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Cooperative Learning in English Classes with a Focus on Speaking

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Zásady pro vypracování

Studentka se ve své práci zaměří na téma kooperativního učení při rozvoji řečové dovednosti mluvení v hodinách anglického jazyka na základní škole. V teoretické části autorka nejprve zasadí problematiku do širšího rámce. S oporou v relevantních dokumentech bude v teoretické části diskutovat důležitost kooperativního učení v rámci obecných cílů základního vzdělávání a cílů výuky anglického jazyka na základní škole. Poté vydefinuje kooperativní učení a jeho základní principy. Dále představí problematiku výuky řečové dovednosti mluvení v anglickém jazyce, kterou v závěru teoretické části propojí s principy kooperativního učení. V praktické části práce bude pomocí vhodně zvolených výzkumných nástrojů zjišťovat, zda a jak dochází v hodinách anglického jazyka při výuce řečové dovednosti mluvení ke kooperativnímu učení.

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ANNOTATION

This bachelor thesis is focused on more modern approach to English language teaching, which is cooperative learning with a focus on the development of speaking skills in primary school English language classes. The theoretical part discusses cooperative learning, its signs and principles, and the importance of using cooperative learning in English language classes. In the last part, the topic of contemporary teaching English language speaking skills is discussed, which is then linked to the principles and benefits of using cooperative learning. The practical part focuses on evaluation of observed activities, with the help of created observation sheet and criteria checklist, to find out whether and how cooperative learning occurs among the students in English language classes when teaching speaking skills.

KEY WORDS

Cooperative learning, learning to speak in English, communicative competence, social competence, observation, criteria checklist

NÁZEV

Kooperativní učení v hodinách anglického jazyka se zaměřením na výuku mluvení

ANOTACE

Tato bakalářská práce se zabývá modernějším pojetí výuky anglického jazyka, tedy kooperativním učení se zaměřením na rozvoj řečové dovednosti mluvení v hodinách anglického jazyka na základní škole. Teoretická část pojednává o kooperativním učení, jeho znacích a principech, dále se v ní objevuje důležitost využití kooperativního učení v hodinách anglického jazyka. V poslední části je rozebráno téma současného vyučování dovednosti mluvení v anglickém jazyce, které je poté propojeno s principy a výhodami užití kooperativního učení. Praktická část se za pomoci vytvořeného observačního listu a hodnotících kritérií zaměřuje na hodnocení aktivit z provedených observací k zjištění, zdali a jak jak mezi žáky dochází ke kooperativnímu učení v hodinách anglického jazyka při výuce řečové dovednosti mluvení.

KLÍČOVÁ SLOVA

Kooperativní učení, výuka mluvení v anglickém jazyce, komunikační kompetence, sociální kompetence, observace, seznam kritérií

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LIST OF ABBREVIATIONS

CEFR – Common European Framework of Reference for Languages

FEP BE - Framework Educational Programme for Basic Education

INTRODUCTION

Nowadays, people have the opportunity to communicate with others from all over the world, and thus communicating English with others is becoming a kind of trend of modern society. English is now taught almost everywhere in the world, and as science advances, so do new ways of teaching and learning English.

Cooperative learning is one of the more contemporary approaches. As teachers are no longer the only source for the student's learning, cooperative learning is based on student interaction, on the fact that students actively communicate with each other and learn new information from one another. As a result, this approach is frequently used by learners to learn and develop his or her speaking skills, particularly learn how to cooperate and interact with others in English to be able to work and live in the more and more cooperative society.

The aim of this thesis is to find out whether and how does cooperative learning occur in English language classes when developing the speaking skills.

The theoretical part of the thesis focuses on cooperative learning characteristics and principles, and on the significance of using the cooperative learning in English classes. The topic of contemporary teaching English speaking skills is addressed in the final part, which is then linked to objectives and benefits of using cooperative learning.

