

**University of Pardubice
Faculty of Arts and Philosophy**

The Use of Different Organisational Forms in ELT

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**Thesis
2011**

Univerzita Pardubice
Fakulta filozofická
Katedra anglistiky a amerikanistiky
Akademický rok: 2009/2010

ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: Alena OSMÍKOVÁ
Studijní program: M7503 Učitelství pro základní školy
Studijní obor: Učitelství anglického jazyka
Název tématu: Využití různých organizačních forem ve výuce anglického jazyka

Z á s a d y p r o v y p r a c o v á n í :

V diplomové práci se bude diplomandka zabývat různými organizačními formami v procesu vyučování /učení se anglického jazyka. V teoretické části budou uvedena východiska pro následující empirické šetření. Diplomandka se zde bude věnovat organizačním formám ve vyučování, a to frontálnímu vyučování, individuální práci žáků, skupinovému vyučování a vyučování ve dvojicích. Pozornost věnuje specifikům jednotlivých organizačních forem, roli učitele i rolím žáků, typům interakcí a aktivitám využívajícím jednotlivé organizační formy vyučování. Praktická část práce se zaměří na hodnocení konkrétních organizačních forem vyučování dle předem vydefinovaných kritérií, a to jak na účely a způsoby jejich využívání ve vyučování / učení se anglickému jazyku, tak na jejich frekvenci a efektivitu v praxi.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: tištěná/elektronická

Seznam odborné literatury:

BYRNE, Donn. Techniques for Classroom Interaction. London : Longman, 1991. 108 s. ISBN 0-582-74627-2. HARMER, Jeremy. The Practice of English Language Teaching. Harlow : Pearson Education Limited, 2007. 448 s. ISBN 978-1-4058-5311-8. KASÍKOVÁ, Hana. Kooperativní učení a vyučování : teoretické a praktické problémy. Praha : Karolinum, 2001. 179 s. ISBN 80-246-0192-3. MECHLOVÁ, Erika, HORÁK, František. Skupinové vyučování na základní a střední škole. Praha : SPN, 1986. 98 s. SCRIVENER, Jim. Learning Teaching. Oxford : Heinemann, 1994. 218 s. ISBN 0-435-24089-7. SKALKOVÁ, Jarmila. Obecná didaktika. Praha : ISV, 1999. 292 s. ISBN 80-85866-33-1.

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Datum zadání diplomové práce: 30. dubna 2009

Termín odevzdání diplomové práce: 31. března 2011



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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 31. 3. 2011

Alena Osmíková

Acknowledgement

I would like to thank to Mgr. Klára Kostková for her valuable guidance and support throughout the process of writing the thesis.

Furthermore, I would like to express my gratitude to the teachers involved in my research for their time and willingness.

Last but not least, many thanks belong to my family and friends who encouraged me when I needed it the most.

Annotation

This thesis focuses on the use of different organisational forms in English language teaching. The theoretical part, which is the basis for the practical part, specifies organisational forms – frontal teaching, individual work, group work and pair work – in terms of advantages and disadvantages, roles of the teacher and learners, class management and activities appropriate for each organisational form. The practical part describes research procedure and outcomes. The main aim of the research is to determine the purposes and frequency of using different organisational forms in English language teaching.

Keywords

organisational forms; frontal teaching; individual work; group work; pair work

Název

Využití různých organizačních forem ve výuce anglického jazyka

Anotace

Tato diplomová práce se zaměřuje na využití různých organizačních forem ve výuce anglického jazyka. Teoretická část, která je podkladem pro část praktickou, blíže určuje organizační formy – frontální vyučování, individuální práci žáků, skupinové vyučování a vyučování ve dvojicích – z hlediska výhod a nevýhod, rolí učitele a žáků, řízení třídy a aktivit vhodných pro každou organizační formu. Praktická část popisuje průběh a závěry výzkumu. Hlavním cílem výzkumu je stanovit účely a četnost využívání různých organizačních forem ve výuce anglického jazyka.

Klíčová slova

organizační formy; frontální vyučování; individuální práce žáků; skupinové vyučování; vyučování ve dvojicích

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1 Introduction

This thesis focuses on the use of different organisational forms in English language teaching. According to Vonková and Kasíková:

- Organisational forms originate as the logical consequence and integral part of historically conditioned overall conception of teaching.
- They are theoretically developed at the level corresponding to achieved scientific knowledge in the sphere of social sciences and they are changed on the basis of scientific knowledge and development of educational needs of the society.

(in Vališová and Kasíková, 2011, p. 179).¹

Moreover, Vonková and Kasíková add that various organisational forms are used and the problem of optimal relations among individual organisational forms is theoretically solved in pedagogy (ibid.). In the words of Solfronk, “each organisational form is the part of the whole system of teaching” (1994, p. 56). Skalková clarifies that organisational forms are the means of the teaching in the teaching-learning process (1999, p. 110) and the aims of the teaching are, according to Hendrich, realized by these teaching means (1988, p. 70).

The thesis is divided into two main parts – a theoretical part and a practical part. Firstly, the theoretical part is going to be discussed. It starts with the introduction, then it consists of five chapters and finally, there is a summary of the theoretical part. The introduction is followed by the chapter that focuses on organisational forms in general, their development and division.

The next chapters specify four organisational forms – frontal teaching, individual work, group work and pair work. The structure of these chapters is almost the same. At first, each organisational form is specified. The basic facts that characterize the given organisational form and the advantages and disadvantages are mentioned. Secondly, specific roles of the teacher and learners are discussed. Hedge notes that the term role has become commonly used in English language teaching and it denotes “the functions that teachers and learners perform during the course of a lesson” (2000, p. 26). The third section targets the class management. The techniques for classroom interaction and layouts of the classroom suitable for individual organisational forms are introduced. In

¹ All the quotations from the Czech sources were translated by the author of the thesis.

the words of Malamah-Thomas, “interaction means acting reciprocally, acting upon each other” (1987, p. 7). In addition, Scrivener points out that it can be useful to change the layout of the classroom to provide learners with more opportunities to interact with different people (1994, p. 93). Moreover, grouping and pairing learners is discussed in the chapters aimed at group and pair work. Lastly, activities that are suitable for different organisational forms are described. In the opinion of Richards and Lockhart, “choosing grouping arrangements that are appropriate for specific learning tasks is an important decision” (1996, p. 147).

As it has been noted, the theoretical part is followed by the summary. This summarizing chapter compares all four organisational forms and focuses especially on the roles of the teacher and learners, class management (this means types of classroom interaction, layouts of the classroom, ways of grouping and pairing learners) and types of activities.

The second part of the thesis is the practical one. The practical part utilizes knowledge from the theoretical part and the main aim is to determine the purposes and frequency of using different organisational forms in English language teaching. The practical part consists of several chapters. It starts with the introduction to the practical part. The next chapter specifies the research. At first, the aim of the research and hypotheses are introduced. Secondly, the research plan is described. Thirdly, background information is mentioned. Lastly, two research methods (observations and interviews) are discussed. The following chapter concentrates on research outcomes and data interpretation. Finally, there is a conclusion of the practical part.

The last chapter that follows the practical part is the conclusion. The conclusion concludes the whole thesis – the theoretical part as well as the practical part.

2 Organisational forms

According to Václavík, the term organisational forms is described as the organisation of the teaching-learning process. This means the creation of the setting and the way of organisation of the action of the teacher and learners during the teaching-learning process. As in other cases, the perception of the term organisational forms is not explicitly fixed in the pedagogical terminology (in Kalhous, Obst et al., 2009, p. 293-294). Similarly, Průcha, Walterová and Mareš state that organisational forms can be comprehended as the external aspect of the teaching methods. They see organisational forms as the management and organisation of the teaching in a particular teaching situation (1995, p. 140). In the words of Kolář and Šikulová, the teacher should use different organisational forms to strengthen cooperation among learners. They suggest that the traditional and necessary whole-class teaching should be replenished with group work, pair work as well as individual work to respect individualization of learners (2007, p. 48-49).

2.1 Development of organisational forms

Organisational forms used in the teaching-learning process have a long history connected with many changes (Skalková, 2007, p. 219). Solfronk points out that many variations of organisational forms appeared during the development of teaching. A certain shift from one extreme organisational form to another, from individual work to frontal teaching and vice-versa, can be seen in different periods. These changes were dependent on the needs of the given period (1994, p. 20).

Individual work, according to Solfronk, is commonly marked as the oldest organisational form. This organisational form was most widely used in ancient and medieval times (1994, p. 20-21). Solfronk defines five specifics of individual work:

1. One teacher who teaches and controls the action of individual learners introduces the subject matter.
2. The learners of different ages and levels of knowledge are gathered in one room but each learner works individually, they do not cooperate. The number of learners is various.

3. The subject matter is provided for each learner separately, it is not common for all learners. Moreover, there are not any common textbooks or another means of mediation of the subject matter.
4. The school time is free, not exactly defined in units of time, during the course of day or year.
5. The location of learners and material means are random and not exactly defined.

(Solfronk, 1994, p. 20-21).

However, Solfronk adds that individual work was later considered not effective, cumbersome and a plenty of deficiencies were stated. There was a problem of a big number of learners per one teacher. That is why, great pains to make change were taken (1994, p. 21).

In the seventeenth century, J. A. Komenský developed a new system of teaching in his work *Velká didaktika* (Skalková, 2007, p. 219). Solfronk points out that frontal or whole-class teaching emerged as a new organisational form (1994, p. 21). Skalková describes this form of work: “The learners of approximately the same age and level of awareness were joined together in classrooms. The subject matter was divided into individual lessons” (2007, p. 219). Moreover, she adds that specific didactic aim was stated for each lesson (*ibid.*). Solfronk notes that frontal teaching has survived until this time and it is still the most used organisational form in the teaching-learning process in our country and all over the world (1994, p. 21).

Skalková notes that owing to herbartism, frontal teaching became a pattern that was mechanically used without reference to different subject matters, needs, interests or independence and creativity of learners. In the nineteenth century, the need of individual work, the developing importance of lessons and teaching learners how to learn was emphasized by many significant educators, i.e. F. W. A. Diesterweg and K. D. Ušinskij (2007, p. 219).

The beginning of the twentieth century, according to Skalková, is bound up with a criticism of frontal teaching and with an effort to reform organisational forms. Many attempts to realize group and individual work originated at this time, i.e. the Winnetka plan and the Dalton plan in the United States of America and the Jena plan in Germany. Organisational forms were further enriched during the second half of this century, i.e. open learning and Waldorf schools appeared (2007, p. 219).

2.2 Division of organisational forms

In the opinion of Harmer, learners “can work as a whole class, in groups, in pairs or individually” (2007a, p. 43). On the other hand, Nelešovská defines three most used organisational forms, namely: whole-class or frontal teaching, group work and individual work. Pair work is designated as a kind of group work and it can be characterized as a group of two learners (2005, p. 32-34). Nevertheless, the first division according to Harmer is used by a plenty of authors, for instance Gavora, Hendrich, Scrivener et al. This thesis is going to use the division into frontal teaching, individual work, group work and pair work.

3 Specification of frontal teaching

J. A. Komenský was the first person who developed the system of whole-class teaching in the teaching-learning process. The experience he gained in practice at fraternal schools was generalized and he “proved that it is possible to teach a lot of learners together and in doing so to achieve high-quality knowledge” (Mechlová and Horák, 1986, p. 20). J. A. Komenský further emphasized collective teaching; however, the individualization of learners was also stressed (ibid.). Mechlová and Horák add that whole-class teaching was needed because of the higher number of learners in comparison to medieval times. This afforded opportunity to join the learners of similar age together (1986, p. 21).

This organisational form can be marked by various terms. For instance, the term frontal teaching is used by Skalková, Hendrich et al. However, several authors such as Gavora, Harmer, Mechlová, Horák, Nelešovská et al. use the term whole-class teaching. In addition, Harmer also calls this organisational form lockstep. To conclude, this thesis gives priority to the term frontal teaching, nonetheless, it applies also the next term – whole-class teaching.

Skalková characterizes frontal teaching in three points:

- The teacher works with determinate group of learners (whole class) according to plan, systematically and in given time (in accordance with timetable).
- Each lesson has its partial didactic aim that is conditioned by the order of the thematic unit. It can pick up on other organisational forms and where necessary it can blend together with them.
- During the teaching in lessons, the processes of mutual action and communication are based on face-to-face contact with the class. There is heterogeneous, direct or indirect mutual action of the teacher and fixed group of learners (classes).

(Skalková, 2007, p. 221).

Skalková further points out that the teacher keeps contact with the whole class but also with the individuals, he/she can apply individual approach to individual learners. Moreover, favourable conditions are given to learners to ensure all the learners get the subject matter under control (2007, p. 221).

As it has been noted in chapter 2.1, whole-class teaching is defined as teaching learners of approximately the same age and mental level. Václavík describes that the learners are directed collectively by the teacher, certain average is stated and it is assumed that learners outside of this average should become adapted to it or sometimes they are forced to conform. However, this causes learners' disruptive behaviour in many cases (in Kalhous, Obst et al., 2009, p. 295).

3.1 Advantages and disadvantages of frontal teaching

3.1.1 Advantages of frontal teaching

Frontal teaching has many advantages. This chapter is going to describe three of them. The first advantage that is connected to frontal teaching is that it “creates a sense of group identity” (Harmer, 2007a, p. 236). The learners are gathered together with the same task, they can share their experience and emotions such as happiness or amusement (Harmer, 2007b, p. 161). Furthermore, the motivation of learners is increased and one learner can be a model to others during the whole-class teaching (Mechlová and Horák, 1986, p. 22).

Secondly, one teacher can teach large numbers of learners together at the same time (Richards and Lockhart, 1996, p. 148). According to Mechlová and Horák, frontal teaching enables bigger number of learners to follow simultaneously the teacher's explanation. This can totally make the best of the performance of the only one teacher (1986, p. 21). Václavík adds that the teacher's work is very productive during this organisational form (in Kalhous, Obst et al., 2009, p. 297). This advantage is connected to the fact that whole-class teaching is “ideal for showing things” (Harmer, 2007a, p. 236). Harmer argues that it is efficient to present materials, give explanations or instructions. The teacher can do these things only once and does not have to repeat it separately to each learner or group of learners (2007b, p. 161).

Finally, keeping discipline can be regarded as one of the advantages of frontal teaching. According to Harmer, some teachers prefer this organisational form because they feel more secure when teaching. They believe the learners are under direct teacher's authority and this can prevent from their disruptive behaviour during

the teaching-learning process (2007b, p. 161). Byrne claims that controlling almost everything when teaching the whole class together is easy (1991, p. 6). On the other hand, as stated on the previous page, keeping discipline can be considered as the disadvantage. To sum up, it depends on the situation and then frontal teaching can be both advantageous and disadvantageous as regards keeping discipline in the classroom.

3.1.2 Disadvantages of frontal teaching

The advantages of frontal teaching were mentioned in the previous chapter. However, this organisational form has some disadvantages too. The first disadvantage to be discussed is the monotony of frontal teaching. Skalková argues that mechanical usage of this organisational form can cause teaching monotonous and learners' own activity is also limited. Furthermore, the monotony of the teaching decreases learners' interest in the teaching-learning process (2007, p. 223).

According to Harmer, the next disadvantage of frontal teaching is that individuals are discriminated in favour of groups (2007a, p. 236). The teacher is influenced by the high number of learners and this restricts time he/she can dedicate to individual ones (Skalková, 2007, p. 223). Harmer argues thus: "Individual students do not have much of a chance to say anything on their own" (2007b, p. 162).

The next disadvantage is linked to the second one. It is the problem of giving priority to average learners. According to Skalková, very often, the teacher interacts with learners who are on the average level and the others who are above or below average are not engaged. This problem is not connected only to the differences in learners' intellectual level. Non-assertive and inconspicuous learners are not also in the centre of the teacher's attention (2007, p. 223). In the words of Richards and Lockhart, the learners are expected to work at the same pace but this can create situation in which slower learners can become lost and the ones who are brighter can be held back (1996, p. 148). Mechlová and Horák demonstrate that frontal teaching restricts learners' chance to express their own thoughts and manifest themselves and this can frustrate the most capable and competent learners (1986, p. 24).

3.2 Roles in frontal teaching

3.2.1 Roles of the teacher

The teacher acts various roles in frontal teaching. This chapter is going to mention some of the main roles the teacher plays during teaching according to this organisational form. A conductor can be considered as one of the roles of the teacher in frontal teaching. According to Byrne, the teacher conducts the lesson or the part of it and works “like the person in the charge of the orchestra” (1991, p. 13). Moreover, the teacher should be sure the learners know what to do. Chrudoš Vorlíček states a few roles the teacher has to play and mentions that the conditions for teaching learners are created by the teacher. He/she provides learners with materials, helps learners to concentrate and motivates them to reach the teaching aims (in Kalhous, Obst et al., 2009, p. 295-296).

A controller is the next role the teacher acts in frontal teaching. Byrne states that the teacher controls learners’ work (1991, p. 13). Chrudoš Vorlíček adds that the teacher regulates learners’ learning actions and gives them feedback at the end of the activity. The feedback is important not only for the teacher but also for learners to find out to which extension the aim of the activity was achieved (in Kalhous, Obst et al., 2009, p. 295-296). In the words of Harmer, leading from the front is a typical sign of teachers who act as controllers. The teacher as the controller is suitable for specific situations. Harmer mentions “giving explanations, organising question and answer work, lecturing, making announcements or bringing a class to order” (2007b, p. 108-109).

The last role of the teacher to be mentioned is a resource of information. Chrudoš Vorlíček states that learners become acquainted with new information of the given subject matter by their teacher (in Kalhous, Obst et al., 2009, p. 295). In the opinion of Harmer, the learners should be provided with information to work effectively (2007b, p. 110). The teacher often lectures, interprets or demonstrates in frontal teaching, add Mechlová and Horák (1986, p. 21).

3.2.2 Roles of learners

The teacher plays roles and at the same time learners are also supposed to act specific roles in frontal teaching. Mechlová and Horák warn that during this

organisational form the teacher expects learners to carefully listen to him/her. However, by virtue of that learners start to act as listeners or watchers (1986, p. 21-22). Václavík points out that frontal teaching can limit learners in a certain way. The learners are in a passive role and it is expected they receive information and act according to the commands ordered by their teacher (in Kalhous, Obst et al., 2009, p. 297).

3.3 Class management within frontal teaching

3.3.1 Classroom interaction

“During frontal teaching the class works for the most part under the direct control of the teacher as a whole” (Skalková, 1971, p. 121). Skalková explains that the teacher questions the whole class but the interaction is then mainly between the teacher and only one learner from the class. The learners are not allowed to interact among themselves (1971, p. 121). Gavora adds that only one person speaks at one moment. This means that the teacher or only one learner is allowed to speak at the given time (2005, p. 117).

Mareš and Křivohlavý describe two types of communication typical for frontal teaching. The first type is two-way communication between the teacher and one learner. During this communication, the teacher asks and the learner answers. The interaction is realized among the teacher and individual learners. The second one is one-way communication in which the teacher talks to the class as a whole or to the individual learner (in Nelešovská, 2005, p. 32-33). Nelešovská adds that the teacher leads a monologue during this one-way communication in the teaching-learning process (2005, p. 33).

