale ráda používám také hraní rolí, rozhovory, děti si přinesou pomůcky a hrají takový divadélko. To je baví.

**6) Co je cílem takových aktivit, co rozvíjejí?**

Myslím, že se učí komunikovat, reagovat, orientovat se v různých situacích.

**7) Jaké organizační formy nejčastěji používáš a proč? Co považuješ za hlavní výhody a nevýhody?**

Asi nejčastěji párovou výuku s tím, že tu aktivitu pak vybraní předvedou před celou třídou. Kromě toho také často používám frontální výuku – tzn., nejprve si něco společně vysvětlíme a pak to procvičujeme.

**8) Když říkáš párovou výuku, jaké má podle tebe hlavní výhody?**

Mně se líbí, že se vlastně do práce zapojí všichni. Já samozřejmě pak mám čas mezi nimi procházet a případně ty dvojice popohánět. Ale zase – najdou se i takoví, kteří se ulejevají.

**9) Ty jsi zmínila, že procházíš a popoháníš. Jaké ještě role tedy jako učitel během párových aktivit zastáváš?**

V podstatě poslouchám, kontroluju, eventuelně opravuju, když slyším chyby. A samozřejmě když vidím, že někdo nedělá, tak ho popoženu nebo mu znovu vysvětlím, co má dělat.

**10) Jaké typy aktivit nejčastěji realizuješ párově a proč?**

Asi hraní rolí. Děti to nejvíce baví a mají přitom možnost si ty které situace vyzkoušet prakticky.

**11) Jaké jsou, podle tebe, hlavní překážky, které ti znemožňují používat párovou výuku?**

Většinou se jedná o to, že se někteří snaží se ulejvat. Ale je to skupinu od skupiny. Třeba v té osmičce, kterou jsi sledoval, ten problém není, tam jsou schopní pracovat spolu ve dvojici všichni a nemám tam problém, ale třeba v devítce, tam je to horší, takže tam to třeba dělám tak, že ty dvojice vytvářím sama podle toho, jak je znám. To v osmičce nemusím.

**12) A co třeba materiální překážky, nedostatek pomůcek apod.?**

To problém není, pomůcek máme pro párovou činnost dostatek a jiné překážky mě nenapadají.

## SEMI-STRUCTURED INTERVIEW

Interviewer: Jan Kratzer

Interviewee: TEACHER 2

Date: 5.3.2010

*NOTE: transcription from a tape*

**1) Jak se změnila vaše práce poté, co byl implementován školní vzdělávací program?**

No já myslím, že se moc nezměnilo, protože od devadesátých let, co se začala ta angličtina, tak jsme jezdili na semináře, kde se taková ta skupinová práce, ta párová práce, představovala, takže jsme to vlastně dělali od začátku. Ten školní vzdělávací program, co týče cizích jazyků, nezavedl nic nového.

**2) Jaké požadavky klade váš ŠVP na výuku anglického jazyka?**

Tam je několik důležitých výstupů, aby se děti dokázaly domluvit, aby se dokázaly vyjádřit, aby rozuměly, aby ten jazyk dokázaly použít v praxi.

**3) Jestli jsem to správně pochopil, tak to jsou cíle, o jejichž dosažení jste se snažili i před ŠVP?**

Ano, ten ŠVP nezavádí nic nového, jen to staré nově formuluje.

**4) Mohl bych se tedy zeptat, jak chápete pojem komunikativní kompetence?**

To souvisí s tou praxí, aby děti dokázaly jazyk použít prakticky v životě. Proto se také přecházelo třeba od té překladatelské-gramatické metody (*sic*) k té komunikativní. Ale občas samozřejmě i překládáme texty.

**5) Když trochu odbočíme, dnes se prosazuje přístup založený na kombinování různých přístupů a metod a výběru toho nejvhodnějšího z nich.**

Ano, ano. Spoléhat se na to, že jenom formou hry nebo rozhovoru se dítě naučí všechno, to nejde.

**6) Jaké typy aktivit nejčastěji používáte?**

Domina, puzzle, pexesa, ale spíše jako zpestření. Já ale hodně používám frontální formu výuky, dril. Když pak děláme nějaké rozhovory, tak většinou ve dvou, někdy ve třech.

**7) Vy jste zmínila organizační formy práce a frontální výuku.**

Frontální používám nejčastěji.

**8) Jaké má podle vás párová výuka výhody?**

Pokud to funguje správně, tak je to to, že se děti učí spolupráci, pomáhají si. Třeba když je jeden lepší a druhý slabší, tak ten lepší toho slabšího může vytáhnout. Proto se je snažím podle toho kombinovat.

**9) Takže ty páry sama vybíráte?**

Někdy to nechávám na nich, většinou je kombinuji sama tak, aby tam byl vždycky jeden lepší.

**10) Katka se mi zmínila, že se občas někteří mají tendenci při párové práci ulejšvat. Setkala jste se s tím také?**

Ano, to jsme si taky všimla. Proto já, pokud to téma vysloveně nevyžaduje, používám raději tu frontální výuku nebo párovou, kde se to snáze ohlídá. Naopak při individuální práci nebo ve větších skupinách se to hlídá hůře.

**11) Jaké hlavní překážky vám případně brání používat párovou výuku častěji, pokud nějaké?**

Neřekla bych, že jsou nějaké překážky, které by mi bránily ji používat častěji. Jde spíše o to, že mi více vyhovuje frontální výuka.

**12) Jaké role jako učitelka během párové práce máte?**

Chodím po třídě, sleduju, jak pracují, opravuji jim chyby.

**13) Zapojujete se také aktivně?**

Ano, hlavně když někomu chybí partner do páru. Jinak spíše ne.

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