In the practical part, the research is introduced. Based on the information from the practical part, I will create an observation sheet to observe and record six teaching speaking activities. The activities will then be evaluated with the help of created checklists which summarise the criteria for cooperative learning with a focus on development of speaking skills based on the theoretical part.

The result of the practical will be to determine whether and how cooperative learning occurred in English classes when developing speaking skills.

THEORETICAL PART

1 COOPERATIVE LEARNING

1.1 Definition of the Term Cooperation

Cooperative learning is frequently referred to as only grouping students together, however, the meaning and purpose of this term, as well as the overall approach, differ significantly. To comprehend cooperative learning, firstly it is necessary to know what cooperation is. From linguistics the word "cooperation" is derived from the Latin word *cooperare*, which means "to work together" (Kasíková 2004, 7). However, while some may believe that once students settle in or form groups, cooperative features, which will be described afterwards, will emerge, Johnson and Johnson (1999a,70) claim that placing people together does not ensure cooperation with all its required features. As a result, more detailed definitions of the cooperation are required.

Průcha et al, (2009, 133) state cooperation is defined as individuals working together with the same goal and according to Sieglová and Kocurová-Giurgiu (2018, 37) cooperation involves not only working together in pairs or groups but also presenting and shaping one another's ideas, challenging individuals, gaining experience, and transmitting knowledge among participants. In brief, Johnson and Johnson (1999a, 4) say that the cooperation is when students work together to improve their own and their peer's learning and when the students believe they can achieve their learning objectives as only the other students in the learning group achieve their objectives. Thus, the cooperation can be understood as the students working together on a given task that can only be completed if the students encourage each other's learning, provide support among the students, share their knowledge, and recognise that they cannot succeed unless the entire group succeed.

1.2 What is Cooperative Learning all about?

Currently, teacher fronted mode is the most used in schools, in which the teacher explains information using presentations or structured materials. Therefore, teaching frequently results in long periods of uninterpreted teacher-cantered talking and thus placing the students in the role of passive spectators in the classroom (Johnson, Johnson 1999a, 51). Additionally, the classroom might feel impersonal, and there may be competition among the students, which

often results in divisions (Kasíková 2004, 28). This is followed by Johnson and Johnson (1999a, 6) who affirm that this experience of an impersonal classroom may lead to most students viewing school as a competitive environment in which classmates are perceived as rivals than learning supporters. As a result, cooperative learning, which also addresses the connectedness of the class, is the latest teaching concept that has begun to be incorporated into current school teaching.

Cooperative learning focuses on social skills, acquiring information from one another and communication among the students, which is not uncommon since "teachers and students nowadays have almost equal access to resources and it is not unusual, that some students operate with more profound knowledge about selected topics of their interest than the teachers themselves" (Sieglová, Kocurová-Giurgiu 2018, 17). Nevertheless, as the definitions above suggest, cooperative learning is about learning in small groups, where the cooperation is the principle of learning but not the goal, as the aim of cooperative learning is intellectual and personal-social development (Kasíková 2004, 62). Sieglová and Kocurová-Giurgiu (2018, 17) say that "the teacher and the coursebook are no longer the primary channel of information," and therefore it is not uncommon for the students to learn more from their classmates than from an authority figure in the form of the teacher. However, how such a cooperative group appears?

It is a group of individuals who are all committed to achieving maximum in each other's learning (Johnson, Johnson 1999a, 72). Johnson and Johnsons (1999a, 72) also define cooperative learning group as members who are taught specific elements of cooperative learning, for instance, social skills and to take accountability not only for their own learning but also for the group, as they not only come together and share information but also produce final product through their collaborative efforts. Similarly, as Kasíková (2004, 15) who perceives group cooperation in school as a response to pro-cooperative real world. Also, because society and thus the world are interconnected, Kolář and Vališová see cooperative learning groups as important for the future, defining them as the group where students learn to be with others, communicate, evaluate, and accept criticism (2009, 151).