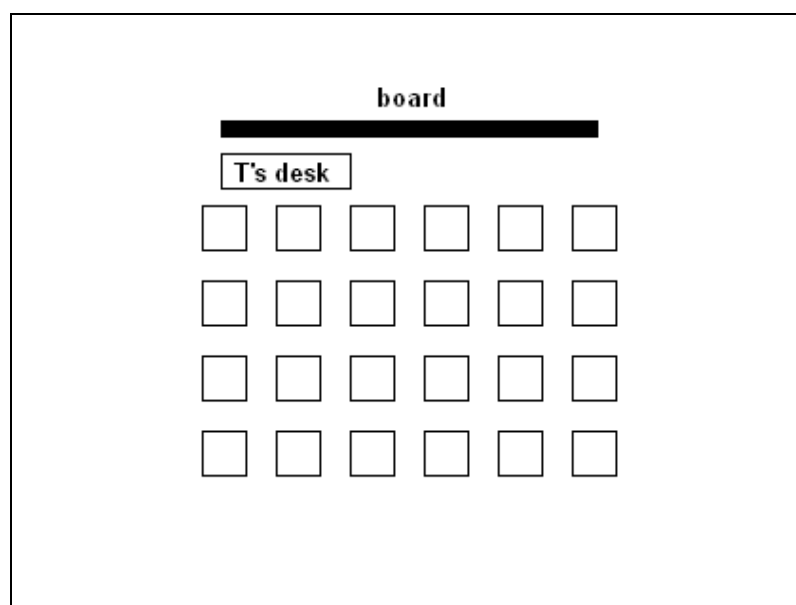
To summarize, the proportion of the teacher talk and the learner talk during frontal teaching can be expressed by the percentage. Chaudron notes that: “about 70% of the classroom time is taken up by the teacher talking or asking questions” (in Richards and Lockhart, 1996, p. 148). This means that the learner has few opportunities to speak and it does not help to reach one of the main aims of foreign language teaching. To explain, as stated by Hendrich, the main aim of language teaching is to communicate. Moreover, he adds that this aim results from the communicative function of the language (1988,

p. 89). That is why, frontal teaching was marked disadvantageous (in chapter 3.1.2) with respect to the learner talk.

3.3.2 Layout of the classroom

The medieval traditions, in the words of Václavík, influenced the layout of the classroom typical for frontal teaching. The location of the pews in the churches in medieval times was the initial point for the current classroom seating. There are rows of learners' desks and in front of them the teacher's table stands. Sometimes, his/her table is on a higher platform (in Kalhous, Obst et al., 2009, p. 295).

Harmer suggests one of the possible layouts of the classroom that fits well to frontal or whole-class teaching (2007b, p. 162). See the picture 1 below:



Picture 1 Modified layout of the classroom for frontal teaching (adopted from Harmer, 2007b, p. 162) – the author's own modification

Harmer points out that the learners sit in orderly rows and the teacher is provided with a clear view of the learners and simultaneously they can all see the teacher. Moreover, he adds that “lecturing is easier with such a seating arrangement since it enables the teacher to maintain eye contact with the people he or she is talking to” (2007b, p. 162).

3.4 Frontal teaching activities

Frontal teaching can be used effectively with specific kinds of activities. Several authors, for instance, Byrne, Hendrich, Mareš, Křivohlavý, Petty, Scott, Ytreberg et al. deal with various types of activities; however, the author of this thesis aims at activities suggested by Byrne. According to Byrne, whole-class teaching activities can be based on accuracy as well as on fluency (1991, p. 11). This chapter is going to describe both of them.

Firstly, two activities suitable for frontal teaching that are based on accuracy are going to be discussed. Drills are one of the most commonly used activities during this organisational form. Byrne comments on this activity. During drills, learners are not allowed to say what they want, they only follow a given structure and they are not asked to think deeply what they are speaking about. Byrne further warns that these drills are not enough for teaching grammar and vocabulary but they can help learners to acquire the correct pronunciation and to make them familiar with some language structures (1991, p. 18). Byrne advises teachers that drills “needn’t be totally controlled, then, and they certainly don’t have to be boring. A lot will depend on how you do them with the class: make sure you do them in a lively way” (1991, p. 20). Byrne suggests controlled conversation as a good way to work with the whole class. This conversation can be described as speaking about the common life. The teacher asks learners, he/she formulates specific questions and learners answer them (1991, p. 30). To make this clear, Byrne gives an example of the controlled conversation:

T: I saw ‘Clever Boy’ on TV last night. Did anyone else see it?

A: Yes, I did.

B: Yes.

C: No. I went out.

T: Did you like it? A?

A: Not very much.

T: Really? Why not?

A: It was, er, too long. And I was tired!

T: Yes, it was quite long. But I liked it. How about you, B?

B: Yes, I liked it. It was funny. (etc.)

(Byrne, 1991, p. 30).

Finally, he explains that this activity can be considered more important than the ones in learners' textbooks. The learners have an opportunity to use language when leading a personal conversation (ibid.).

As it has been noted, frontal teaching is used by teachers to focus also on fluency activities. In the words of Byrne, during fluency work learners can express their feelings and opinions and they can use language freely. However, these signs are more typical for group or pair work, admits Byrne. Nevertheless, there are some situations in which it is necessary to focus on fluency in frontal teaching. At first, the teacher should show learners that they can use the language to speak and frontal teaching suits the best for showing (1991, p. 53). To give examples of fluency work, two activities are going to be discussed. According to Byrne, the teacher can use story telling. He notes that listening to stories is very popular with learners and when the teacher prepares an interesting story and mediates it to learners in the language that is attractive and familiar to them, they will certainly think about the story and imagine what will happen next (1991, p. 68-70). These language modifications remind of Krashen's Theory of Second Language Acquisition, primarily of one of five main hypotheses – the input hypothesis:

1. The input hypothesis relates to acquisition, not learning.
2. We acquire by understanding language that contains structure a bit beyond our current level of competence ($i + I$)². This is done with the help of context or extra-linguistic information.

(Krashen, 1987, p. 20-21).

To explain, the teacher can modify the language and provide learners with comprehensible input, however, the language should be composed of structures that are a little beyond where the learners are now (ibid.). Byrne adds that the teacher should not test learners by asking questions based on the story. He suggests that learners can draw some pictures according to the story they were listening to or retell it in their own words (1991, p. 70). Byrne describes conversation as the next fluency activity. When the conversation is directly controlled by the teacher who puts questions that are very concrete, he/she focuses on the accuracy of the language learners use to answer. On the other hand, conversation based on fluency should motivate learners to speak and not to worry about mistakes they can make (1991, p. 57-58).

² Krashen (1987, p. 20-21) points out that i represents current competence whereas $i + I$ the next level.

4 Specification of individual work

In the words of Richards and Lockhart, the second most frequently used organisational form is individual work or seatwork (1996, p. 149). In addition, Harmer uses also the term solowork (2007a, p. 44). Harmer states that individual work can be perceived as the opposite of whole-class or frontal teaching. He points out that the pattern of individualized learning can be understood in different ways. It can be described as the situation in which learners are working on their own or when the teacher can attend to individual learner (2007b, p. 164). This thesis is going to focus on individual work within the meaning of learners working on their own.

Petty describes projects and individual work in the teaching-learning process. He notes that this organisational form can be very helpful for the teacher. If the teacher uses individual work in the right manner, it can develop a broad range of skills. However, Petty warns that whether it is not well prepared and considered, it can easily waste time. Therefore, he advises teachers to think about the activity, consider whether it is suitable for individual work and not to use this organisational form to excess (1996, p. 213).

Individual work can be considered as the climax of the teaching-learning process (Mojžíšek, 1975, p. 167). He argues that: “it is the period in which the learner is able to do individual work and self-educate” (ibid.). According to Skalková, learners develop metacognitive knowledge (1999, p. 138). In the words of Mojžíšek, the learner as an object of the education becomes also his/her teacher. The teacher should gradually prepare learners to work on their own and he/she should teach them how to self-educate. When the learner is prepared for individual work, he/she does not need the teacher or the educator. However, Mojžíšek adds that this situation occurs mostly in the adulthood (1975, p. 167). In the words of Kolář and Šikulová, the self-reliance can be characterized as learner’s performance whose characteristic signs are “thought effort, relative independence in decision making and problem solving and ability to orientate himself/herself in new circumstances” (2007, p. 66).

4.1 Advantages and disadvantages of individual work

4.1.1 Advantages of individual work

Individual work can be characterized by many advantages. This chapter is going to discuss the most important and visible ones. Richards and Lockhart enumerate five advantages typical for individual work:

- It provides learners with the opportunity to progress at their own speed and in their own way.
- It provides learners with opportunities to practice and apply skills they have learned.
- It enables teachers to assess student progress.
- It enables teachers to assign different activities to different learners based on individual abilities and needs.
- It can be used to prepare learners for an up-coming activity.

(Richards and Lockhart, 1996, p. 149).

Harmer describes more deeply one advantage of this organisational form (2007a, p. 44). He appreciates that learners can work at their own pace (Harmer, 2007a, p. 236). He further points out that learners have enough time to think about the task (Harmer, 2007a, p. 44). Harmer summarizes that: “it allows teachers to respond to individual student differences in terms of pace of learning, learning styles and preferences” (2007b, p. 164).

The next advantage that is connected to individual work is learners’ independence. Harmer states that learner’s autonomy can be developed during individual work. He further adds that this organisational form can “promote skills of self-reliance and investigation over teacher-dependence” (ibid.). Individual work also provides learners with opportunities to be individuals (Harmer, 2007a, p. 44). Petty points out that intellectual skills can be deepened in individual work. These skills include creativity, lateral thinking, evaluation, analysis and synthesis (1996, p. 214).

Face-to-face contact of the teacher and individual learner can be perceived as the next advantage of individual work. According to Kyriacou, the teacher can show an interest in learners’ achievement, express support and encourage or motivate his/her learners. This organisational form also provides teachers with many opportunities to get to know learners, their abilities and individual needs. At the same time, the teacher can offer an expert assistance (2008, p. 58).

Lastly, Harmer adds two advantages of learners working on their own. He points out that individual work can be considered less stressful than whole-class teaching. Some learners prefer to work individually because they feel safer than in frontal teaching performances in front of the whole class. Moreover, this organisational form can despatch noisiness in the classroom and restore peace and tranquillity (2007b, p. 164).

4.1.2 Disadvantages of individual work

As other organisational forms, individual work has also some disadvantages. The following lines are going to describe three disadvantages that are the most discussed by many authors. The first disadvantage to be mentioned is little interaction and no supporting of cooperation. Richards and Lockhart note that individual work “provides little opportunity for interaction, both with the teacher and with other students” (1996, p. 149). The situation in which learners can help each other is not possible and they cannot feel a sense of belonging to one group or to the class (Harmer, 2007b, p. 164).

According to Richards and Lockhart, the teacher is not able to monitor all learners’ action during individual work (1996, p. 149). Petty warns that individual work can be misunderstood. He advises teachers to try to set the task clearly and unambiguously to avoid problems and misunderstandings that can occur. Petty advises that the teacher should check learners’ work. He adds that individual appointment with learners can help to make sure they work correctly and it gives the teacher an opportunity to motivate learners in their future work. However, Petty adds that these individual appointments are more suitable for learners working on longer tasks (1996, p. 218-219).

The last disadvantage that is going to be discussed is the imbalance of learners’ speed of working. In the words of Richards and Lockhart, “students may complete a task at different times and run out of things to do, creating a classroom management problem” (1996, p. 149). Petty adds that some learners can be slower and do not manage to elaborate the given task (1996, p. 220). Nonetheless, it is necessary to emphasize that at the other side, it provides an opportunity for individualization and differentiation, as suggested in the previous chapter. Petty points out that the learners should be prepared to plan the timing of their activities. Therefore, he notes that this skill to plan should be actively taught by the teacher (ibid.). This disadvantage is

connected to the next one, individual work means “more work for the teacher” (Harmer, 2007a, p. 236). The teacher works with individuals and it is more time consuming than in whole-class teaching (Harmer, 2007b, p. 164).

4.2 Roles in individual work

4.2.1 Roles of the teacher

This chapter is going to focus on roles that the teacher plays in individual work. At first, the tasks should be well planned by the teacher. According to Petty, the teacher should make learners acquainted with the task they are supposed to fulfil. He adds that learners should be familiar with a structure and criteria of evaluation of their individual work (1996, p. 218). Mojžíšek warns that learners work individually during their individual work but the teacher is also involved in the process. He/she should plan and organise learners’ work (1975, p. 167). The teacher should be aware of learners who complete the task earlier and accommodate the teaching (Cangelosi, 2006, p. 167).

The teacher should also teach his/her learners to work on their own. Mojžíšek states that learners should be learnt at school how to work individually. He adds that after leaving the school, they should be able to self-educate. The learners should become acquainted with individual work at the elementary school because working individually is one of the requirements of the society (1975, p. 168).

Preceding two paragraphs described two roles of the teacher that he/she should play before learners’ individual work. This paragraph is going to focus on one role that is typical for the teacher during learners’ individual work. Cangelosi points out that the teacher should think about various effective ways of helping learners to enable them to work on the task (2006, p. 167). Václavík argues that although “the teacher’s working productivity is low, the teaching-learning process itself proceeds very intensively because the teacher can continually attend to the learner” (in Kalhous, Obst et al., 2009, p. 295). Harmer uses the term tutor to describe the teacher’s role in individual work. He explains that this term marks the connection of the teacher’s roles as a prompter and as a resource. When the teacher acts as a tutor, he/she can have more intimate relationship with learners as compared to the teacher who controls learners. The teacher as the tutor

can show learners his/her support and provide them with guidance (2007b, p. 110). Kolář and Šikulová summarize that individual work “supports the differentiation of the class and it allows the teacher to attend individually to some learners” (2007, p. 68).

4.2.2 Roles of learners

This chapter is going to comment on roles of learners in individual work. According to Cangelosi, “the learner is supposed to fulfil the given task without disturbing other learners” (2006, p. 167). The learners should be independent. Maňák describes four types of learners’ independence:

1. imitative independence is characterized as a pre-stage of one’s own real independence because the learner works individually but this is considered automatic action without more expressive thought effort (copying of the text, literal reproduction of the learned text etc.),
2. reproducing independence is noted for imitation of a certain pattern (i.e. the learner uses learned procedure, he/she analogously solves arithmetical problem in accordance with a certain algorithm),
3. producing independence brings creating of a particular product, creation, the learner puts thought effort, his/her previous knowledge and experience in individual work (i.e. creating of the essay, suggestion of the solving of the problem solving etc.),
4. remoulding independence reminds of the creative process. The learner changes the form, shape of existing things, events, something new is originating and it mirrors the learner’s opinion, his/her attitude (i.e. the learner creates a poem, picture under the thumb of a certain emotional experience).

(in Kolář and Šikulová, 2007, p. 66).

The learner should advance from imitation to the most important as well as difficult stage of their independence – to reform some realities (Kolář and Šikulová, 2007, p. 66). In the opinion of Kolář and Šikulová, learners can participate individually in activities, they can express their thoughts, rely on their own power and they have an opportunity to plan and organize their individual work (2007, p. 68).

4.3 Class management within individual work

4.3.1 Classroom interaction

As already noted, during individual work the teacher interacts with individual learners. Gavora points out that the relationships in the classroom can be divided into

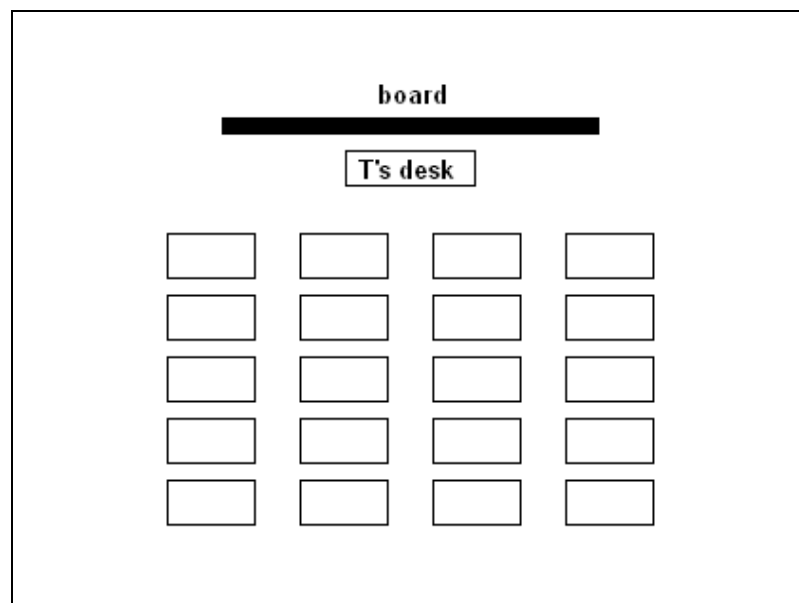
two levels, symmetric and asymmetric relationships in the teaching-learning process (2005, p. 26-27). Gavora further states that: “relationships among equal partners are symmetric” (2005, p. 27). According to Gavora, the relationships in individual work can be considered asymmetric. He argues that learners are directly responsible to the teacher. The teacher can arbitrate and learners are supposed to conform to his/her commands or settings (ibid.). However, it is necessary to add that symmetric and asymmetric relationships are highly contingent on the culture. Kramsch explains that:

- Language use is a cultural act not only because it reflects the ways in which one individual acts as thanking, greeting, complimenting, that are variously accomplished in various cultures.
- Language use is a cultural act because its users co-construct the very social roles that define them as members of a discourse community.

(Kramsch, 1998, p. 35).

4.3.2 Layout of the classroom

This chapter is going to describe one layout of the classroom suitable for individual work. Scott and Ytreberg comment on different ways of arranging desks in the classroom (1990, p. 13-14). One of these settings is considered useful for individual work. See the picture 2 below:



Picture 2 Modified layout of the classroom for individual work (adopted from Scott and Ytreberg, 1990, p. 14) – the author's own modification

In the opinion of Scott and Ytreberg, this layout “does not encourage natural communication since pupils can only see the back of the heads of the pupils in front of them” (1990, p. 14). This arrangement can be also used in whole-class teaching or in pair work, according to Scott and Ytreberg. However, they warn that language work is not easy to be done during this arrangement of the classroom (ibid.). To summarize, this layout does not help learners to interact and therefore, it is suitable for individual work in which learners work only on their own.

4.4 Individual work activities

The following paragraphs are going to discuss activities that are very often used in individual work. Richards and Lockhart state that individual work includes activities such as “completing worksheets, reading a comprehension passage and answering questions, doing exercises from a text or workbook, and composition and essay writing” (1996, p. 149). Different authors describe individual work activities differently. According to Kolář and Šikulová, individual work is connected to searching for information in texts or other sources. They add that these sources mean “textbooks, professional literature, popular science literature, journals, statistics, various graphs, daily press, television, Internet etc.” (2007, p. 66).

Mojžíšek suggests four methods of individual work:

1. individual work with the book,
2. individual work in the laboratory,
3. individual study in the terrain, travelling, expedition, learning of languages in practice,
4. technical methods of individual study (audio-oral etc.)

(Mojžíšek, 1975, p. 167).