1.2.1 Elements of Cooperative Learning

As already stated, cooperative learning is a relatively new approach of teaching that focuses not only on the transmission of factual knowledge but also, and most importantly on the students learning social skills and, in general, how to function in the cooperative world. However, the

question that may arise is, what are the specific elements of cooperative learning that are so important for the students to understand and that prepare them for their future as well as the cooperative world itself? According to Johnson and Johnson (1999a, 172), the appropriate use of cooperative learning is dependent on applying the four basic elements which are positive interdependence, individual accountability, face-to-face interaction, and encouraging the students or individuals within the group. Kasíková (2004, 89) supports these four elements, and yet provides and adds one that is very important to her: aims, which she considers to be a key category for implementing cooperative learning.

First, positive interdependence is defined as the ways in which the students are encouraged to cooperate (Johnson, Johnson 1999a, 75). This element is regarded as the most important feature of cooperative learning, as without effective cooperation and interaction, participants do not gain new knowledge and experience of the social world, and thus the ultimate aim of this learning, which is about the cooperation, is not met (Sieglová, Kocurová-Giurgiu 2018, 21). Positive interdependence arises when the student realises that his or her learning is connected to the learning of other members of the group and that he or she cannot succeed unless others succeed (Kasíková 2004, 79). Additionally, as the students become aware of their learning's dependence on the learning of others, an individual accountability emerges naturally and Jacobs and Renandya (2019, 12) describe this as a friendly pressure to take part in the group. Johnson and Johnson (1999a, 81) say that the result of this learning is a stronger individual who can use this experience and new information for himself or herself in the future.

Second, in order to have effective cooperation, there must be face-to-face interaction. Interaction can be simply defined as communication between the students. Nevertheless, in cooperative learning, interaction is seen as one of the main elements in which the individuals support or even challenge each other to perform better, develop each other's factual knowledge, but also their knowledge of being in the group and giving constructive criticism (Johnson, Johnson 1999a, 82). Kasíková (2004, 83) summarises Johnson and Johnson's description of interaction within the group as "Interpersonal communication, group leadership, trust, decision making, feedback and conflict resolution skills".

Third, as mentioned before, setting aims in an important element of all learning and teaching, including cooperative learning as well. Kasíková (2004, 89) includes aims as one of the key categories of cooperative learning due to its varied function in this approach, for instance, that aims could indeed help the teacher work with cooperative learning and its principles, so they

do not only focus on cognitive development and the objectives aimed at it but on affective and psychomotor development as well. Moreover, she claims that aims are one of the most crucial aspects in assessing students' cooperative learning (Kasíková 2004, 89). Johnson and Johnson (1999a, 108) agree with Kasíková statements since they also claim that setting the aim in cooperative learning activities is the first step toward completing the cooperative tasks as the activities can only be considered completed when feedback is provided to determine whether the goals were met. Overall, these elements are the basis for cooperative learning. The elements refer to how the students should learn new information, but more importantly, how to take responsibility for their learning and how to develop social or group skills, as cooperative learning is a reflection of modern society.

1.3 How Cooperative Learning is Better Compared to other Teaching Approaches?

The benefits of cooperative learning have been discussed previously regarding social skills, but cooperative learning has additional benefits that are easier to describe when compared to other teaching approaches, for instance already mentioned frontal teaching. Nevertheless, as all teaching and learning approaches, cooperative learning has its benefits and drawbacks as well. Therefore, the aim of this subchapter is to define in what ways is cooperative learning better than any other teaching approaches, even when describing cooperative learning's drawbacks.

The very significant benefit is the friendly classroom environment, which in cooperative learning tends to be full of the cooperation and support from other students (Zhang 2010, 82). However, a friendly classroom environment may not be as common with other teaching approaches, as classroom competition is quite frequent. Since Johnson and Johnson (1999a, 5) clarify that one of the most observed aspects of interaction in our society is trying to win or defeating an opponent. They also state that competition might lead to pressure on the students to perform better than the others in the class, forming of negative social bonds, decrease students' confidence because winning or losing is viewed as a reflection of a person's total being, and a desire for other's failure, which is the opposite of cooperative learning principles (Johnson, Johnson 1999a, 133).

In contrast, Kolář and Vališová (2009, 155) argue that the competition in the teaching is frequently seen as the opposite of the cooperative teaching, which should not be the case, because if a more cooperative competition, which is not solely about losing and winning, is

included, competitiveness can be transformed into a positive sense of cooperative learning. Briefly, the unhealthy winning or losing competition, which is quite frequent across the teaching approaches, may be reversed into a beneficial component of the cooperation if and only if, cooperative learning transform, by its elements, the negative meaning of the competition into the element which is about positive motivation among the students to do their best. This subtler form of the competition is already supported by Johnson and Johnson (1999a, 132) as they demonstrate that in order for the competition to be constructive and beneficial in cooperative learning and overall in school environment, students must first be taught social skills, given the elements of cooperative learning, in order to keep the competition at the level of positive and supportive relationships among the students.

Another benefit of cooperative learning is that the students actively participate for almost the whole duration of the activity or lesson (Jacobs, Renandya 2019, 4). As opposed to other forms of learning, for instance the mentioned frontal teaching, in which the learner is required to write down the teacher's knowledge, memorise it, and then retell or rewrite it in a test. Sieglová and Kocurová-Giurgiu (2018, 21) explain that in cooperative learning the students actively participate as they communicate with others and are effectively involved in upper thinking functions such as analysing, synthesising, and evaluating their spoken discourse. Nevertheless, cooperative learning elements are those, which encourage the students to be active for the whole duration of the activity or throughout the lesson. As a result, the students in cooperative learning appear to be more motivated than the students in other teaching approaches (Zhang 2010, 82). Higher motivation among the students may also be a result of the fact that the classroom activities are more focused on student-student interaction rather than teacher-class interaction, or that the students may feel more comfortable interacting with their peers in the small cooperative groups, and are not nervous about presenting their ideas in front of the entire class, which may allow them to express themselves more and engage in the activity (Jacobs, Renandya 2019, 5,6).

Possibly the most major drawback of cooperative learning is that it takes more time for the teacher to prepare, for the student to learn the principles, and for this type of learning to be implemented (Jacobs et. al. 1997, 55). Jacobs and Renandya (2019, 66) respond, stating that while the teacher fronted teaching may be more convenient in term of time, it falls short in terms of teaching quality, and that curriculum time should be used to increase student engagement in learning as much as possible rather than getting though as many topics as possible but with the fact that the students are passive rather than active. Another drawback of

cooperative learning is that not all the students are comfortable being in the group and have difficulty in participating in the group activities. In this case, Jacobs and Renandya (2019, 47) suggest that the teacher should try to engage the student in the group by asking him or her about the problem of engagement, and in general, the teacher should focus attention on the students' social skills and move the student to another cooperative group where he or she may be more comfortable interacting with the students. In other words, cooperative learning seems to be the form of learning with more advantages than disadvantages, with the greatest benefit, which is that the students are active participators, thus becoming responsible for their learning.

On the whole, cooperative learning is becoming more common in schools since it reflects how the modern society works. Kasíková (2004, 29) states that the cooperation emerges as a requirement for school modernization since it represents the emphasis in education that shifts the responsibility of learning. Additionally, cooperative learning prepares the students for the future not only by providing them with knowledge but also by teaching them social skills, specifically how to work in groups and the society.

2 COOPERATIVE LEARNING IN ENGLISH LESSONS

The English language is nowadays not only a very useful human competence, but it may also be required for the cooperative world, as modern times encourage people to travel a lot, study or work abroad, as well as to be a part of a larger society in which communication with people from all over the world is expected. Overall, language teaching has undergone significant change in the last fifty years, from traditional grammar-translation approach and memorizing rules without practising them to a more cooperative approaches to language teaching (Zhang 2010, 81). Nowadays, English language is taught in almost every primary school in the Czech Republic.