Mojžíšek focuses deeply on the first method of this organisational form. He argues that learners learn how to search sources of the literature in the library and they should learn how to work with these sources (1975, p. 168-170). Nonetheless, it is necessary to note that “we live in the age of the computer” (Teeler and Gray, 2000, p. 1). The Information and Communications Technology is developed and “the Internet presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-make ELT materials” (Dudeny and Hockly, 2007, p. 8). That is why, nowadays

the learners are provided with an opportunity to use the Internet as the next method of individual work.

On the other hand, Petty distinguishes four types of activities that can be done in individual work. The activities are divided according to time that is approximately needed for completing the task (1996, p. 213). The author of this thesis adds examples of tasks relevant for English language teaching:

- exercise: 0 – 2 hours (completing worksheets, doing exercises from the textbook or workbook etc.)
- individual work: 2 – 12 hours (reading comprehension, work with the dictionaries, translating texts etc.)
- project: 12 – 60 hours (creating posters – collages aimed at a certain topic etc.)
- thesis or dissertation: over 60 hours (essay writing, writing papers etc.)

(adopted from Petty, 1996, p. 213).

He further points out that application and rehearsing of learners' knowledge and skills are two basic specifics of individual work (Petty, 1996, p. 213).

5 Specification of group work

Skalková describes group work as one of the organisational forms in which the learners are divided into groups. These groups consist of three to five learners and their task is to cooperate in solving the common task. The facilitation of the development of social relations among learners during the teaching and the creation of pedagogical situations enabling mutual interaction and cooperation among them are the most significant features of group work (1971, p. 121). Mechlová and Horák point out that group work teaches the learner how to cooperate with members in the group and at the same time it is characterized by individual approach to learners (1986, p. 25). Gavora accentuates the importance of group work. The learners get used to work in the team, society and they can develop social skills (2005, p. 117-118). Moreover, he argues thus learning how to work in social environment is absolutely important to get teaching near real life because “the adults often work in groups, teams” (Gavora, 2005, p. 118).

Václavík compares group work with frontal teaching. “One of the main absences of frontal teaching is inability to accommodate the teaching to individual needs and interests of individual learners” (in Kalhous, Obst et al., 2009, p. 303). He further points out that this absence is eliminated by group work (ibid.). Gavora adds thus group work struggles against learners’ passivity in comparison to frontal teaching (2005, p. 117).

In the opinion of Nelešovská, group work can be divided into two types according to the number of members in the group. The first type is pair work formed by two learners and the second one is group work in which three or more learners work together (2005, p. 34). However, this thesis is going to describe group work and pair work as individual organisational forms, they are not going to be discussed together in one chapter.

5.1 Advantages and disadvantages of group work

5.1.1 Advantages of group work

Group work can be characterized by many advantages. This chapter is going to show the most important ones. Harmer states that the amount of learner participation is

maximised due to group work (2007a, p. 178). In comparison to whole-class teaching it provides more chances for classroom interaction (Harmer, 2007a, p. 13). Harmer adds that this organisational form helps quiet learners to talk. They are not as much stressed as they can be when speaking in front of the class (2007a, p. 182). Skalková appreciates thus passive and shy learners can assert in group work activities. They dare express their own attitudes and opinions (2007, p. 224-225). Nelešovská points out that learners become more confident and feel safer when they work in groups (2005, p. 36).

Group work “encourages pupils to collaborate more and help each other” (Moon, 2005, p. 39). Kyriacou adds that the learners in each group work together to solve the common task. They can keep others advised of their ideas. Moreover, the learners have opportunity to learn how to clearly express themselves and work in team (2008, p. 55).

The next advantage of this organisational form is motivation for further learning. The learning is also facilitated due to group work (Nelešovská, 2005, p. 34). Mechlová and Horák suggest that it encourages learners because they can cooperate with others. Furthermore, if the learners gain good experience in well-organised group work, they will probably like this organisational form in the future (1986, p. 88).

According to Harmer, greater independence is also connected to group work. The teacher does not control every step of the learners. They can work without the teacher and make their own learning decisions (2007a, p. 43). Compared with whole-class teaching, the teacher can act more as a facilitator and consultant (Richards and Lockhart, 1996, p. 153). Harmer adds that the teacher can address more to particular learners who need to consult about solving of a given task (2007a, p. 44).

5.1.2 Disadvantages of group work

On the other hand, there are several disadvantages of group work. The following lines are going to mention some of the main ones. Harmer calls attention to the problem with more disruptive behaviour during group work in comparison to whole-class setting (2007a, p. 44). He further points out that group work can be noisy (2007a, p. 236). Mechlová and Horák explain that adequate working noise is a part of group work. However, it can change into the lack of discipline because of freer management of the teaching-learning process (1986, p. 49).

The next disadvantage is slightly connected to the first one. According to Moon, the teacher should be well prepared for group work (2005, p. 39). Mechlová and Horák add thus to have an effective process of this organisational form, it have to be purposefully prepared and equally responsibly realized (1986, p. 88).

The problem of dominant learners and on the other side silent ones can occur during group work (Harmer, 2007a, p. 44). Petty states that some learners may become passive and the others have to take up initiative. Hence, disagreement can appear during their work (1996, p. 176). Byrne admits thus the situation of lazy learners on one hand and too dominant ones on the other hand can happen. However, he claims that the majority of learners work harder in groups because of greater involvement (1991, p. 78).

The last disadvantage this chapter is going to talk about is the use of mother tongue during group work activities. Byrne states that learners express some ideas in their mother tongue. However, this can be considered natural. He suggests careful selection of the activities to avoid excessive use of learners' mother tongue. The learners should be stimulated by these activities to use English without restraint (1991, p. 78-79).

5.2 Roles in group work

5.2.1 Roles of the teacher

The teacher acts several roles during group work. The following chapter is going to deal with four main roles of the teacher that he/she plays when using group work in the classroom. The first role can be labelled as an organiser. Solfronk explains that the teacher organises learners' activities and prepares materials needed for group work (1994, p. 44). According to Mechlová and Horák, the teacher should explain the sense of group work and familiarize learners with this organisational form. The learners should be given specific instructions. These instructions should be clear to state exactly what the learners are expected to do (1986, p. 51). Moreover, the teacher states the indication of stopping the activity in groups (Harmer, 2007a, p. 178). In the opinion of Underwood, the rules that are expected to follow during group work are important to avoid a lot of noise and troublesome learners in the classroom and to enable the teacher to control learners (1987, p. 78). Similarly, Cangelosi warns that if the task is not clearly

and exactly defined, the teacher can encounter learners' disruptive behaviour. The teacher should specify the instructions at the beginning of group work before the learners start to work on their task (2006, p. 157-158).

In the words of Skalková, the teacher can act as a regulator. He/she can state conditions for the learners' work. The direct controlling of the teacher is decreased and the role of learners is intensified (1971, p. 139). The teacher regulates grouping of the learners but at the same time, the learners should be allowed to make their own choice of what they want to be grouped with (Skalková, 2007, p. 226).

According to Václavík, the next teacher's roles can be characterized as the roles of a coordinator and an adviser. The teacher circulates in the classroom, works with the learners and shows that he/she is interested in their group work activities (in Kalhous, Obst et al., 2009, p. 303). The teacher should observe all the learners, moreover, he/she has an opportunity to encourage and help weaker ones (Nolasco and Arthur, 1988, p. 47-48). On the other hand, the teacher should avoid staying at one group for a long time, "this sometimes leads to others losing interest in the task as they feel you have lost interest in them" (Underwood, 1987, p. 78).

The next role of the teacher is connected to preparation of some extra materials and tasks. Harmer warns that there can be some differences in groups of learners. Some of them are faster and have the task completed much earlier than the others in the class. The teacher should distribute some spare activities to the faster ones not to keep them waiting. Of course, if the activity is taken up as a competition, the teacher is not obliged to prepare other activities (2007a, p. 184).

5.2.2 Roles of learners

This chapter is going to describe the roles of learners from two points of view. The first part of the chapter is going to mention learners' roles in general. These roles specify what learners do during group work. According to Skalková, learners formulate their opinions, participate in the discussion with others and finally, they come to general conclusions (2007, p. 227). Byrne tackles a question about controlling groups. He admits that the teacher has a big responsibility but learners themselves control the group. The teacher should show them what to do and then learners are allowed to feel

free and work on their own (1991, p. 77). Solfronk sees the roles of learners in acquiring the subject matter and cooperation among themselves. He has similar opinion as suggested by Byrne, the learners lead their common action in groups and control it themselves (1994, p. 44). In the opinion of Cangelosi, “all the members of the group should be responsible for fulfilment of the common task and each member also for his/her particular task” (2006, p. 157). Moon describes in four points what learners need to do when they work in the group:

- to learn how to work more independently and to feel confident doing this
- to collaborate with each other and help each other
- to learn to follow instructions
- to learn to work quietly so as not to disturb others

(Moon, 2005, p. 38).

Secondly, typical roles that individual learners perform in groups will be discussed. Kasíková notes that the type of a given task and the size of group determine how the roles are divided. She suggests that if a group of four members is taken as the one of optimal size, then key roles are:

- Co-ordinator: keeps the group working; ensures that everyone contributes; chairs the discussion or other activities.
- Worker with data: clarifies and summarizes ideas; reads from different materials if necessary.
- Secretary: records group answers or elaborates other material in written form; talks when introducing report to the class.
- Observer (evaluator): makes notes to group processes (how the individuals work together); leads evaluation of the group at the end of the lesson.

(Kasíková, 2004, p. 122).

She adds that giving learners the chance to interchange their roles can be useful (ibid.).

5.3 Class management within group work

5.3.1 Classroom interaction

Social interactions are developed in the group. They are “perceived as relations among learners so that one’s behaviour is stimulation for the others’ behaviour” (Skalková, 1971, p. 121). This is one of the differences compared to frontal teaching

(ibid.). Gavora states that two-way communication of learners is typical for group work. He observes a high intensity of communication of learner to another learner and points out that “the learners themselves initiate communication and they react to each other – ask questions and answer them” (2005, p. 118). The communication can be considered private because of speaking inside the group, not to other learners or the teacher (ibid.).

5.3.2 Grouping learners

The choice of learners and the creation of groups are two significant aspects of group relations functioning (Skalková, 2007, p. 226). Václavík states that many different aspects can be considered when grouping learners. The learners can be divided into groups according to the kind and difficulty of the activity, learners’ interest or their pace of work. The groups can be created by the teacher or spontaneously by learners (in Kalhous, Obst et al., 2009, p. 303).

As suggested by Václavík, there are two ways of grouping learners. Firstly, groups formed by the teacher will be discussed. According to Mechlová and Horák, this authoritative way to group learners is often used by the teachers who are not familiarized with social-psychological principles. Moreover, grouping by the teacher can cause friction inside the group (1986, p. 31). Scott and Ytreberg argue that the teacher should not allow learners to form groups themselves. It is time-consuming and some learners can be left out. In addition, the teacher can create mixed ability groups in which clever learners provide help to their not so clever classmates (1990, p. 17). Nelešovská states four options how the teacher can group learners:

- Randomly (the learners select the number of the group by lot, the teacher allocates the learners etc.).
- According to mutual learners’ sympathies, the learners themselves choose with whom they will work in the group.
- On the basis of learners’ study achievements (the groups of weaker learners and the ones with excellent achievements).
- To make purposely heterogeneous group, the teacher divides learners into groups regardless of study achievements, sex, age, knowledge etc.

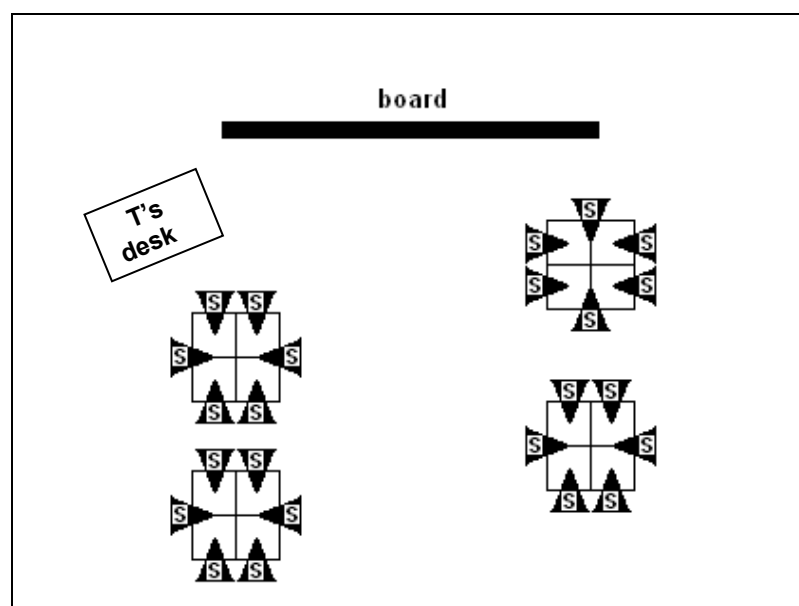
(Nelešovská, 2005, p. 35).

Secondly, groups can be made up spontaneously. The learners are free to choose the group they want to work with. However, Mechlová and Horák warn that the problem

of some isolated learners can be deepened and frequently, these learners are segregated from the others (1986, p. 30). Petty advises that the teacher should clearly define the number of members in each group. This should be well considered with respect to the type of the activity that the teacher is going to use (1996, p. 185). Harmer points out that smaller groups of around five learners are better to provoke learners to speak and cooperate as compared to bigger ones. He argues thus: “they are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual” (2007b, p. 165). In addition, a majority opinion can mostly predominate because of odd number of the members in the group (ibid.). In the opinion of Petty, the learners like types of groups that they can create themselves because they can work with their friends. On the other hand, it is not always useful for the teacher. The groups “can interfere if the teacher wants to have an effect on the change of the learners’ opinions and attitudes” (1996, p. 185). Moreover, purely groups of boys, girls or cliques can appear when the learners have a chance to group themselves (ibid.).

5.3.3 Layout of the classroom

Group work can be supported by well-taken layout of the classroom. One of the possible layouts is suggested by Underwood (1987, p. 51). See the picture 3 below:



Picture 3 Modified layout of the classroom for group work (adopted from Underwood, 1987, p. 51) – the author’s own modification

Underwood describes that the learners in each group can sit face to face and this promotes their perception of belonging to the group. All the members are engaged in the task, even those who have to make some notes and write reports do not lose contact with the group when writing. An opportunity for interaction among learners is provided by this layout of the classroom (1987, p. 51-52).

5.4 Group work activities

This chapter is going to mention a few activities that are suitable for group work. According to Byrne, group work activities are more learner directed than whole class activities. He distinguishes accuracy and fluency activities whereas he argues that group work activities are mainly connected to the fluency (1991, p. 10). In the opinion of Byrne, group work encourages learners to talk to one another (1991, p. 5-6). The following paragraphs are going to describe four activities typical for group work.

One of the appropriate activities for group work is a discussion. In the words of Byrne, it means “any exchange of opinions or ideas” (1991, p. 59). He suggests that a group discussion is more advantageous than whole class one because it provides learners with more chances to join the discussion (ibid.). Byrne further describes four types of activities that can help learners to talk. Firstly, he mentions interpretation activities. The learners make decisions when they express what some pictures, objects, headlines etc. mean. Secondly, problem-solving activities are very often used in group work. The main aim of these activities is to solve the problem and because there is never only one solution, it provokes learners to talk and express their thoughts. For instance, the teacher can use some survival situations when the learners have to decide what they would bring with them to survive on the desert island (1991, p. 80-93). Thirdly, the teacher can use planning activities. Byrne presents one of the possible planning activities, the learners have an opportunity to plan their own park. They have to decide what they want to have in their park and draw a detailed picture. After it, these plans of each group can be compared. Finally, he describes invention activities. They are quite similar to interpretation ones because they also encourage learners’ imaginations in order to talk (1991, p. 90-91).

Games are the next possible activities used for group work. According to Byrne, the learners can talk and use the language freely. Moreover, very often the learners are interested in playing games because they have a chance to compete or even win the game (1991, p. 65).

The third typical activity for group work is a role-play. Byrne warns that it is very difficult to control the language of these activities and that is why he considers the role-play more suitable when based on fluency rather than accuracy (1991, p. 97). Harmer describes the role-play as beneficial activity for learners. They can act as in the real life. "They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share" (2007b, p. 352).

The last activity that is going to be discussed is project work. Byrne states that this activity is connected to the discussion, the learners have to discuss their work. It combines research and then they are supposed to produce the document, for instance a report, a magazine etc. The class magazine is a good way to provide learners with many opportunities to practice writing. Moreover, the learners work together and they deepen cooperation among themselves (1991, p. 101-102).

6 Specification of pair work

The last organisational form to be discussed is pair work. According to Gavora, pair work can be characterized as two learners working together (2005, p. 120). Harmer adds that learners “can practise language together, study a text, research language or take part in information-gap activities” (2007b, p. 165). Richards and Lockhart note that whole-class teaching and individual work are needed but other kinds of interaction should be also used. They point out that other types of interaction provide learners with “many useful and motivating opportunities for using and learning the new language” (Richards and Lockhart, 1996, p. 152). They finally add that the use of pairs and small groups was emphasized by various alternatives, for instance Cooperative Learning, Collaborative Learning and Communicative Language Teaching (ibid.).

As it has been noted in chapter 2.2, pair work can be marked as one individual organisational form. On the other hand, some authors, for instance, Křivohlavý, Mareš, Nelešovská, Solfronk et al., distinguish only three basic organisational forms – frontal teaching, individual work and group work whereas pair work is seen as the kind of group work. The criterion is the number of learners in a group, therefore pair work means two learners and group work is characterized by three and more learners in the group.

According to Nelešovská, pair work can be used as the transition from whole-class teaching to group work. She advises that it can help learners to get used to work in a group (2005, p. 34). Scott and Ytreberg have a similar opinion – at first, learners should be familiarized with pair work and only after that they are prepared to work in groups (1990, p. 15). In the words of Mechlová and Horák, group consisting of only two learners is undesirable. They explain that it isolates each pair and does not unite them with the others in the class. Therefore, they suggest the only one use of pair work and it is the preparation for group work (1986, p. 33).

Gavora describes special kind of pair work. This kind of pair work can be named as peer learning or peer tutoring. The less experienced learner is taught by more experienced one. Gavora emphasizes that it is very effective because one learner explains the subject matter in his/her classmate’s language (2005, p. 120). Moon agrees

that it can be useful for slower or weaker learners to be more supported and get help (2005, p. 36). On the other hand, peer tutoring has also some disadvantages. Moon notes that “some pairs may not work well together” and “some pupils may try to dominate their buddies” (2005, p. 37). In conclusion, learners can help each other but they need to be paired appropriately.

To summarize, pair work is very closed to group work. Moreover, Gavora interconnects pair work with other three organisational forms. He points out that: “Pair work represents the intermediate stage between whole-class teaching and individual work and it enables to use the advantages of group work” (2005, p.120).

6.1 Advantages and disadvantages of pair work

6.1.1 Advantages of pair work

Pair work has many advantages. This chapter is going to describe three of them. The first advantage that is going to be discussed is the organisation of pair work. According to Harmer, this organisational form “is relatively quick and easy to organise” (2007b, p. 165). Scott and Ytreberg agree that pair work is simple to organise, however, they add that it is also easy to explain (1990, p. 15).