2.1 Why Should English be Taught Cooperatively?

As already stated, the language teaching has changed significantly as the learning shifts from the teacher interaction with the entire class to the student's interaction in small groups or pairs. As education progresses, new directions are being adopted in today's schools, one of which is cooperative learning, which was also promoted in some ways by Johann Amos Comenius, who believed that the students benefit from both teaching and being taught by other students (quoted in Johnson, Johnson 1999a, 194). According to more recent perspectives, such as those of Stenlev (2003, 42), cooperative learning appears to have been specifically designed for language teaching, as the benefits of cooperative learning are most visible in this subject.

In English classes, where the teacher is seen as the only provider of information, interaction among the studetns does not exist or is minimal, results in the passive studetns who acquire knowledge without actively practising communication in the second language (Zhang 2010, 81). Cooperative learning is able to change the theoretical English classes, in which the students learn English only by memorising the rules, into more effective lessons in which the students learn English by communicating with others (Stenlev 2003, 37). That may lead to the question of what the learner and the teacher may obtain from cooperative English language learning?

2.2 The English Language Learner in Cooperative Learning

Firstly, it is necessary to define the learner, before describing what the English language learner obtain from learning in the cooperative groups. Průcha et al. (2009, 216) define the learner as "a person classified as the subject being taught" and state that there are no educational limitations in this status for students. Harmer (2007, 81), however, classifies those learners

based on their age and reflects on how the learners handle language learning. According to Harmer[1] (2007, 82-83), adolescent learners are those aged up to eighteen years old, while older children are those aged twelve to thirteen years old (Harmer 2007, 82-83).

Zhang (2010, 82) claims that the reason why English should be taught cooperatively comes directly from the fact that a passive learner who learns the language by translating grammar becomes an active learner who learns English by communicating in English about the English language and as a result, several elements are being developed at the same time. Stenlev (2003, 37) supports Zhang's claim by stating that the teaching language should focus on giving the learner as much opportunity as possible to actively communicate, rather than doing textbook activities that focus on future conversations. By becoming the active participant, students learn not only how to communicate in the second language, but also what communication entails, such as how to listen to or understand the ideas of others (Johnson, Johnson 1999b, 73).

2.2.1   An active learner

To become an active learner in English classes, the learner should acquire all the qualities described as cooperative learning elements in the first chapter. Kolář and Vališová (2009, 157) specify that learner should also be guided through the tips that deals with the development of social skills, which are, among other elements, factors of effective cooperation. Jacobs and Renandya (2019, 40) assume that teaching the learner how to function in the group first shape the learner in cooperative learning.

According to Jacobs and Renandya (2019, 41-44) thanking others, praising, supporting one another, asking for help, making suggestions, ensuring that everyone understands, and listening to others are some of the examples of social skills that the teacher should introduce the students with. The last two social skills are related to not only how the student should cooperate, but also to learning English. Since asking each other if they understand the given topic is related to learning how to ask or explain the given task in English, the same is true for listening to each other, as they are learning not only how to notice nonverbal expressions, but also, how to listen to the other student (Jacobs, Renandya 2019, 42-43). Overall, Sieglová and Kocurová-Giurgiu (2018, 22) describe cooperative English learning as putting the students in the positions in which they develop key communication, critical thinking, and study competences.

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[1] For the purpose of the practical part of this thesis, this bachelor thesis will focus on older children and adolescent learners.

2.2.2 Effects of Cooperative Learning on the Students

On the account that the studetns have control over their learning and become more active in English lessons, it very often teaches the learners to think critically by working with multiple sources, for instance their classmates or online sources. Critical thinking, according to Sieglová and Kocurová-Giurgiu (2018,21) is defined as gathering, analysing, and evaluating new information with which the learner then works. Nevertheless, in cooperative learning the learner also improves his or her viewpoint towards speaking as well.

The cooperative environment can help the students feel comfortable and place them in a position to practise speaking and responding to a variety of questions without being concerned that the rest of the class may hear them speaking (Zhang 2010, 82). It once more reflects on cooperative learning approach, in which the students are encouraged to motivate one another on the greater achievement. However, these principles also have an impact on students' social competence when they gain self-confidence and perceive themselves as contributing more to their own and their classmates' learning (Johnson, Johnson 1999b, 73).

As a result of feeling less stressed, the students are encouraged to use a wider range of language functions, that are, for instance, requesting, making suggestions, encouraging each other, and making conversations (Johnson, Johnson 1999b, 83). Jacobs and Renandya (2019, 6-7) add that the joy from learning will emerge as the students are not required to read the transcribed conversations. Overall, cooperative learning has the effect that the students enjoy language learning more as they have the opportunity to work with their classmates and train their speaking with no more than three partners.

2.3 The English Language Teacher in Cooperative Learning

It is apparent that just because the students form small groups does not guarantee that cooperative learning will occur among them. As a result, for cooperative learning to be the most effective for the learner, it must be helped in a variety of ways. One of the ways is that the teacher should be placed on one side as a guide and on the other side as an observer (Johnson, Johnson 1999a, 17). As mentioned before, the teacher should first introduce the learners to the principles of cooperative learning as well as the methods how to interact with their classmates and then allow for the students' cooperation.

Hence, Jacobs and Renandya suggest that the teachers' non-talking may be one of the more challenging aspects of cooperative learning (2019, 27). More in general, in cooperative learning, the teacher must shift his role from being the major source in a student's learning to be a more experienced partner, plan and organise the English lesson, assist student's in deciding on resources for their learning, or advise them if the students approach him or her with questions and feedback (Sieglová, Kocurová-Giurgiu 2018, 17).

2.3.1 What the Teacher Needs in Cooperative Learning

To begin, the teacher must comprehend and adapt his or her teaching to cooperative learning. Some teachers begin their cooperative learning experience by learning and compiling knowledge about cooperative learning, which is also called as the first step towards cooperative learning; however, to become proficient, they must go through the other steps (Johnson, Johnson 1999a, 98). Johnson and Johnson (1999a, 98) define and divides those steps according to the use of cooperative learning during their lessons, which means that it begins with the initial use when they use cooperative learning less than ten percent of the time, and ends with the routine use step when they have cooperative learning as the routine and automatically plan their lessons in which they use this approach more than fifty percent of the time.

As previously stated, the teacher must first research information about this approach; however, the teacher in cooperative learning must remain current in order to employ appropriate methods for the students to learn effectively, as modern teaching requires complex preparation and teachers need to follow current social issued and topics that affect students' lives in the present as well as in their future (Sieglová-Kocurová-Giurgiu 2018, 27-28). Kolář and Vališová (2009, 142) then state that for the student cooperation to be as effective as possible, the teacher must create positive conditions in the classroom, which entails didactically adjusting the content so that individual topics are interesting to the students.

This further emphasizes and leads to a conclusion that teachers in their classrooms must create a positive atmosphere for their students, by teaching them the cooperative elements and social skills, in which the studetns trust each other, as only in this way the students can influence their learning, build their self-confidence, and create space for discussions and their ideas (Sieglová, Kocurová-Giurgiu 2018, 28). As before, leaving the learning to the studetns and providing them with greater independence is also part of establishing such an atmosphere (Kasíková 2004, 114).

Since the teacher leaves the learning to the studetns, the teacher becomes an observer who monitors the work of the studetns and the groups and uses observation sheets to record the data for further evaluation (Johnson, Johnson 1999a, 85). The teacher assists the studetns, if they ask for the help, with their learning or to solve various problems with the application of cooperative learning. This raises the question of what difficulties the teachers may face when implementing cooperative learning in English lessons?