The next advantage that is connected to pair work is the social interaction and cooperation among learners. According to Harmer, “two heads are better than one” and pair work activities deepen the cooperation among learners (2007b, p. 165). Moreover, Harmer adds that not only cooperation but also independence of learners is promoted during pair work activities because they are allowed to work independently without the teacher’s guidance. He also states that cooperation creates more friendly and relaxed environment in the classroom (ibid.).

The last advantage is connected to more opportunities for practising the language. Underwood advises that pair work should be used because it greatly increases the amount of learners’ practice (1987, p. 76). Hedge points out that pair work also “enables students to take risks with the language and to see if they can negotiate meaning” (2000, p. 73). Moreover, the learners can find out how well they understand and how well they are understood by others in the class. More practice is joined to the amount of the

learner speaking time (ibid.). Scrivener (1994, p. 14) and Harmer (2007a, p. 236) argue that learner speaking time can be increased by using pair work. Both authors compare pair work with whole-class teaching and Scrivener adds that it is better to use a few minutes in the lesson for speaking in pairs rather than for whole-class discussion.

6.1.2 Disadvantages of pair work

At the other side, this organisational form is accompanied by lots of disadvantages. Three disadvantages that are very often connected to pair work are going to be mentioned. Firstly, it is sometimes difficult to keep order in the classroom during pair work activities. Harmer explains that pair work can be very noisy and that is why teachers can be afraid of using it in their lessons. They perhaps fear that their control of the class will be lost (2007b, p. 165). Underwood advises that it is important to explain learners the aim of pair work and to set some rules of behaving during their work. Furthermore, the teacher should be “firm in dealing with noisy and troublesome students” when he/she firstly introduces pair work (1987, p. 78). Kyriacou adds thus teacher’s high-quality pedagogical skills are the basis of the success of pair work activities (2008, p. 55).

The next disadvantage of this organisational form is connected to the first one. It is the problem of learners who are not always interested in pair work. In the opinion of Harmer, learners “in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language” (2007b, p. 165). He concludes the problem that can occur in the classroom with the opinion that misbehaviouring is more often linked with pair work activities rather than with whole-class activities (ibid.).

The last disadvantage to be mentioned is the problem of pairing learners. Harmer warns that it is very important with whom the learners are paired (2007a, p. 236). Creating pairs can be problematic because some learners do not want to work with some classmates and on the other hand, many learners prefer individual work rather than interaction with another learner (Harmer, 2007b, p. 165).

6.2 Roles in pair work

6.2.1 Roles of the teacher

This chapter is going to discuss the roles of the teacher in pair work. The teacher plays various roles during teaching according to this organisational form; however, the following lines are going to mention three of them. Firstly, the teacher performs as a manager. In the opinion of Nolasco and Arthur, he/she has to set some rules and the learners should be trained and used to follow these rules (1988, p. 47). Scott and Ytreberg stress that the teacher should make learners acquainted with the task and rules before they are paired. Only after that their pair work can start (1990, p. 16). According to Nolasco and Arthur, the teacher should also “encourage the students to ask questions if they have any doubts” (1988, p. 47).

This paragraph is going to discuss the second role the teacher plays in pair work. Byrne states that the teacher acts as a monitor during learners’ pair work. He describes this role as checking and monitoring learners and their work (1991, p. 13). Harmer also describes teacher’s role as the monitor, the role of the teacher is to watch and listen to specific pairs. Moreover, the teacher circulates and monitors learners “either to help them with the task or to collect examples of what they are doing for later comment and work” (2007b, p. 172). Byrne notes that the teacher should check learners during their work, observe the whole class (1991, p. 35), however, as suggested by Harmer, he/she should not forget to provide feedback. The teacher should make notes of some mistakes he/she observed during monitoring and “re-teach these items in a future lesson” (2007b, p. 172). In the opinion of Scott and Ytreberg, the teacher should also monitor learners to find out which pairs have finished the task. They add that the teacher should not wait until everyone has finished and advise that the teacher should stop the activity when the majority of pairs complete the given task (1990, p. 16).

A prompter is the last role of the teacher in pair work to be mentioned. Harmer notes that the teacher can help learners but he/she should not take command. Moreover, Harmer still emphasizes that the learners should be encouraged to think creatively and that is why the teacher should not prompt so frequently and so much. Finally, he advises teachers to prompt in a sensitive way and in discretion (2007b, p. 109).

6.2.2 Roles of learners

As the teacher plays various roles in pair work, learners are also supposed to act some roles during pair work activities. Richards and Lockhart discuss roles of partners during this organisational form and suggest two types of learners' roles. Firstly, learners can share a common role during pair work activities. Both learners have different piece of information and they are supposed to share it to complete the task (1996, p. 153). Richards and Lockhart add that "tasks with this type of information flow have been described as two-way tasks" (1996, p. 152). Secondly, Richards and Lockhart note that one learner in the pair can act as a peer tutor to his/her partner. In peer tutoring one learner has new information and he/she mediates it to his/her colleague. These tasks are called one-way tasks (*ibid.*). As mentioned in chapter 6, for instance Gavora and Moon also developed the topic of peer tutoring.

6.3 Class management within pair work

6.3.1 Classroom interaction

According to Gavora, pair work can be defined as two-way communication whereas the relationship between communicators is symmetric (2005, p. 120). As explained in chapter 4.3.1, this means that the learners are equal. Mareš and Křivohlavý argue that the learners in pairs work relatively independently, the teacher usually helps learners to start with the task, checks and finally he/she should assess the results of learners' pair work. Mareš and Křivohlavý summarize that pair work can enrich learners' social interaction (1995, p. 44).

Nolasco and Arthur distinguish two basic types of pair work. The first type is called open pair work. This pair work takes place in front of the other learners in the classroom. The second type is marked as closed pair work. Each pair works on the given task privately (1988, p. 42-45). However, Nolasco and Arthur warn that learners in closed pairs "are less involved than in open pairs because the centre of attention is a small part of the room" (1988, p. 43).

Solfronk notes that learners in the pair interact, help each other and share the experience and knowledge. Solfronk further adds that “information area is enlarged by the interaction between learner and learner” (1994, p. 44).

6.3.2 Pairing learners

Gavora points out that pairs can be created similarly as groups (2005, p. 120). As suggested in chapter 5.3.2, the teacher can pair learners or he/she can let learners to create pairs on their own. The following lines are going to discuss these two possibilities of creating pairs.

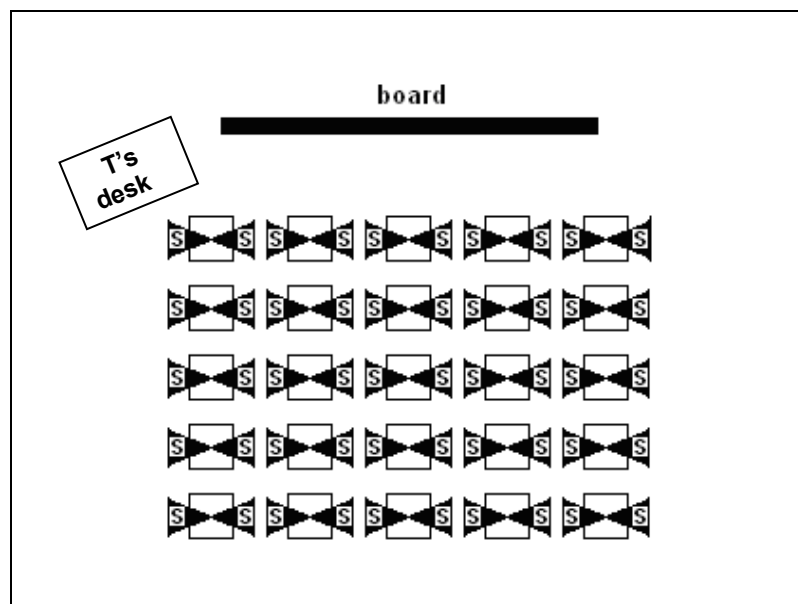
Firstly, learners can be paired by the teacher. As Scott and Ytreberg state, the learners “who are sitting near each other” can easily work together (1990, p. 15). On the other hand, Harmer warns that very often learners sit at the same place during each lesson and therefore they do not have an opportunity to try pair work with other classmates (2007b, p. 170). According to Richards and Lockhart, “many different kinds of pairings are possible: for example, by mixed ability levels, shared ability levels, or mixed ethnic or language background” (1996, p. 152-153). In the opinion of Harmer, the teacher should pair weaker and stronger learners together. He accentuates that the stronger learner can help the weaker one during their pair work (2007b, p. 169). However, Scott and Ytreberg claim that the teacher should be aware of relationships within the class and avoid pairing learners who really do not like each other because they will probably have problems to work well together (1990, p. 16).

Secondly, the teacher can ask learners to create pairs themselves. Underwood notes that young learners pair mainly with their special friends and she considers it sufficient (1987, p. 76). However, similarly as stated in the previous paragraph, Underwood adds that it is useful to change pairs from time to time (1987, p. 76-77). Harmer describes creating pairs based on friendship. He attends to disadvantages of this way of pairing learners. Harmer warns that it can be very messy and less popular learners can be eliminated (2007b, p. 168). Nevertheless, Harmer suggests that the teacher should teach his/her learners to accept each other and then they will be able to work with everyone in the class (2007b, p. 169).

Lastly, the problem of pairing can occur when there is an odd number of learners in the class. In the opinion of Scott and Ytreberg, the teacher should let three learners work together as a small group. They explain that if the teacher always pair with the odd learner, he/she “will not be able to help the others” in the class (1990, p. 16).

6.3.3 Layout of the classroom

In the words of Gavora, pair work does not need special layout of the classroom and the teacher can use the layout of the classroom that is typical for frontal teaching (2005, p. 120). As mentioned in chapter 4.3.2, Scott and Ytreberg also suggest arrangement of the classroom that is suitable for individual work, whole-class work as well as for pair work (1990, p. 14). Underwood describes a pattern that is good for pair work activities (1987, p. 53). See the picture 4 below:



Picture 4 Modified layout of the classroom for pair work (adopted from Underwood, 1987, p. 53) – the author's own modification

Underwood states that this arrangement provides learners with an opportunity to lead face-to-face discussion between partners. The next advantage of this layout is that “all students can see the board by simply turning to the front” (1987, p. 52). On the other hand, Underwood warns that the teacher can consider it awkward to move around the room when the classroom is full of learners (ibid.).

6.4 Pair work activities

This chapter is going to describe activities that are suitable for pair work. According to Gavora, “it is necessary to use problem-solving tasks, the method of independent discovering and other tasks that motivate learners to learn and enable cooperation” (2005, p. 120). Byrne describes controlled conversation as an example of pair work activities (1991, p. 36). Byrne advises teachers to use short model dialogues that should help learners to practise in grammar and vocabulary. He further suggests that the dialogue can be varied by learners (1991, p. 11). Hendrich agrees that at first, learners should be asked to present model dialogues and after that, they can modify some parts of the original dialogue. He adds that these changes should be applied to “real situation in the classroom, their own enjoyments and experience” (1988, p. 314). Hendrich accentuates that learners should be motivated to talk about themselves and their own opinions. Finally, Hendrich calls attention that the dialogue must not be read by only one learner but the roles in the dialogue should be distributed among different learners in the class (*ibid.*).

The next type of the activities that can be used in pair work is a game. Byrne describes various kinds of games suitable for pair work. He mentions that learners can put some objects in order or to put them into categories. Byrne stresses that the learners have an opportunity to make decisions (1991, p. 44). In the opinion of Scott and Ytreberg, activities such as matching cards or finding the differences can be done in pairs (1990, p. 45).

According to Byrne, questionnaires can be also used in pair work. He states that learners are provided with a chance to ask real questions. However, he advises teachers to prepare learners for this task and to make them acquainted with this activity when it is used for the first time (1991, p. 47-48). Byrne describes three basic stages of this activity. At first, the learners should make a questionnaire, interview each other and finally, they should compare their results (1991, p. 2). Byrne concludes that learners should make a report about information they gained during their interviews (1991, p. 48).

The last activity that is going to be mentioned is peer correction. In the words of Byrne, learners can sometimes correct their classmates' exercises or homework. He

adds that this activity is also suitable for practising reading comprehension (1991, p. 51).

Richards and Lockhart summarize that learners are more motivated when they have a chance to create some product, for instance, “a list, a map, a completed diagram, or a chart” (1996, p. 152).

7 Summary of the theoretical part

This chapter is going to summarize the whole theoretical part. There are four basic organisational forms that can be used in English language teaching. As suggested in the previous chapters, each organisational form has some advantages, however, on the other hand, also some disadvantages. The following lines are going to compare frontal teaching, individual work, group work and pair work.

At first, roles of the teacher and learners in English language teaching are going to be discussed. The teacher plays various roles in the teaching-learning process. The teacher conducts the lesson, controls learners and serves as a resource of information in frontal teaching. Compared to frontal teaching, the teacher performs as a tutor during individual work. As it has been noted, during frontal teaching the teacher conducts and controls, in group work he/she has to organise and regulate learners' work, however, he/she also acts as an adviser. During pair work, the teacher mainly monitors learners and prompts them. To conclude, the teacher plays similar roles in individual work, group work and pair work. He serves more as a facilitator. By contrast, in frontal teaching the teacher performs more likely as a controller. To clarify, these two terms, facilitator and controller, are used by Harmer (1992, p. 235) to distinguish two basic roles of the teacher that stands on the opposite ends. The learners are also supposed to play various roles in English language teaching. They perform as listeners and watchers in frontal teaching. In individual work, they are supposed to fulfil the given tasks. In comparison to frontal teaching and individual work, learners in each group work together during group work and in pair work two learners perform as partners or one learner is a peer tutor to his/her classmate. To summarize, learners are passive in frontal teaching compared to other three organisational forms. During individual work, they are independent and supposed to work on their own but in group work and pair work they cooperate among themselves.

Secondly, class management is going to be discussed. Organisational forms differ in types of classroom interaction. In frontal teaching, the teacher interacts with one learner or with the class as a whole. In individual work, the interaction proceeds between the teacher and one learner. Group work is characterized by the interaction

mainly among the learners in the group and in pair work, one learner interacts with another learner. In conclusion, frontal teaching and individual work promote mainly the interaction between the teacher and the learner while group work and pair work support the interaction among learners. In addition, the interaction among learners is undesirable in frontal teaching and individual work. The layout of the classroom was also mentioned in the theoretical part. Frontal teaching, individual work and pair work are not so demanding on the layout of the classroom compared to group work that needs the layout that allows learners in the group to sit face to face. Finally, two ways of grouping and pairing learners were discussed in chapters concerning group work and pair work. At first, the teacher can group and pair learners or he/she can ask learners to make groups and pairs themselves.

Lastly, activities suitable for each organisational form were described. As suggested, frontal teaching is appropriate for drills and mainly for showing things and explaining. Individual work activities include such tasks that learners can fulfil individually, for instance essay writing. On the other hand, group work and pair work are suitable for cooperative activities, for instance discussion, dialogue, role play or project work, that need two or more learners to work on it together.

To conclude, each organisational form has its specifics, pros and cons and that is why, the teacher should use all of them in the teaching-learning process and make the most of each organisational form.

8 Introduction to the practical part

The second part of this thesis is the practical one. This part is divided into four main chapters and several subchapters. It concerns the steps that preceded the research, the research itself and the steps that followed the research. The aim of this research is to define the purposes and frequency of using different organisational forms in English language teaching. The practical part starts with the introduction that concentrates on its structure and content.

After the introductory part, the specification of the research follows. Firstly, the term research is defined and three methods of the pedagogical research – empirical, theoretical and historical-comparative – are discussed. Secondly, the aim of the research is described. In addition, the author of this thesis states three hypotheses that should be verified by the research. Thirdly, the research plan is mentioned. This term is generally explained and after that, there is the research plan the author of this thesis arranged and followed. The next subchapter focuses on background information. It starts with the description of how the researcher proceeded before the start of the research, this means informing the headmaster of the selected school and discussion with the teachers. Subsequently, the school where the research was conducted is introduced and specified. Eventually, two research methods are defined. The researcher used observations and interviews to get data. Both subchapters concerning these two research methods have the same structure. They start with the description of research methods in general. Afterwards, the possible divisions of these research methods are mentioned. Moreover, some basic guidelines that should be kept during observing or conducting the interview are stated. Finally, the author of this thesis specifies applied self-designed observation sheet and interview and refers to the appendices, Appendix 1 and Appendix 2, that illustrate both research instruments.

The following chapter focuses on research outcomes and data interpretation. It is divided into three subchapters – observations, interviews, data interpretation. At first, the observations are discussed and then the interviews are described. The structure of both subchapters is the same. Each subchapter begins with the description of the outcomes of observations or interview with each teacher one after another and it is

finished with the summary of all the outcomes to get more general view. The teachers are arranged alphabetically; this means beginning with Teacher A, then Teacher B, Teacher C and the last teacher is Teacher D. This classification is used to make the structure well arranged and intelligible. Finally, the outcomes of all the observations as well as of all the interviews are triangulated reciprocally as well as with the theory and three hypotheses are discussed.

The last chapter of the practical part is the conclusion. The main aim of this chapter is to conclude the whole research.

9 Specification of the research

The research can be described by many definitions. This chapter is going to mention two of them. According to Hendl, “the research means a systematic investigation into the natural and social events with the aim of gaining knowledge that describes and explains the world around us” (2009, p. 23). Gavora notes that it is very difficult to define the term research (2000, p. 11). P. D. Leedy states that “the research is a systematic way of solving problems by which the borders of people’s knowledge are widened” (in Gavora, 2000, p. 11). Moreover, he adds that the research confirms or disconfirms the present knowledge or “the new knowledge is gained” (ibid.). Gavora tries to analyse and explain this definition. He points out that concentrated and repeated action is demanded by the research. Moreover, people’s ignorance is decreased and knowledge is deepened (2000, p. 11).

Skalková distinguishes three methods of the pedagogical research – empirical, theoretical and historical-comparative. The empirical methods are immediately adherent to the reality, practice. The theoretical methods can be characterized as elaboration of the theory and formulation of the hypotheses and basic terms. Skalková concludes that the empirical cognition needs the theoretical understanding and these two methods interplay. Moreover, Skalková adds that it is important to research into the history of the events and compare it with the contemporaneousness to make a deep research (1983, p. 54-55).

Gavora states that the research can be characterized as the way of thinking, however, the empirical research is more connected to work with data (2000, p. 11). Hendl described the item empirical research in detail. He agrees to Gavora’s ideas and adds that the critical analysis is also included in the research. In the words of Hendl, the research consists of five basic phases – stating the problem and choice of the approach, research plan, realization, analysis and interpretation and research report (2009, p. 23-26). This thesis is also composed of these phases. The following chapters are going to focus on each of them in detail.

9.1 Aim of the research

As already mentioned, the main aim of this research is to find out the purposes and frequency of using different organisational forms in English language teaching. The theoretical part of the thesis has described organisational forms in detail and the practical part is going to use this knowledge to realize the research. This approach was also suggested by many authors, for instance, Gavora, Skalková and Hendl. They advise to start the research with studying of the theoretical background. After that, the researcher is prepared to realize the research that also consists of some phases that should be followed. The particular phases of this research are described in the following chapter concerning the research plan.