2.3.2 The Issue with Implementing Cooperative Learning

One of the issues has already been raised, namely that grouping the studetns does not ensure that they will work cooperatively. Kasíková (2004, 117) addresses the issue and claims that the teacher should begin by adjusting the classroom to be cooperative, by which she means that the teacher should consider the strategy of creating the groups he or she intends to use. Johnson and Johnson (1999a, 21) emphasise the importance of heterogenous groups, in which the students come from different backgrounds and may have varying skills and interest, because only in such groups can studetns learn new things from one another. As a result, various strategies for grouping the studetns should be used, such as assigning the students numbers or literary characters from the same work (Johnson, Johnson 1999a, 21). Nevertheless, how does the teacher achieve that the studetns cooperate?

Firstly, in order to ensure that the studetns will cooperate and work more equally within the groups, the teacher should assign the roles to the studetns (Johnson, Johnson 1999a, 24). The roles can be, for instance, the timekeeper, encourager, questioner, materials supplier, or reporter (Jacobs, Renandya 2019, 62). Secondly, the teacher should think about the instructional materials, more precisely, how to make the materials to help the studetns to cooperate (Johnson, Johnson 1999a, 27). This should be done by providing the groups with only one copy of the materials or design it as a jigsaw puzzle so that each member of the group has a piece of information which will help the studetns within the group to complete the task (Johnson, Johnson 1999a, 27). Thirdly, the teacher should think of different assessment that encourage the individuals to participate (Jacobs, Renandya 2019, 48).

Assessment is a tool for both the teacher and the student to better the student's learning, and it is linked to the learning aim that is, as previously stated, one of the major elements of cooperative learning. Since cooperative learning is about the student taking responsibility for their own learning, the teacher should encourage the studetns to evaluate themselves as well as

the other group members (Kasíková 2004, 131). This entails that after each activity, the studetns should be given the time to evaluate their group work and the group as a whole (Kasíková 2004, 132). As for the teacher, Johnson and Johnson (1999a, 121-122) introduce several ways of assessment which may encourage the studetns to cooperate, those assessments are: randomly selecting one member from the group and assess his or her performance, averaging of member's individual score or all members receiving lowest member score. According to Jacobs and Renandya (2019, 48), these types of assessments may increase student's motivation to do their best as well as encourage other members to participate.

Another issues that may arise in English lessons is that the studetns may speak in their first language or discuss topics that are unrelated to the topic (Jacobs, Renandya 2019, 59). It is advised that before each activity, the teacher introduce the topic to the studetns as well as provide them with the necessary vocabulary and sentence structures (Jacobs, Renandya 2019, 59). The teacher should also set a reasonable time limit so that the students have time for the task but not too much time to talk about anything else (Jacobs, Renandya 2019, 64). Gilbert at al. also suggest that the teacher may assign one student in the group with a language monitor role who encourages the members to speak English and to talk about the assigned topic or that the groups should be given talking chips and every time the teacher hear the studetns using their mother tongue, the group loses one talking chip (Gilbert at al. 1977, 17).

On the whole, cooperative learning is a very effective and modern approach of teaching and learning languages as it emphasises communication and interaction among the students and provides them with a lot of opportunities to develop and train their speaking.

3   SPEAKING

As a consequence of its widespread, English is taught in Czech schools as a second language, starting at the first stage of primary schools. In order to help the students understand and become fluent in the second language, the English classes consist of a variety of skills such as grammar, speaking, pronunciation, writing skills, and listening. However, the productive skills, which are writing and speaking, might be one of the most important features because the learners can see their progress in terms of how well they can speak and interact with others in English. Similarly, being able to communicate with others might be one of the most common reasons why the learners want to learn the second language.

3.1   Teaching Speaking

As stated before, the English language teaching has transformed during the last fifty years (Zhang 2010, 81). The same is truth for teaching English speaking skills, where more stress is placed on the studetns developing speaking skills through communication in pairs or small groups (Burns, Goh 2012, 30). Unlike previous methods of teaching, where drilling[2], for instance, were used to teach speaking, in which it was shown that although the student's speech was grammatically accurate, once the student was not prepared in advance, his speech lost fluency and clarity (Celce-Murcia, Brinton, Snow 2014, 16). The question that may arise is whether there are any other issues with teaching English speaking skills nowadays?