The aim was stated, however, it is important to formulate the hypothesis. As suggested by Skalková, hypothesis is “a significant element of the movement from the knowledge to new discoveries. It is formed on the basis of familiar knowledge but it moves above its borders” (1983, p. 49). In the opinion of Hendl, the hypothesis can be perceived as the suggestion which can be confirmed or disconfirmed on the basis of the empirical research (2009, p. 25). According to Gavora, it is possible to state more than one hypothesis (2000, p. 55). Three hypotheses were stated by the author of this thesis:

- The teachers do not use different types of organisational forms in English language teaching.
- The most used organisational forms are frontal teaching and individual work.
- The teachers do not use group work and pair work mainly because of the noisiness of activities.

This research should verify these three hypotheses and determine whether they are truthful or not.

9.2 Research plan

The previous chapters stated that the research should consist of a few stages. The following lines are going to describe the research plan. In the opinion of Hendl, the planning phase can be considered “the most important step” (2008, p. 39). He further

explains that the researcher suggests the whole research, states the time and place of the research, chooses the persons to address to cooperate in the research, selects research methods and states the research time-plan (ibid.). Hendl further points out that “everything that is performed during the study have to be identified and planed during this phase” (2009, p. 25).

The author of this thesis arranged the research plan in the following points:

1. studying of the relevant literature and formation of the theoretical input,
2. stating the topic, determination of the aim of the research and formulation of the hypotheses,
3. arranging the research plan,
4. selecting of the school where the research will take place, setting the research time-plan,
5. consulting research methods,
6. preparing the observation sheets,
7. observing teachers,
8. preparing the interviews,
9. interviewing teachers,
10. processing research outcomes and data interpretation,
11. conclusion of the research, confirming or disconfirming of the hypotheses.

The following chapters are going to follow these scheduled phases of the empirical research.

9.3 Background information

The following lines are going to specify background and the steps that preceded the empirical research at school. At first, it was important to visit the selected school, to inform the headmaster and to ask for the permission to realize the research. After that, four teachers were addressed, acquainted with the research and the main aim. Moreover,

the teachers were informed that everything will be processed anonymously and all gained data will serve for the thesis purposes. Then, with their agreement, it was possible to start the research.

The research was conducted at primary school Dr. Peška in Chrudim. This school is special at that point that it is not only in one building but this school is situated in two buildings – Dr. Peška and Husova. They joined in 2008. They seem like two different schools with their own teachers, however, there is only one headmaster leading these two buildings and some teachers visit the next building for a few lessons because of the lack of teachers of some subjects.

As mentioned above, the author of this thesis asked four teachers to participate in the research. According to Hendl, it is essential to keep ethic standards of the research (2008, p. 153) and that is why these four teachers are named as Teacher A, Teacher B, Teacher C and Teacher D to keep anonymity.

9.4 Research methods

9.4.1 Observation

According to Gavora, observing people's action, recording of their action, its analysis and interpretation characterize the observation (2000, p. 76). In the words of Skalková, "the observation consists mainly in observing the action of the teachers and learners by means of the observable exhibitions of their action" (1983, p. 58). Hendl adds that observation provides many opportunities to find out what really happens (2008, p. 191).

The observation can be classified from various points of view, as suggested by Mioviský (2006, p. 142). Gavora distinguishes direct and indirect observation. The direct observation can be characterized as observing personally and the indirect observation is realized through the record of their action. Gavora further advises observers to try to interfere as few as possible during the direct observation. This can be allowed by the proper settlement of the observer, Gavora suggests the place behind learners in the corner of the classroom (2000, p. 78). Skalková suggests another division. The observation can be marked as the short-term observation or long-term

observation. She describes the short-term one as observing repeatedly for a brief period, for instance the action of the individual “in the certain part of the day, within an hour, few minutes etc.” (1983, p. 59). On the contrary, the long-term observation means observing particular events, persons in the course of several years (ibid.). According to Hendl, observation can be also divided into structured and unstructured. To explain, the structured observation means that it is realized in terms of the given structure (2008, p. 191).

As suggested by Skalková, the observation is very difficult research method and that is why the observers should be prepared for observing (1983, p. 66). Murphy suggests guidelines for observation. These guidelines describe several tips how to behave when observing teachers. For instance, it is stressed that the observer should be aware that the purpose of observing “is not to judge, evaluate, or criticize the classroom teacher, or to offer suggestions but simply to learn through observing” (in Richards and Lockhart, 1996, p. 22-23).

The author of this thesis used self-designed observation sheet (Appendix 1) as one of the research methods. This observation sheet was prepared before the start of the research and then used during the observations in the classroom. Gavora describes this observation as structured (2000, p. 76). The observation sheet was created to focus on the use of different organisational forms. Firstly, the observer noted the time used for each activity that was briefly described. Then, based on observed types of classroom interaction, the organisational form was recognized. In case of group work and pair work, it was also marked how the learners were grouped or paired together. Moreover, the observer described roles of the teacher and learners. Finally, the layout of the classroom was illustrated. The observer observed each teacher in the duration of 8 lessons, this means 32 observations in total.

9.4.2 Interview

Gavora describes the meaning of the word interview. He argues that this word consists of two parts – the word “inter” and the word “view” (2000, p. 110). These two words are of English origin and Gavora suggests that these words together mean interpersonal contact. This contact is very often perceived as face-to-face contact;

however, Gavora admits that also telephone interview can be used (ibid.). In the words of Gillham, “an interview is a conversation where one person – the interviewer – is seeking responses for a particular purpose from the other person: the interviewee” (2000, p. 1). Miovský points out that the interview can be considered as one of the most difficult but also the most advantageous research methods (2006, p. 155). Skalková adds that one of the advantages of the interview is that it enables the interviewer an opportunity to get deeper in the attitudes of the interviewees (1983, p. 92).

The following lines are going to mention different kinds of the interview. Skalková states that there are two basic kinds of the interview, standard (structured) and non-standard (unstructured). However, she points out that semi-standard interview is usually considered the most suitable. Gavora and Miovský suggest that there are three types of the interview – structured, unstructured and semi-structured. According to Skalková, the structured interview means that all the questions and their order are exactly stated and prepared before the interview (1983, p. 92). Gavora adds that the interview can be characterized as an oral questionnaire (2000, p. 111). The next type to be discussed is the unstructured interview. In the opinion of Skalková, the interviewer also prepares questions to ask, however, the order and formulation of each question can be changed during the interview (1983, p. 92). Nevertheless, Gavora warns that it is more difficult to analyse data as compared to the structured interview (2000, p. 111). The third type of the interview is the semi-structured one. Miovský points out that the basic scheme of the interview is created. This scheme consists of several areas of questions whose order can be changed to maximize the utilization of the interview (2006, p. 159).

As already mentioned, the interview is quite demanding research method and therefore, the interviewer should follow some basic guidelines. At first, the interviewer should not talk too much. Gillham argues that “it is the interviewees who have the information” and adds that the interviewer should also avoid putting words in the interviewees’ mouths (2000, p. 28-30). The main task of the interviewer is to listen and encourage the interviewee to respond (ibid.). Moreover, Skalková recommends to start with the general questions and continue with the more specific ones (1983, p. 93). The last guideline that is going to be discussed is connected to the interview environment. According to Gavora, it is important to realize the interview in a calm and

silent environment, preferable in a separate place. However, Gavora adds that this place should be cultural, he suggests an office, school canteen, empty classroom etc. (2000, p. 111).

The interview (Appendix 2) was the second research method the author of this thesis used during the research at school. This interview can be classified as the structured one. At first, each interviewee was asked to sort four organisational forms according to the frequency of using them in lessons. After that, the organisational forms were discussed one by one. The questions focused on types of activities, roles of the teacher and learners, advantages and disadvantages. Moreover, each interviewee was asked to state how much time in percentage is on the average applied to each organisational form. In addition, each organisational form was closed with a special question that reflected on the observed lessons. Finally, the interviewees were asked to comment on layouts of the classrooms and ways of grouping and pairing learners. The last question gave interviewees an opportunity to add what they would like to say. The author of this thesis used also additional questions in case the interviewee did not know what exactly the interviewer is asking about. The interviewer interviewed four teachers and the interviews were realized in Czech to make it friendlier. As already noted, the interviews consisted of a few questions that were created in terms of the observations and that is why the interviews were conducted after the observations were finished. The interviewees' answers were noted during the interview and the author of this thesis wrote down the most important opinions and sentences.

10 Research outcomes and data interpretation

The following subchapters describe research outcomes and the obtained data are interpreted. At first, the outcomes of observations are discussed and the second subchapter concentrates on the outcomes of interviews. In addition, each subchapter is followed by the summary of the outcomes.

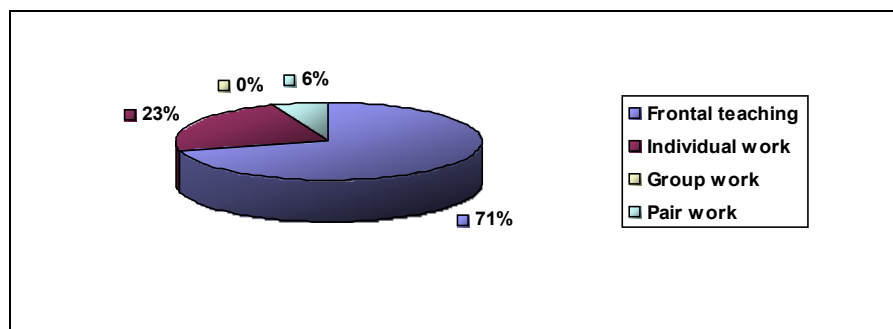
As already mentioned, firstly, the teachers were observed and then the interviews were conducted. Moreover, it is necessary to note that these two research methods are interrelated – the interviews are subjective perceptions of how the teachers see what was observed.

Finally, the data obtained from the observations and the interviews are interpreted and triangulated reciprocally as well as with the theory. Furthermore, this subchapter focuses on verification of three hypotheses as well as on fulfilment of the main aim of this thesis.

10.1 Observations

10.1.1 Observations – Teacher A

The lessons of the Teacher A are going to be discussed as the first. Primarily, the frequency of using different organisational forms should be described. As already mentioned, the observer observed the teacher in the duration of 8 lessons, this means 360 minutes in total. The most used organisational form was frontal teaching. The teacher spent 257 minutes using frontal teaching; this means 71% of all the observed lessons. The next most used organisational form was individual work. The teacher used individual work for 83 minutes; it means 23% of all lessons. Pair work was also used by the teacher; however, the teacher spent only 20 minutes using this organisational form. It can be expressed by 6% of all the observed lessons. Unfortunately, the teacher did not use any group work activities in the lessons that were observed. See the graph 1 on the following page; it illustrates the frequency of using different organisational forms.



Graph 1 Frequency of using different organisational forms by the Teacher A

The following lines are going to focus on each organisational form separately, specify the purposes of using them and comment on the roles of the teacher and learners. Firstly, frontal teaching is going to be discussed. The teacher used frontal teaching for various activities, for instance, controlled conversation, oral testing, reading aloud and translating the text, oral translation of words and sentences, completing exercise, game Simon says and describing pictures.³ However, the teacher used frontal teaching mainly for the introduction and conclusion of the lesson, giving instructions, checking learners' individual work and pair work and presenting new grammar. The teacher organised and conducted the lesson, explained and controlled whereas learners were watchers and listeners and they answered the teacher only when they were asked to.

Individual work is the next organisational form to be described. The teacher used individual work activities such as reading comprehension, writing the test, completing tasks during the listening, preparing questions and reports, completing exercise, written translation of sentences and game called one-minute activity. The teacher performed mostly as an adviser and controller. Nevertheless, she⁴ was also in the role of observer during the listening tasks, one-minute activity and writing the test. At the other side, learners were performers and completed individually the given tasks.

Regrettably, the teacher did not use group work at all. However, she used the next cooperative organisational form and it is pair work. Pair work activities used in the lessons were only two, model dialogue and completing questionnaires. The teacher

³ Some of these activities were sometimes used in frontal teaching and sometimes in other organisational forms. This happened in lessons of all the observed teachers.

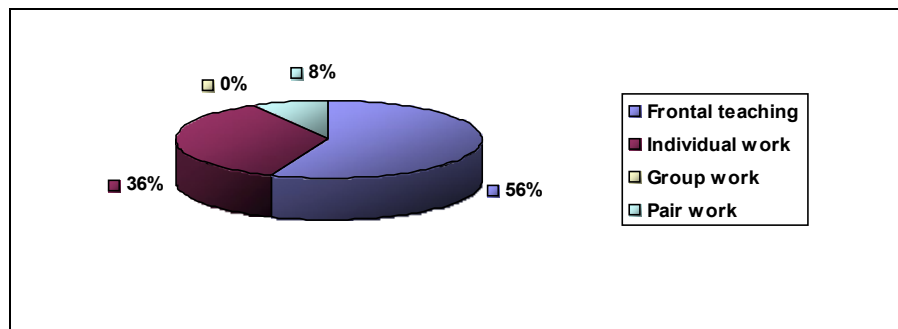
⁴ The teacher is referred to as "she" throughout the practical part of the thesis.

acted as a monitor and helped learners when it was needed. The roles of learners were primarily to cooperate and to follow the teacher's instructions, lead a dialogue and ask the questions to fill the answers into the questionnaires.

Finally, layouts of the classrooms and ways of pairing learners should be described. The teacher conducted observed lessons in two classrooms. The first classroom is the ordinary one and the second classroom is the language one. Nevertheless, both classrooms have a similar layout – learners' desks are in three rows and in front of them, there is the teacher's table and blackboard. The only one difference is in the lower number of desks in the language classroom. With respect to ways of pairing learners, once the teacher created pairs according to how the learners sat and for the second time, she let learners to create pairs themselves.

10.1.2 Observations – Teacher B

The following lines are going to concentrate on the lessons of the Teacher B. This teacher was also observed in the course of 8 lessons, totally it means 360 minutes. Concerning the frequency of using various organisational forms, the teacher used frontal teaching most of the time. The teacher spent 203 minutes using frontal teaching; it represents 56% of the observed lessons. Individual work was the second most used organisational form, it was used for 130 minutes; this means 36% of all lessons. The teacher used also pair work for 27 minutes and it means 8% of all the observed lessons. However, the teacher did not spent any time using group work. See the graph 2 below that illustrates the frequency of using different organisational forms:



Graph 2 Frequency of using different organisational forms by the Teacher B

The next paragraphs are going to concentrate on particular organisational forms, comment on the purposes of using them and define the roles of the teacher and learners. At first, frontal teaching is going to be specified. The teacher used frontal teaching for many activities, namely: reading and translating the text, controlled conversation, oral translation of words and sentences, completing exercise and practising pronunciation (repeating the correct pronunciation after the teacher). Frontal teaching was also applied to the introduction and conclusion of the lesson, giving instructions, presenting new grammar, checking learners' individual work and pair work, in addition, the teacher used frontal teaching for setting homework. The teacher acted as an organiser, conductor and controller. Moreover, she explained new grammar. On the other hand, learners were in a quite passive role, they watched, listened and performed according to the teacher's instructions.

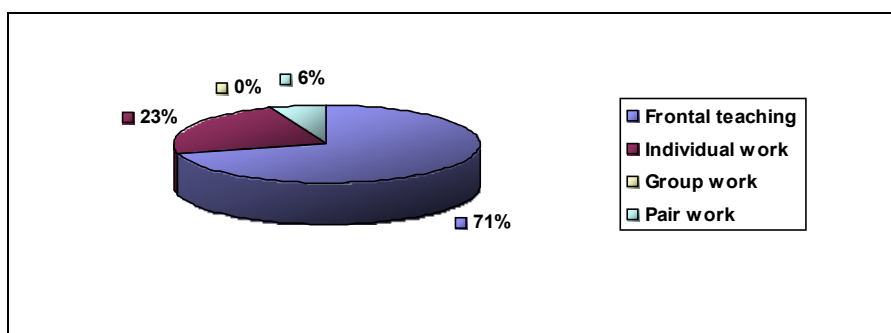
Secondly, individual work is going to be defined. Several activities were used by the teacher, for instance, reading comprehension, work with the dictionary, writing vocabulary and irregular verbs into learners' school exercise books, writing the test, translation of sentences, completing exercise, creating flashcards and individual revision. The teacher controlled, helped and observed learners during their individual work. Moreover, she set extra tasks for quicker learners. The roles of learners were to follow the teacher's instructions and complete the given task.

Group work was not used by the teacher in the observed lessons. She concentrated only on pair work activities. These activities include testing in pairs in which learners had an opportunity for peer correction and doing exercise in learners' exercise books. The activity of completing exercise was followed by their own correction with the key that they were provided with. The teacher monitored and advised learners whereas they cooperated, completed the task and corrected each other.

At last, the following lines are going to comment on layouts of the classrooms and ways of pairing learners. The lessons were conducted in three classrooms. Nonetheless, these three classrooms are the ordinary ones and that is why the layout can be characterized as traditional consisting of three rows of learners' desks and the teacher's table in front of them. As mentioned, ways of pairing learners are going to be described. However, learners were paired only by the teacher according to how they sat.

10.1.3 Observations – Teacher C

The observations of the Teacher C are going to be described in the following lines. The teacher was observed during the course of 8 lessons, it means 360 minutes. Regarding the frequency of using different forms, the most used organisational form by this teacher was frontal teaching. The teacher spent 257 minutes using frontal teaching; it represents 71% of all observed lessons. Secondly, the teacher used individual work for 81 minutes and this means 23% of the observed lessons. The next organisational form used by the teacher was pair work, she spent only 22 minutes using pair work; it means 6% of all the observed lessons. Unfortunately, the last organisational form – group work – did not appear in lessons at all. See the graph 3 below that illustrates the frequency of using different organisational forms:



Graph 3 Frequency of using different organisational forms by the Teacher C

The next paragraphs are going to target individual organisational forms, purposes of using them and roles of the teacher and learners. First of all, frontal teaching is going to be summarized. The teacher used a plenty of frontal teaching activities such as controlled conversation, oral testing, practising pronunciation (repeating the correct pronunciation after the teacher), translation of words and sentences, reading aloud and translating the text, completing exercise, story telling, describing pictures and watching the video. As other teachers, she applied frontal teaching to the introduction and conclusion of the lesson, giving instructions, checking learners' individual work and pair work and presenting new grammar. Whereas the teacher acted as an organiser, conductor, controller and source of information, learners performed as watchers and listeners and they answered the teacher and followed the instructions.

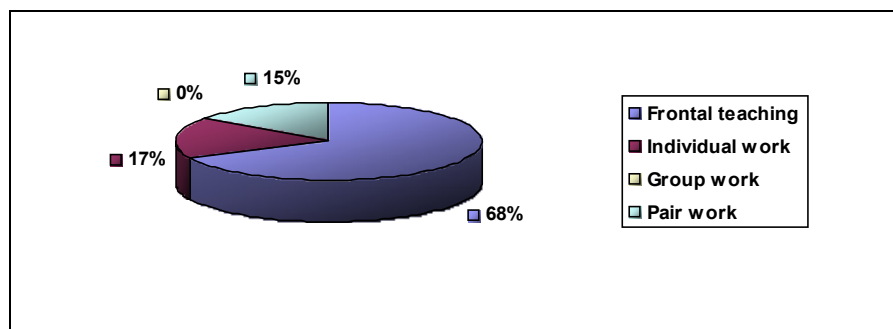
Individual work is the next organisational form to be described. The teacher used several activities, for example, completing exercise, answering the questions, completing tasks during the listening, writing the test, filling in the worksheet, translation of sentences, correcting the test and game aimed at remembering words. The teacher controlled, helped and observed learners during their individual work. On the other hand, learners had to fulfil the task and work on their own.

As already mentioned, the teacher did not use group work in the observed lessons. Nonetheless, she concentrated on pair work activities, for instance, performing model dialogue, reading model dialogue, matching exercise, filling in the worksheet and making a list of words. The teacher acted as a monitor, observer and adviser while the learners cooperated and solved the given task.

Lastly, the following lines are going to focus on layouts of the classrooms and ways of creating pairs. The lessons were realized in five different classrooms. Four of them are the ordinary classrooms with the traditional setting of the desks and teacher's table. Only one classroom is the language one, however, it reminds of the traditional setting, the desks are arranged in two lines and the teacher's table is in front of them. As regards ways of creating pairs, they were determined by the teacher with reference to how the learners sat as well as by learners themselves.

10.1.4 Observations – Teacher D

Lastly, the lessons of the Teacher D are going to be discussed. At first, the frequency of using various organisational forms should be mentioned. The teacher was observed in the duration of 8 lessons, totally it means 360 minutes. Frontal teaching was the most used organisational form; it represents 245 minutes and that means 68% of all the observed lessons. Individual work was the second most used organisational form. The teacher spent 62 minutes using this form and it means 17% of the observed lessons. The last organisational form the teacher used in the lessons was pair work. Pair work was used for 53 minutes and it can be expressed as 15% of all lessons. Unluckily, the teacher did not use any group work activities in the observed lessons. See the graph 4 on the following page; it illustrates the frequency of using different organisational forms.



Graph 4 Frequency of using different organisational forms by the Teacher D

The following paragraphs are going to concentrate on each organisational form separately, describe the purposes of using them and discuss the roles of the teacher and learners. Frontal teaching is the first organisational form to be focused on. The teacher used various frontal teaching activities in the observed lessons. These activities include translation of words and sentences, completing exercise, oral testing, reading and translating the text, controlled conversation, describing pictures, game Bingo and mime. Nonetheless, the teacher used frontal teaching for the introduction and conclusion of the lesson, giving instructions, checking learners' individual work and pair work, presenting and explaining new grammar and setting homework. The teacher organised, conducted, controlled, explained and served as a source of information whereas learners performed as watchers and listeners and their role was to answer the teacher and complete the tasks.

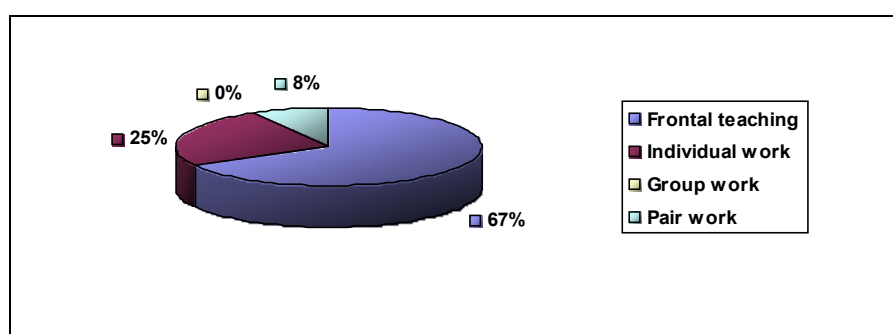
The next organisational form used by the teacher was individual work. The teacher used several individual work activities, for instance, matching exercise, writing the test, completing tasks during the listening, preparing bingo cards and crossword. The teacher performed as a controller, adviser and observer while the learners had to complete individually the given tasks according to the teacher's instructions.

The teacher did not use group work in the observed lessons. However, she used the next cooperative organisational form and it is pair work. The teacher applied it to many activities such as matching flashcards, dialogue, completing the worksheet and colouring flashcards. The main role of the teacher was to monitor learners and help them and learners had to complete the task and cooperate.

The layouts of the classrooms and ways of pairing learners are the last topics to be discussed. The teacher conducted all the observed lessons in one language classroom. However, this classroom has not any special layout; it can be characterized as the traditional classroom. The only one difference compared to the ordinary classroom is in the lower number of learners' desks. With respect to creating pairs, the teacher paired learners according to how they sat or randomly.

10.1.5 Summary of the observations

The following lines are going to summarize all the observed lessons together. At first, the frequency of using different organisational forms is going to be discussed. The total number of observed lessons is 32 and this means 1440 minutes. The most used organisational form was frontal teaching. The teachers spent 962 minutes using frontal teaching; it means 67% of all the observed lessons. The second most used organisational form was individual work and the teachers used it for 356 minutes. Hence, individual work represents 25% of all observations. Lastly, the teachers used pair work in the observed lessons. They spent 122 minutes using pair work and it can be represented by 8% of all the observed lessons. Unfortunately, none of the teachers used group work in the observed lessons. See the graph 5 below that illustrates the frequency of using different organisational forms in total:



Graph 5 Frequency of using different organisational forms in total

Secondly, frontal teaching is going to be specified. As mentioned, the teachers used various frontal teaching activities. To conclude, the teachers used it for controlled conversation, oral testing, reading aloud and translating the text, oral translation

of words and sentences, completing exercise, game Simon says, describing pictures, practising pronunciation (repeating the correct pronunciation after the teacher), story telling, watching the video, game Bingo and mime. Moreover, frontal teaching was also applied to the introduction and conclusion of lessons, giving instructions, checking learners' individual work and pair work, presenting and explaining new grammar and setting homework. The teachers performed as organisers, conductor and controllers. In addition, they explained new grammar and served as sources of information. On the other hand, the learners were in a passive role, they watched, listened and performed according to the teachers' instructions.

Thirdly, individual work is going to be discussed. Several individual work activities were used by the teachers. These activities include reading comprehension, writing the test, completing tasks during the listening, preparing questions and reports, completing exercise, written translation of sentences, game called one-minute activity, work with the dictionary, writing vocabulary and irregular verbs into learners' school exercise books, creating flashcards, individual revision, answering the questions, filling in the worksheet, correcting the test, game aimed at remembering words, matching exercise, preparing bingo cards and crossword. As regards the roles of teachers, they acted as advisers, controllers, observers and in addition, they sometimes set extra tasks for quicker learners. Contrariwise, learners were performers and they had to complete individually the given tasks according to the teachers' instructions.

As already mentioned, during the observed lessons group work was not applied at all. However, the teachers used at least the next cooperative organisational form and it is pair work. They used pair work for many activities such as performing and reading model dialogue, leading a dialogue, completing questionnaires, testing in pairs, doing exercise in learners' exercise books, matching exercise – flashcards, colouring flashcards, filling in the worksheet and making list of words. The teachers monitored and helped learners whereas the learners cooperated and solved the given task in accordance with the instructions given by the teachers. In addition, the learners had also an opportunity for peer correction realized with the help of the key.

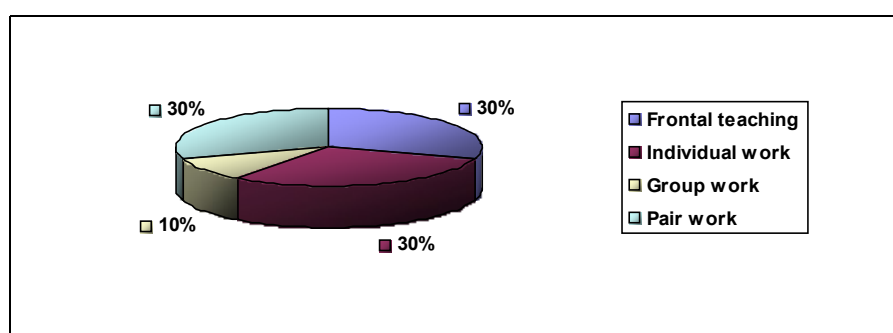
Lastly, layouts of the classrooms and various ways of pairing learners are going to be focused on. The teachers conducted lessons in the ordinary classrooms as well as in

the language ones. However, both types of classrooms have a similar layout that can be characterized as the traditional; this means learners' desks in two or three rows and the teacher's table in front of them. As it has been already mentioned, the only one difference between these two types of classrooms is in the lower number of desks in the language classrooms. Concerning ways of pairing learners, the teachers paired learners in accordance with how they sat or randomly and sometimes, they provided learners with an opportunity to create pairs themselves.

10.2 Interviews

10.2.1 Interview – Teacher A

At first, the interview with the Teacher A is going to be analysed. The teacher was asked several questions, however, the first one referred to the frequency of using different organisational forms. The teacher sorted them according to the frequency this way: frontal teaching, pair work, individual work and group work was labelled as the least used organisational form. Moreover, the teacher had to state how much time in percentage she on the average applies to each organisational form. The teacher answered that she applies proportionally 30% to frontal teaching, 30% to individual work, 10% to group work and 30% to pair work. See the graph 6 below that illustrates the proportions of using different organisational forms in the perception of the teacher:



Graph 6 Proportions of using different organisational forms in the perception of the Teacher A

Firstly, frontal teaching was discussed. The teacher stated that she uses frontal teaching for explaining, presenting and common communication, this means giving

instructions etc. Moreover, she uses frontal teaching to enable all learners to hear it. She acts as a coordinator and controller and the learners are mainly listeners and they reply only when they are asked to. The teacher appreciates feasible control and immediate feedback she can provide. On the other hand, she perceives the disadvantage in communication with only one learner and in passivity of learners. Lastly, the teacher was asked to comment on the prevailing use of this organisational form. She answered that she uses frontal teaching more because she can correct learners and prevent them from working with the mistake and fixating it.

Individual work is the next organisational form to be focused on. The teacher uses individual work for essay writing, work with the dictionary, completing exercises and reading comprehension. The teacher applies individual work to teach learners to work on their own. She functions as a coordinator and supervisor and the learners are active performers. According to this teacher, the advantage is that learners are active and they work and the disadvantage is that she cannot check all the learners. Finally, she added that she always checks learners' individual work; however, she does not check each learner individually. The teacher chooses a few learners to check or she sometimes collects learners' work to check all of them.

Thirdly, group work is going to be aimed at. The teacher uses group work for projects to provide learners with an opportunity to contribute by their own opinions. The teacher controls, coordinates and advises learners when it is needed and the learners are active performers and partners. The teacher answered that the advantage is that learners can cooperate, respect each other and they can help one another. On the contrary, the disadvantage is that the teacher cannot check all of them and they can work with the mistake. Moreover, she added that very often there is only one learner in the group who works. The teacher did not use group work in the observed lessons and that is why she was asked to comment on it. She explained that the learners are not able to come to an agreement in English so they often start to speak Czech.

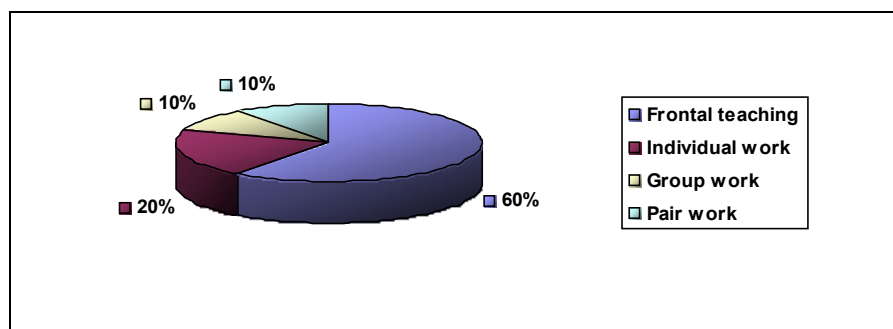
Pair work is the last organisational form to be discussed. The teacher uses pair work for dialogues and filling in the questionnaires. She uses pair work when it is necessary to get information from each other. The teacher controls and advises and the learners cooperate and complete the task. The advantage is that each learner can participate and

in comparison to frontal teaching, the learners are not so ashamed. The disadvantage is the same as in individual work and group work – the learners can work with the mistake and not all of them can be checked by the teacher. In addition, the teacher uses pair work more often than group work because it is easier to agree in pairs and the learners are more active in pair work activities.

The last two questions concerned layouts of the classrooms and ways of grouping and pairing learners. The teacher answered that the classrooms are not modified for English language teaching. The language classroom is quite small and that is why it is not possible to move desks. At the other side, the ordinary classrooms are bigger, however, because of the lack of time; the desks cannot be moved during the lessons. As regards creating groups and pairs, the teacher lets learners to create groups and pairs themselves or she sometimes pairs weaker learners with the stronger ones. Finally, the teacher was provided with an opportunity to add something, however, she did not use this opportunity.

10.2.2 Interview – Teacher B

The second interview to be discussed is the interview with the Teacher B. First, the teacher sorted the organisational forms according to the frequency of using them in English language teaching in this way: frontal teaching, individual work, pair work and group work. In addition, the teacher stated that she applies proportionally 60% to frontal teaching, 20% to individual work, 10% to group work and 10% to pair work. See the graph 7 below that illustrates the proportions of using different organisational forms in the perception of the teacher:



Graph 7 Proportions of using different organisational forms in the perception of the Teacher B

Primarily, frontal teaching is going to be aimed at. The teacher said that she uses frontal teaching for explaining, presenting and giving instructions. She prefers frontal teaching because she wants all the learners to hear it. The teacher organises the lesson and conducts learners and their main task is to listen to the teacher. The advantage of frontal teaching is that all the learners hear what the teacher says, however, the disadvantage is that some learners do not pay attention. The teacher explained that she uses frontal teaching the most because learners have chance to hear everything.

The following lines are going to concentrate on individual work. The teacher applies individual work to various activities, for instance, work with the dictionaries, translations, completing exercises. She uses individual work because the learners have to rely on themselves and they can make certain of their knowledge. The teacher performs as a controller and the learners have to complete the task and work on their own. According to the teacher, it is advantageous that the learners have to be active but the disadvantage is that some learners do not know what to do. Lastly, the teacher added that she always checks learners' individual work, either together with all the learners or she collects learners' work to check it.

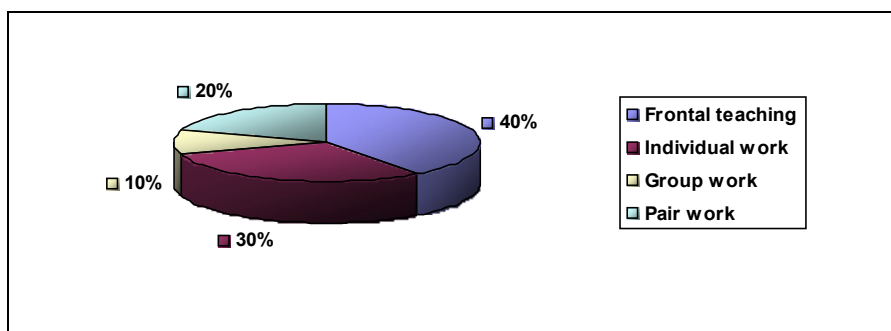
This paragraph is going to comment on group work. The teacher uses this organisational form for projects because these tasks require a lot of work and time and the learners can share it. The teacher acts as a controller and the learners cooperate and perform as partners. The most advantageous is that the learners like group work activities; however, the disadvantage is that sometimes only one learner in the group works and the next one is connected to classroom discipline. Finally, the teacher added that she does not use group work frequently because not all the learners work and therefore it is not so much effective.

Lastly, pair work is going to be discussed. The teacher applies pair work to dialogues and testing in pairs because these activities require two learners to participate in. She controls and helps whereas the role of learners is to cooperate. The advantage is that all the learners work and according to the teacher, pair work has no disadvantages. In addition, the teacher answered that she prefers pair work to group work because the learners are more active in pair work activities.

Finally, the teacher was asked to comment on layouts of the classrooms and ways of grouping and pairing learners. She said that the classrooms are not accommodated to English language teaching. Moreover, the teacher conducts lessons only in ordinary classrooms and it would be time-consuming to move desks during the lesson. The learners can create groups and pairs themselves. However, she pairs learners when she wants to help weaker ones; in this case, she puts weaker learners together with the stronger ones. As the Teacher A, this teacher also did not take occasion to add something to this topic.

10.2.3 Interview – Teacher C

The following lines are going to focus on the interview with the Teacher C. Primarily, the teacher sorted the organisational forms according to the frequency of using them in English language teaching like this: frontal teaching, individual work, pair work and group work. What is more, the teacher determined the proportions of using different organisational forms in percentage as follows: 40% to frontal teaching, 30% to individual work, 10% to group work and 20% to pair work. See the graph 8 below that illustrates the proportions of using different organisational forms in the perception of the teacher:



Graph 8 Proportions of using different organisational forms in the perception of the Teacher C

The following paragraph is going to concentrate on frontal teaching. The teacher uses frontal teaching for explaining, presenting and drills because she wants everybody to hear it. Moreover, the teacher can control them. She acts as a conductor whereas the learners listen to the teacher and reply when they are asked to. The advantage is that

the teacher has everything under the control and all the learners are concentrated, however, frontal teaching is not so amusing for them. Lastly, the teacher concluded that she prefers this organisational form because she has learners under control and they really learn something.

Individual work is the next organisational form to be discussed. The teacher said she applies individual work to activities such as reading comprehension, completing exercises, essay writing and writing papers. She walks about the learners and monitors them. On the other hand, the learners fulfil the task. The teacher appreciates that the learners have occasion to work individually and they cannot rely on the others but the disadvantage is that some learners do not work. Lastly, the teacher stated that she usually controls learners' individual work; however, she checks it together with the whole class rather than with individual learners.

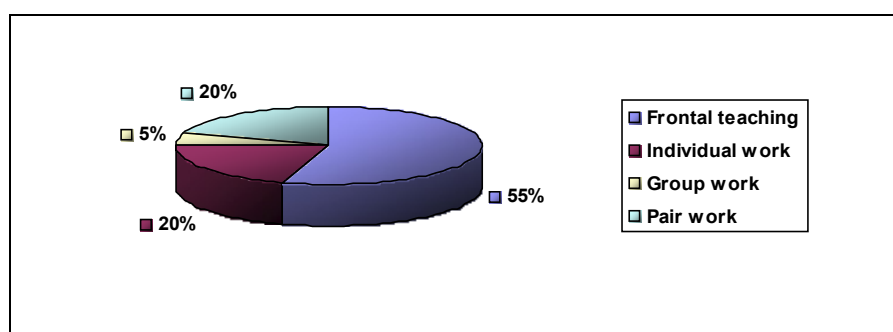
In the following, the teacher answered the questions aimed at group work. The teacher claimed that she uses group work for projects to enable each learner to participate and after that, all the learners in each group can share their opinions to complete the task. The teacher acts as a controller and adviser and the learners participate in fulfilling their work. In the opinion of the teacher, the advantage is that even weaker learners can excel and disadvantageous is that weaker learners and the ones who are not interested in the activity do not work and the others work instead of them. This is one of the reasons why the teacher does not use group work so often. Moreover, she does not use it because of the problems with the discipline during their group work.

The next paragraph is going to target pair work. The teacher answered that she applies pair work to activities such as dialogues and testing in pairs because these types of activities are suitable for two learners. During the learners' pair work, the teacher controls learners and provides help. At the other side, the learners have to cooperate. In the words of the teacher, pair work is advantageous because the learners have to speak to each other but she pointed out that because of the high number of pairs in the classroom, she is not able to monitor all the learners and prevent them from speaking Czech. Moreover, she explained that she gives priority to pair work rather than to group work because the learners are more active.

Lastly, the teacher expressed her opinion about layouts of the classrooms and mentioned the ways of grouping and pairing learners. She noted that the classrooms are not adjusted to English language teaching and added that the lessons are conducted mainly in the ordinary classrooms. The teacher conducts a few lessons in the language classroom, however, this classroom looks like the traditional one. Finally, she stated that the learners can create groups themselves. On the other hand, the learners are paired by the teacher according to how they sit or she puts weaker learners together with the stronger ones to provide them with an opportunity to help each other. In conclusion, the opportunity to add something was not utilized by the teacher.

10.2.4 Interview – Teacher D

Finally, the interview with the Teacher D is going to be analysed. Firstly, the teacher sorted four organisational forms with reference to the frequency of using them in English language teaching in this manner: frontal teaching, individual work, pair work and group work. Furthermore, she determined the proportions of using various organisational forms in percentage like this: 55% to frontal teaching, 20% to individual work, 5% to group work and 20% to pair work. See the graph 9 below that illustrates the proportions of using different organisational forms in the perception of the teacher:



Graph 9 Proportions of using different organisational forms in the perception of the Teacher D

First of all, frontal teaching is going to be discussed. The teacher uses frontal teaching mainly for explaining, presenting and controlled conversation because all the learners have a chance to hear it and she says everything only once. She performs as a conductor and the learners have to pay attention and keep an account of what the

teacher said. In the opinion of the teacher, the advantage is that all at once are engaged, however, it is not so amusing for learners. The teacher added that she gives priority to frontal teaching because it is the least demanding in respect of the organisation.

Individual work is the next organisational form to be focused on. The teacher applies it to activities such as essay writing and testing because she wants to find out what each learner really knows. During learners' individual work the teacher controls their work, encourages and helps them whereas the learners work on their own. She appreciates that each learner works individually and can show what he/she knows. On the other hand, it is tedious. Lastly, the teacher said that she always controls learners' individual work. She checks it together with the whole class or she collects learners' work and controls each learner individually.

The next organisational form to be aimed at is group work. This organisational form is used for projects that summarize already learned subject matter. This type of activity is applied to group work because the main aim is to practise the given subject matter and the learners can contribute by their opinions and knowledge to make the whole project. The teacher sets the task, controls and encourages and the learners cooperate. According to the teacher, the advantage is that the learners learn how to cooperate but the disadvantage is that not all the learners are always engaged in the activity – this is also one of the main reasons why the teacher does not use group work frequently in the lessons.

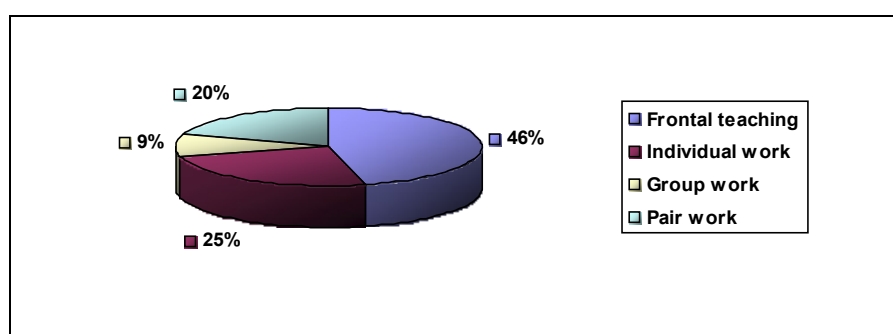
The following lines are going to concentrate on pair work. The teacher applies pair work to activities such as matching exercises and reading comprehension because she wants learners to consult the solution to these tasks. The teacher helps and controls whereas the learners cooperate. She further pointed out that pair work is advantageous because both learners are engaged and they are very active, however, the noisiness can be considered as the disadvantage. Lastly, the teacher explained more frequent use of pair work than group work. She said that two learners in the pair participate more than the ones in the group.

Finally, the teacher described layouts of the classrooms and ways of grouping and pairing learners. She commented on layouts of the classrooms and said that they are not adapted to English language teaching. The teacher conducts all the lessons in the

language classroom, however, this classroom looks like the traditional one and because of the lack of space, it is not possible to move desks. As regards grouping learners, the teacher lets learners to create groups themselves, only sometimes she creates groups of boys and groups of girls. At the other side, the learners are paired according to how they sit. The last question was the offer of adding something; however, the teacher did not use the opportunity.

10.2.5 Summary of the interviews

The following paragraphs are going to summarize all the interviews. The frequency of using different organisational forms is going to be discussed as the first. Three teachers sorted four organisational forms as follows: frontal teaching, individual work, pair work and group work, however, one teacher changed the order like this: frontal teaching, pair work, individual work and group work. Then the teachers had to state how much time in percentage they proportionally apply to each organisational form. To summarize the proportions, the teachers said they spend approximately 46% of the lessons using frontal teaching, 25% of the lessons using individual work, 9% of the lessons using group work and 20% using pair work. See the graph 10 below that illustrates the proportions of using different organisational forms in the perception of teachers in total:



Graph 10 Proportions of using different organisational forms in the perception of teachers in total

Secondly, frontal teaching is going to be discussed. The teachers had to name frontal teaching activities they use in the lessons. According to the teachers, frontal teaching is

applied mainly to explaining, presenting, giving instructions, drills and controlled conversation. They prefer frontal teaching because it enables all learners to hear it, the teachers do not have to say it more than once and they can control learners. In addition, the teachers appreciate that they can provide immediate feedback and prevent learners from working with the mistake and fixating it, they have everything under the control and all the learners are engaged and concentrated. On the contrary, they perceive the disadvantages in communication with only one learner and in passivity of learners. Furthermore, the teachers added that some learners do not pay attention and frontal teaching is not so amusing for them. The teachers perform as coordinators, controllers, organisers and conductors whereas the learners are mainly listeners and they have to pay attention, reply when they are asked to and keep an account of what the teacher said. Lastly, the teachers commented on the prevailing use of this organisational form. Their answers were mainly connected to the advantages they named. However, they added that they give priority to frontal teaching because learners really learn something and this organisational form is not so demanding as regards the organisation.

Individual work is the next organisational form to be focused on. The teachers stated that they use it for activities such as essay writing, work with the dictionary, completing exercises, reading comprehension, translations, writing papers and testing. They added that individual work is used to teach learners to work on their own and rely on themselves and both the teachers and learners can make certain of learners' knowledge. The next advantages are that learners are active and they work. On the other hand, individual work is disadvantageous because the teacher cannot check all the learners, some learners do not work or do not know what to do and it can be considered tedious. The teachers pointed out that they act as coordinators, supervisors, controllers and monitors. In addition, they encourage learners and help them. Contrariwise, the learners are active performers; they have to fulfil the task and work on their own. Lastly, the teachers stated that they always check learners' individual work; either together with the whole class or they collect learners' work and check them individually.

The third organisational form to be aimed at is group work. The teachers use it mainly for projects. They appreciate that each learner has a chance to contribute by his/her own opinions and then all the learners in the group can share it and complete the task. Moreover, the teachers pointed out that learners can cooperate, respect and help

each other, even weaker learners can excel and they like group work activities. One teacher also added that she applies group work to activities whose main aim is to practise already learned subject matter. By contrast, the teachers noted some disadvantages of group work. In their words, it is disadvantageous that the teacher is not able to check all learners and they can work with the mistake. Furthermore, they mentioned that some of the weaker learners and the ones who are not concerned in the activity do not work and the others in a group have to work instead of them and secondly, they have sometimes problems with classroom discipline and learners speaking Czech. These disadvantages are also the reasons why the teachers do not use group work frequently in lessons. Finally, the teachers said that they perform as controllers, coordinators, advisers and they set tasks and encourage learners whereas the learners are active performers and partners.

The last organisational form to be discussed is pair work. The teachers named pair work activities such as dialogues, filling in the questionnaires, testing in pairs, matching exercises and reading comprehension. They accentuated that pair work is applied to these types of activities because they require two learners to participate in to get information from each other and consult the solution to the task. According to the teachers, the advantages are that each learner can participate, the learners have to speak to each other, they are not so ashamed compared to frontal teaching activities and they are active. At the other side, the teacher is not able to control all the learners, that is why they can work with the mistake and sometimes, they start to speak Czech. The noisiness can be regarded as the next disadvantage. However, according to one teacher, pair work has no disadvantages. The teachers control, give advice and provide help whereas the learners cooperate and complete the given task. To summarize, the teachers explained that they prefer pair work to group work because the learners are more active and it is easier for learners to agree on the solution.

Finally, the teachers commented on layouts of the classrooms and ways of grouping and pairing learners. They all agreed that both the ordinary classrooms and the language ones are similar as regards the layout and they can be characterized as the traditional ones. They explained that it is not possible to move desks during the lessons in the ordinary classrooms because of the lack of time and it is not possible to change the layout in the language classrooms because of the lack of space. At last, the teachers said

that they let learners to create groups themselves, only one teacher added that she sometimes creates groups of boys and groups of girls. As regards pairing learners, the teachers let learners to create pairs themselves or they pair learners according to how they sit or put weaker learners together with the stronger ones to provide them with help. After the interview, the teachers had an opportunity to add something but none of them used it.

10.3 Data interpretation

The following lines are going to sum up the obtained data from both the observations and the interviews and triangulate them reciprocally as well as with the theory. As mentioned, the main aim of this thesis is to define the purposes and frequency of using different organisational forms in English language teaching.

Firstly, the frequency of using different organisational forms is going to be discussed. Solfronk pointed out that frontal teaching is most widely used organisational form and this was proved by both the observations and the interviews. Similarly, the suggestion by Richards and Lockhart that individual work is the second most used organisational form was determined by the observations as well as by the interviews. However, the frequency was also expressed in percentage. While during the observations, the teachers spent approximately 67% using frontal teaching and 25% using individual work, in the interviews the teachers stated that they apply 46% of the lessons to frontal teaching and 25% of the lessons to individual work. The difference in percentage of using frontal teaching shows that the teachers are not aware of such a high time spent on using this organisational form. As it can be seen, the teachers are sensible of the disadvantages (in chapters 3.1.2 and 4.1.2), however, the prevailing use of these two organisational forms is influenced mainly by their advantages (in chapters 3.1.1 and 4.1.1). The next organisational forms to be analysed are group work and pair work. Nonetheless, the observations and the interviews produced quite surprising results. The observed teachers spent no time using group work and only 8% of the lessons using pair work whereas they pointed out that they apply approximately 9% of the lessons to group work and 20% to pair work. As illustrated, these two cooperative organisational forms are not used so often in the teaching-learning process. Moreover,

there are quite big differences in percentage concerning time really spent using them and percentage the teachers think they apply to these organisational forms. To explain it, the teachers were asked to comment on no use of group work in the observed lessons and to describe the reasons why they prefer pair work to group work. Their answers proved that they are conscious of the disadvantages of group work (in chapter 5.1.2) and that is why they do not use it so often. They try to prevent from some troubles that can appear during group work activities. However, relatively optimistic proportions of using group work and pair work stated in the interviews point out that the teachers know it is important to use cooperative organisational forms to provide learners with an opportunity to cooperate and learn how to cooperate. Therefore, they use at least pair work and they give priority to this organisational form because they find it more useful and appreciate that learners are more active than during group work activities. The prevailing use of frontal teaching and individual work explains the unnecessary special layout of the classrooms. As noted by Scott and Ytreberg, these two organisational forms do not need any special layout, they can be used in the traditional layout of the classrooms. Moreover, this layout is also suitable for pair work activities. By reason that group work is almost never used, there is no need to move desks.

Secondly, the purposes of using different organisational forms are going to be aimed at. These purposes were grasped as various types of activities the teachers use in English language teaching. When linked with the theoretical background (in chapters 3.4, 4.4, 5.4 and 6.4), organisational forms are appropriately applied in agreement with the types of activities. Skalková suggested that frontal teaching is mainly used to ensure that all the learners will acquire the subject matter and this was also observed and found out in the interviews. In the following, individual work activities are applied to promote learners working on their own as recommended by Mojžíšek. However, the next two organisational forms, the cooperative ones – group work and pair work – are mainly used to support cooperation among learners as stated by Byrne and Gavora. It appears from this that the teachers perform more as conductors and controllers in frontal teaching whereas they act as advisers and monitors in individual work, group work and pair work. Furthermore, the research focused on various ways of grouping and pairing learners because they can influence learners' work as observed by Skalková and that is why the learners should be grouped and paired appropriately. The teachers are aware

of this and hence, they change the ways of creating groups and pairs from time to time. The groups and pairs are created by teachers as well as by learners themselves.

Finally, three hypotheses should be discussed. These hypotheses were stated by the author of this thesis:

- The teachers do not use different types of organisational forms in English language teaching.
- The most used organisational forms are frontal teaching and individual work.
- The teachers do not use group work and pair work mainly because of the noisiness of activities.

The following lines are going to comment on all of these hypotheses one by one and determine whether they were confirmed or disconfirmed.

The first hypothesis concerning the use of different organisational forms in English language teaching was confirmed. The observations proved that teachers use mainly three of four organisational forms. On the other hand, the interviews clarified that teachers are aware of all organisational forms; however, group work is seldom used in English language teaching.

The second hypothesis relating to the most used organisational forms was also confirmed by the research. The frequency of using different organisational forms in the observed lessons as well as in the perception of teachers proved that frontal teaching and individual work are the most used organisational forms.

The last hypothesis concerning reasons for not using group work and pair work was partly confirmed. The research discovered that teachers use pair work and prefer it to group work. However, according to teachers, the noisiness of activities is one of the reasons for not using group work in English language teaching. Moreover, the teachers pointed out that learners are not always working as they should and therefore group work activities are not so much effective and hence, they do not use frequently this organisational form.

11 Conclusion of the practical part

This chapter is going to conclude the practical part and comment on research outcomes. At first, the research was specified in terms of the aim and hypotheses, plan, background and research methods. Secondly, research outcomes were described and the data interpreted. The chapter concerning this is divided into three parts whereas the first two parts are related to the outcomes of observations and interviews. Primarily, these two sections describe the outcomes of the observations or interview with each teacher individually and subsequently, they are finished with the summaries that bring together all the outcomes. As mentioned, the last part concerns data interpretation. In addition, it targets the hypotheses and the main aim of this thesis.

The research stated the frequency of using different organisational forms. It was determined that not all of the organisational forms are common parts of English language teaching. Moreover, the research proved that frontal teaching and individual work are most widely used organisational forms. At the other side, pair work and especially group work were identified as comparatively neglected organisational forms. The hypothesis concerning reasons for not using them was partly confirmed. It was proved that the teachers use at least one of these cooperative organisational forms, pair work. However, group work is not frequently used because of the noisiness of activities. Moreover, the teachers prefer pair work to group work because it is more effective and learners are more active when working in pairs. Furthermore, the research determined the purposes of using different organisational forms. It was found out that frontal teaching activities are applied to help learners to acquire the subject matter, individual work activities are used to provide learners with opportunities to work on their own and the main purpose of cooperative organisational forms – group work and pair work – is to promote cooperation among learners.

To conclude, various organisational forms as the teaching means are not applied to an equal extent in English language teaching because frontal teaching and individual work are still the preferred ones and the space allocated for cooperative organisational forms is highly restricted.

12 Conclusion

This thesis focused on the use of different organisational forms. It consisted of two main parts – the theoretical part and the practical one. The theoretical part was the basis of conducting the research that was aimed at stating the purposes and frequency of using different organisational forms in English language teaching.

The theoretical part described each organisational form in detail. Firstly, the term organisational forms was defined and contextualized in English language teaching methodology. The organisational forms were described as teaching means that belong to the whole system of teaching. Moreover, the development and various ways of division of organisational forms were introduced and the author of this thesis pointed out that the division – into frontal teaching, individual work, group work and pair work – suggested by authors such as Gavora, Harmer, Hendrich, Scrivener et al. is used in this thesis. Subsequently, the organisational forms were discussed one by one and defined in terms of several aspects. These aspects include specifics, advantages and disadvantages, roles of the teacher and learners, class management and activities appropriate for each organisational form. The chapters concerning four organisational forms were followed by the summary of the theoretical part. Because of describing each organisational form in detail, it was useful to compare them, find the differences as well as the similarities and comment on all the aspects discussed in the theoretical part of the thesis.

As already stated, the practical part utilized the knowledge from the theoretical part and applied it to the research. At first, the research was introduced and specified with respect to the aim, plan, background and research methods – observations and interviews. Four teachers participated in the research that was conducted at primary school Dr. Peška in Chrudim. The research started with the observations, each teacher was observed during the course of 8 lessons, and this means 32 observed lessons in total. After that, the researcher interviewed all the teachers. To explain, the interviews were conducted after the observations to make it possible to refer to the observed lessons. Secondly, the next chapter targeted research outcomes and the data were interpreted. This chapter was divided into three parts, the first part concerned the

outcomes of the observations, the second one the outcomes of the interviews and the last part concentrated on data interpretation. Finally, the practical part was followed by the summary of the whole research. Moreover, this chapter focused on confirming of the hypotheses and commented on fulfilment of the aim of this thesis.

This thesis fulfilled the aim to determine the frequency and purposes of using different organisational forms. It was proved that the most used organisational forms are frontal teaching and individual work whereas group work and pair work are quite neglected. As regards the purposes of using different organisational forms, the teachers apply various organisational forms appropriately in accordance with the types of activities. Moreover, frontal teaching activities are used to help learners to acquire the subject matter, individual work activities are applied to enable learners to work on their own and group work activities as well as pair work activities are used mainly to support cooperation among the learners. To conclude, the teachers do not use regularly different organisational forms and the proportions of using them in English language teaching are unbalanced.

13 Resumé

Tato diplomová práce se zabývá využitím různých organizačních forem ve výuce anglického jazyka. Organizační formy práce mohou být definovány jako vyučovací prostředky, nicméně přesnou definici tohoto pojmu nelze jednoznačně stanovit. Hlavním cílem těchto organizačních forem je organizovat vyučovací proces. V této diplomové práci se autorka zaměřuje na čtyři základní organizační formy, a to na frontální vyučování, individuální práci žáků, skupinové vyučování a vyučování ve dvojicích. Autorka popisuje jednotlivé organizační formy a zaměřuje se na jejich specifika, výhody a nevýhody, role učitele a žáků, řízení třídy a aktivity, které jsou pro jednotlivé organizační formy vhodné. Diplomová práce je rozdělena do dvou hlavních částí – části teoretické a praktické. Kapitola první je úvodem k celé diplomové práci. Jejím cílem je popsat strukturu celé práce a představit téma diplomové práce. Tato úvodní kapitola také zasazuje téma organizační formy do kontextu výuky anglického jazyka a blíže je specifikuje.

Kapitola druhá se zaměřuje na téma organizační formy. Nejprve je toto téma specifikováno několika definicemi, avšak jak již bylo zmíněno, tento pojem není jednoznačně ustálen. Tato kapitola dále diskutuje vývoj organizačních forem, které v souvislosti s vývojem ve školství procházely velkými změnami. Za nejstarší organizační formu lze považovat individuální vyučování. S přibýváním žáků ve školách bylo však potřeba uskutečnit změny. Nebylo už možné, aby se učitel věnoval každému žáku zvlášť. Začala se tedy používat frontální výuka, která umožňovala podat učivo většímu počtu žáků jedním učitelem. Někteří pedagogové však stále zdůrazňovali potřebu individuální výuky. Frontální vyučování se využívalo poměrně dlouho a jak připouštějí někteří autoři, tato organizační forma je i dnes jednou z nejpoužívanějších. Nicméně, ve 20. století bylo frontální vyučování zkritizováno a pedagogové se začali více zaměřovat na kooperativní organizační formy. V dnešní době se nejčastěji rozlišují čtyři základní organizační formy – frontální vyučování, individuální práce, skupinová práce a práce párová. Jsou však autoři, kteří vidí párovou práci jako druh práce skupinové, a tudíž rozlišují pouze tři organizační formy. Nicméně, jak již bylo zmíněno,

tato diplomová práce se soustředí na čtyři organizační formy, přičemž skupinová práce a práce párová jsou posuzovány jako dvě individuální organizační formy.

Kapitola třetí se zabývá frontálním vyučováním a jeho specifiky. V první řadě jsou představeny základní prvky této organizační formy. Frontální vyučování je stanoveno jako vyučování většího počtu žáků jedním učitelem, kdy dochází k interakci právě mezi učitelem a třídou jako celkem nebo mezi učitelem a jednotlivci. Tato kapitola dále diskutuje výhody a nevýhody, které se pojí k této organizační formě. Je zdůrazněno, že umožňuje učiteli podat učivo všem žákům najednou. Na druhou stranu umožňuje žákům sdílet jejich pocity, názory a znalosti. Frontální výuka však může být považována nevýhodnou v souvislosti s monotónností výuky a možným upřednostňováním některých žáků učitelem. Autorka dále podotýká, že udržení kázně v hodině může být považováno za výhodu, současně však dodává, že v některých situacích může být nevýhodou. Učitel je popsán jako vedoucí, který kontroluje a zprostředkovává učivo svým žákům, naopak role žáků je spíše pasivní. Dále je diskutováno uspořádání třídy. Frontální výuka není náročná na uspořádání lavic, a tak jí postačí tradiční rozvržení třídy, které může být charakterizováno jako rozmístění lavic do dvou až tří řad, přičemž učitelský stůl je v popředí. Na závěr jsou diskutovány aktivity vhodné pro frontální výuku. Tato kapitola popisuje různé druhy aktivit, přičemž většinou je frontální vyučování využíváno pro představení a vysvětlování nového učiva či pro jeho osvojení.

Ve čtvrté kapitole se autorka soustředí na individuální práci žáků. Popisuje ji jako formu práce, při které každý žák pracuje samostatně na splnění daného úkolu a interakce probíhá mezi jednotlivými žáky a učitelem. Podobně jako u ostatních organizačních forem, také tato kapitola popisuje možné výhody a nevýhody. Za výhody lze pokládat umožnění žákům pracovat na úkolu samostatně dle vlastního tempa a také bližší kontakt učitele se žákem, který může žákům individuálně pomáhat a povzbuzovat je. Na druhou stranu tato organizační forma nepodporuje kooperaci a může dojít k neúplnému pochopení zadání, a tím nesprávnému vypracování úkolu žákem. Autorka dodává, že učitel by měl žáky nejprve seznámit s individuální prací a naučit je samostatnosti. Během individuální práce žáků je učitel především rádcem a pomocníkem, který současně dohlíží na celou třídu. Podobně jako frontální vyučování, ani individuální výuka žáků není náročná na uspořádání třídy a postačí jí tradiční rozvržení. Poslední část této kapitoly řeší aktivity, které se používají pro individuální

práci žáků. Jsou to především takové typy aktivit, které vyžadují, aby žáci pracovali samostatně, popřípadě vyjádřili své názory v různých písemných pracích.

Následující kapitola popisuje skupinové vyučování, které je specifikováno jako práce ve skupinách, jež se skládají ze tří a více žáků. K interakci dochází především mezi žáky v každé skupině. Hlavní výhodou této organizační formy je podpora kooperace a spolupráce mezi žáky. Dále autorka vyzdvihuje, že skupinová práce může odstranit bariéry a i neprůbojní a nesmělí žáci se zapojí více než při frontálním vyučování, které pro ně může být stresující. Naopak, během skupinové práce se mohou vyskytnout problémy s kázní a velmi často dochází k situaci, kdy ve skupině pracují jen někteří žáci a ostatní se neúčastní. Učitel je především v roli organizátora, koordinátora a poradce a od žáků se očekává splnění úkolu na základě spolupráce s ostatními ve skupině. Na rozdíl od frontálního vyučování a individuální práce žáků, skupinová práce vyžaduje uzpůsobené uspořádání třídy. Je důležité, aby žáci v jednotlivých skupinách seděli tvář v tvář, a tím byla podpořena jejich spolupráce. Tato kapitola dále řeší různé způsoby seskupování žáků a navrhuje dvě možnosti, skupiny mohou být vytvořeny učitelem nebo se žáci mohou seskupovat sami. Obě tyto možnosti mají své výhody i nevýhody, a tak je užitečné způsoby seskupování čas od času měnit. Aktivitu typické pro skupinovou práci jsou především rolové hry a diskuze, při kterých mají žáci možnost vyjádřit své názory a společně vytvořit, co je po nich vyžadováno.

Kapitola šestá je zaměřena na vyučování ve dvojicích, které se vyznačuje interakcí mezi dvěma žáky v každé dvojici. Párová práce podporuje spolupráci, navíc je relativně rychle a snadno organizovatelná. Na druhou stranu může být poměrně hlučná a mohou se objevit kázeňské problémy, které musí učitel řešit. Učitel vystupuje především v roli poradce a pomocníka, který současně monitoruje práci všech dvojic. Žáci spolupracují, sdílí názory a společně se podílí na vyřešení úkolu. Párová výuka může být uskutečněna ve třídách s tradičním uspořádáním, při kterém sedí většinou dva žáci v jedné lavici. Toto uspořádání může být využito i pro snadné seskupování žáků do dvojic. Podobně jako u skupinového vyučování, učitel může utvořit dvojice sám nebo dovolit žákům, aby vytvořili dvojice sami. Závěr této kapitoly se zabývá aktivitami vhodnými pro vyučování ve dvojicích. Mezi tyto aktivity mohou být zařazeny rozhovory, vyplňování dotazníků či různé hry, které vyžadují spolupráci dvou žáků. V následující kapitole je

shrnutá teoretická část. Autorka se v této kapitole zabývá především porovnáváním jednotlivých organizačních forem z mnoha úhlů pohledu.

Dále následuje praktická část, která využívá poznatky získané v části teoretické. Nejprve je představena struktura části praktické a zmíněn hlavní cíl celého výzkumu. Autorka popisuje jako hlavní cíl stanovení účelů a četnosti využívání různých organizačních forem ve výuce anglického jazyka. Po úvodní části následuje kapitola, která se zabývá specifikací celého výzkumu, a to jeho cílem, plánem, prostředím, ve kterém se uskutečnil a výzkumnými metodami. Autorka si stanovila cíl výzkumu a tři hypotézy. Dále byl navržen plán celého výzkumu, který se uskutečnil na Základní škole Dr. Peška v Chrudimi. Do výzkumného procesu se zapojily čtyři učitelky, které umožnily observace a následně poskytly rozhovor. Jak již bylo naznačeno, při výzkumu byly použity dvě výzkumné metody, pozorování a interview. Další část praktické části popisuje výsledky výzkumu. Nejprve jsou popsány výsledky pozorování každé učitelky zvlášť a následně jsou shrnuty výsledky observací všech učitelek dohromady. Stejný postup byl zvolen i u interview. Dále se autorka věnuje interpretaci všech získaných dat a také potvrzení tří předem stanovených hypotéz. Následující kapitolou je závěr praktické části této diplomové práce.

Autorka této diplomové práce se zaměřila na využití různých organizačních forem ve výuce anglického jazyka, a to především na stanovení účelů a četnosti využívání čtyř organizačních forem. Při výzkumu bylo zjištěno, že učitelé upřednostňují frontální vyučování, přičemž jedním z hlavních účelů využívání této formy je umožnit a pomoci žákům osvojit si učivo. Individuální práce žáků byla druhou nejpoužívanější organizační formou. Učitelé ji využívají, aby naučili žáky samostatnosti při řešení různých úkolů. Kooperativní organizační formy, skupinové vyučování a vyučování ve dvojicích, se však využívají v menší míře. Výzkum prokázal, že učitelé jsou si vědomi důležitosti těchto forem, a tak používají alespoň jednu z nich, a to párové vyučování. Skupinové vyučování je však velmi opomíjeno a jedním z důvodů je hlučnost žáků při plnění úkolů ve skupinách. Jak již bylo zmíněno, učitelé využívají spíše vyučování ve dvojicích, které považují za efektivnější, protože se žáci více aktivně zapojí do dané aktivity než v případě skupinové práce. Na základě těchto výsledků výzkumu lze konstatovat, že různé organizační formy nejsou běžně využívány ve výuce anglického jazyka a četnost využití jednotlivých organizačních forem je nevyvážená.

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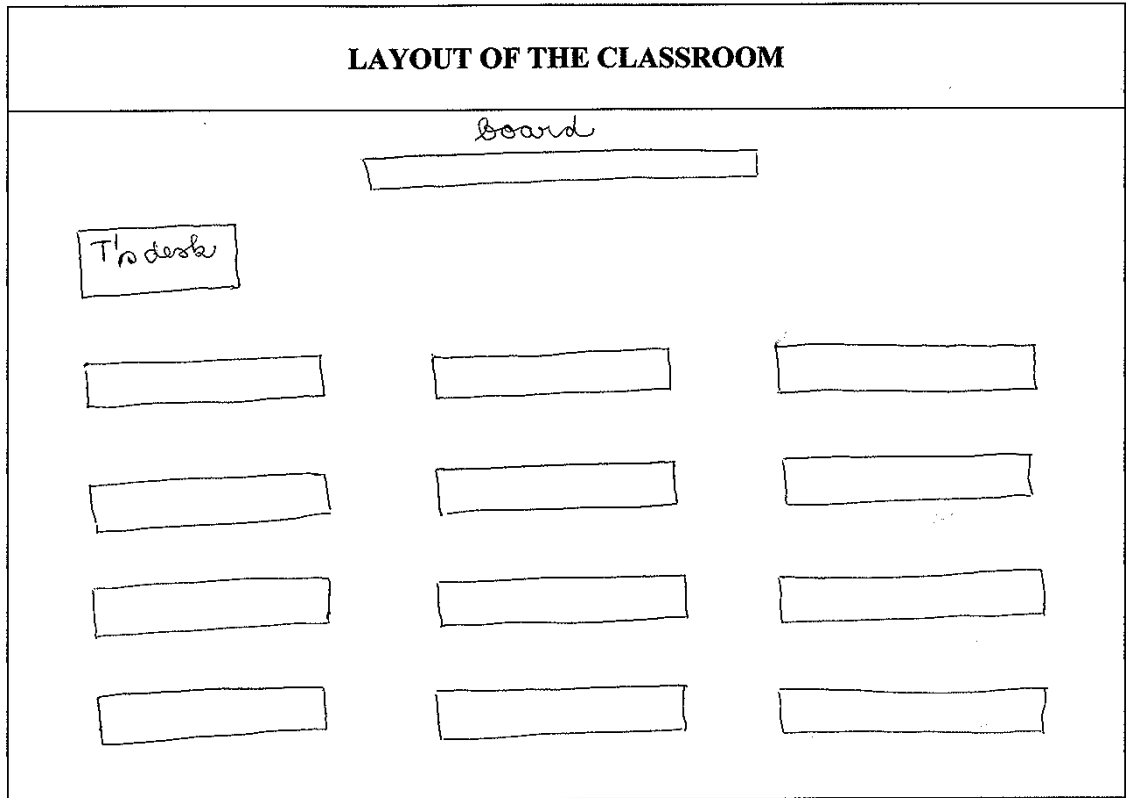
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15 Appendices

Appendix 1: Observation sheet



Class: G.A Date: 15.2.2011 Time: 8⁵⁵ - 9⁴⁰ Teacher observed: A Observer: ALENA OSMIKOVÁ

THE USE OF DIFFERENT ORGANISATIONAL FORMS IN ELT
(Observation sheet)

TIME	ACTIVITY	ORGANISATIONAL FORM	ROLES OF THE TEACHER	ROLES OF LEARNERS	CLASSROOM INTERACTION	GROUPING PAIRING
8 ⁵⁵ - 8 ⁵⁷	introduction, lesson plans	FT	organises conducts	watchers listeners	T-Ls	/
8 ⁵⁷ - 9 ⁰²	controlled conversation (answering the questions)	FT	controls conducts	the L answers the T	T-L	/
9 ⁰² - 9 ⁰⁴	giving instructions for PW	FT	conducts, organises explains	watchers listeners	T-Ls	/
9 ⁰⁴ - 9 ¹⁶	controlled conversation (model dialogue)	PW	monitors helps	lead a dialogue cooperate	L-L; T-L	T creates pairs (how they roll)
9 ¹⁶ - 9 ¹⁸	giving instructions for the listening	FT	conducts explains	watchers listeners	T-Ls	/
9 ¹⁸ - 9 ²³	completing the chart during the listening	IW	observes	listen complete the chart	T-Ls	/
9 ²³ - 9 ³⁹	checking listening	FT	controls	the L answers the T	T-L	/
9 ³⁹ - 9 ⁴⁰	conclusion of the lesson	FT	organises conducts	watchers listeners	T-Ls	/

Appendix 2: Interview

Date: 3.3.2011

Interviewee: C

Interviewer: ALENA OSMÍKOVÁ

THE USE OF DIFFERENT ORGANISATIONAL FORMS IN ELT (Interview)

1. Jaké organizační formy práce, mám na mysli frontální výuku, individuální práci, skupinovou práci a práci ve dvojicích, nejvíce ve vyučování využíváte?

FRONTÁLNÍ VÝUKA	1	INDIVIDUÁLNÍ PRÁCE	2	SKUPINOVÁ PRÁCE	4	PRÁCE VE DVOJICÍCH	3
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2. FRONTÁLNÍ VÝUKA	<p>a) Pro jaké typy aktivit tuto organizační formu využíváte? A proč? Využívám ji pro výklad nebo drilování. Když chci, aby to slyšeli všichni a mohla jsem je skontrolovat.</p> <p>b) Jakou roli hrajete při této organizační formě? Řídím hodinu.</p> <p>c) Jakou roli hrají žáci při této organizační formě? Poslouchejí a odpovídají, pokud jsou těsní.</p> <p>d) V čem vidíte výhody a nevýhody této organizační formy? Výhodou je, že mám vše pod kontrolou a všichni se soustředí, ale není to tolik zábavné pro žáky.</p> <p>e) Kolik času v % průměrně proporcionálně věnujete této organizační formě? 40%</p> <p>f) Ve Vašich hodinách jsem zaznamenala, že tato OF většinou převažuje, proč? Protože při frontální výuce mám vše pod kontrolou a žáci se soustředí a spíše se opravdu něco naučí.</p>
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3. INDIVIDUÁLNÍ PRÁCE	<p>a) Pro jaké typy aktivit tuto organizační formu využíváte? A proč? Pro čtení s porozuměním, referáty, doplnovací cvičení a psaní práce.</p> <p>b) Jakou roli hrajete při této organizační formě? Chodím mezi nimi a dohledám se, co dělají.</p> <p>c) Jakou roli hrají žáci při této organizační formě? Odpovídají na dané úkoly.</p> <p>d) V čem vidíte výhody a nevýhody této organizační formy? Výhodou je, že se učí samostatně, nemohou se spolehnout na ostatní, ale nevýhodou je, že někteří nepracují.</p> <p>e) Kolik času v % průměrně proporcionálně věnujete této organizační formě? 30%</p> <p>f) Kontrolujete vždy individuální práci svých žáků? Jakým způsobem a proč? Většinou ano, ale spíše společně, ne každého individuálně.</p>
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4. SKUPINOVÁ PRÁCE	<p>a) Pro jaké typy aktivit tuto organizační formu využíváte? A proč? Pro projekty, když chci, aby každý žák mohl přispět a společně pak sami vytvořili celek.</p> <p>b) Jakou roli hrajete při této organizační formě? Kontroluji, radím jim.</p> <p>c) Jakou roli hrají žáci při této organizační formě? Zapojují se do práce o ostatními.</p> <p>d) V čem vidíte výhody a nevýhody této organizační formy? Výhoda je, že i slabší mohou vyniknout a zapojit se dle svých schopností. Nevýhodou je, že slabší žáci někteří co nemají zájem o aktivitu, se nezapojí a ostatní to samé udělají.</p> <p>e) Kolik času v % průměrně proporcionálně věnujete této organizační formě? 10%</p> <p>f) Ve Vašich hodinách jsem zaznamenala, že nepoužíváte tuto OF, proč? Protože nedělají ročníky, je nehlídá se třídy, někteří dělají něco jiného než učebnici, a tak dělají jen ten, který má být.</p>
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5. PRÁCE VE DVOJCÍCH	<p>a) Pro jaké typy aktivit tuto organizační formu využíváte? A proč? Pro rozhovory, zkoušení se navzájem se slovíček. Protože tyto aktivity jsou vhodné pro dva žáky.</p> <p>b) Jakou roli hrajete při této organizační formě? Kontroluji žáky, poskytuji pomoc.</p> <p>c) Jakou roli hrají žáci při této organizační formě? Vzájemně spolupracují.</p> <p>d) V čem vidíte výhody a nevýhody této organizační formy? Výhoda je, že spolu musí mluvit, ale nevýhodou je, že když je hodně dvojic, nehlídám to a musí spolu i pracovat.</p> <p>e) Kolik času v % průměrně proporcionálně věnujete této organizační formě? 20%</p> <p>f) Všimla jsem si, že tuto OF využíváte více než skupinovou práci žáků, proč? Protože se více aktivně podílí na práci.</p>
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6. Jak jsou uzpůsobené učebny pro výuku anglického jazyka? (Pokud nejsou uzpůsobené, proč?)
Nejsou uzpůsobené, je tu jen 1 jazyková učebna, ale výuka většinou probíhá v běžných třídách.
7. Pokud využíváte skupinovou nebo párovou výuku, jakým způsobem jsou žáci rozřazeni? A proč? (Pokud je rozřazujete sama, jakým způsobem – pomocí různých lístků, které si vylosují; rozpočítáním – a,b,a,b...? Obměňujete složení jednotlivých dvojic nebo skupin? Seskupujete dohromady žáky s podobně vysokou úrovní angličtiny nebo se snažíte vytvářet takové dvojice a skupiny, aby byly pohromadě žáci s vyšší a současně nižší úrovní jazyka?)
Při skupinové práci to nechám na nich, při párové výuce tvoří dvojice podle toho, jak sedí nebo seskupím slabší a silnější, aby si pomáhali.
8. Je něco, co byste ještě ráda dodala k tomuto tématu?