3.1.1   Issues with Teaching Speaking Skills in the English Language

Despite advances in teaching speaking and an increasing number of approaches, such as cooperative learning, which allows the studetns to practice speaking in the second language in the pairs or small groups, Burns and Goh (2012, 25) claim that "it is quite typical in many coursebooks to find scripted dialogues that rely on the material writer's intuitions about what kinds of spoken exchanges happen in particular contexts." That may cause the teachers teaching English speaking based on the textbook activities, leaving no opportunity for natural interaction and communication among the studetns in the second language (Burns, Goh 2014, 76). This

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[2] According to Harmer (2007, 45), drilling stands for "having the studetns repeat phrases and sentences either in chorus or individually."

can result in the students unnaturally repeating structures and using formal and prescribed language forms (Burns, Joyce, Gollin 1996, 76).

Celce-Murcia et. al. (2014, 8) claims that natural speaking skills development ought to resemble to "students regularly work in groups or pairs to transfer, and, if necessary, negotiate meaning in situations in which one person has information that the other(s) lack." That, for instance, corresponds precisely cooperative learning, in which acquiring knowledge from others is even considered as one of the elements of this approach (Sieglová, Kocurová-Giurgiu 2018, 37). Nevertheless, as the teaching of speaking skills is based on scripted dialogues, the studetns do not have the opportunity to share knowledge with one another, neither do they take turns and respond to what the student said before (Burns, Joyce, Gollin 1996, 76).

Other issue which may take place in current language teaching is that the teacher may not have a sense to differ between the nature and purpose of speech and writing, which are both the productive skills (Burns, Goh 2012, 78). Whereas the speaking happens in real time and is more interactional, the writing is planned and constructed by individual (Burns, Goh 2012, 79). It could be possible that the teacher teaches speaking skills in the same ways as writing and the students are taught to use the same language structures for both productive skills. This may imply that if there is no interaction between the students, they learn to talk without contractions, slang and idioms, which may cause the student to use formal language in everyday conversations and sound unnatural (Celce-Murcia, Brinton, Snow 2014, 103).

3.2 The Objectives of Teaching English Speaking Skills in Elementary Schools in the Czech Republic

On one hand, Nunan (1991, 39) claims that "success of mastering the art of speaking in measured in terms of the ability to carry out a conversation and interact orally in the second language." On the other hand, Celce-Murcia et. al. (2014, 105) address that the learner's speaking aim is to develop overall speaking competence such as pronunciation, social conversation and listening ability. Thus, what are the objectives of developing English speaking skills at Elementary schools in the Czech Republic?

In the Czech Republic, there is the Framework Education programme for Basic Education which "forms a basis for framework education programmes for secondary education" (FEP BE 2017, 7). This framework "defines everything that is common to and necessary within the

compulsory basic education system," and "specifies the educational content – expected outcomes and subject matter" (FEP BE 2017, 7).

The FEP BE (2017, 10) defines the basic education as the only stage of education which is compulsory and which some of the objectives are:

- Stimulating and encouraging the pupils to creative thinking and problem solving
- Get pupils to engage in effective open communication
- Develop pupil's abilities to cooperate and to value their work as well as the work of others
- Guide pupils so that they should become free and responsible individuals
- Develop in the pupils sensitivity and responsiveness towards other people
- Guide pupils to tolerance and consideration for other people

The FEP BE (2017, 10) also divides the basic education at elementary schools into two stages: stage one and stage two. The first stage's, understood as the first stage of primary schools' education, objective is to transform the pupil's pre-school perception of education to regular and systematic education patterns. Whereas, the second stage's, understood as the second stage of primary schools' education, objective according to FEP BE (2017, 10) is to assist pupils in acquiring knowledge skills, and habits that will enable them to study independently, as well as developing values that will lead to sensible and matured behaviour.

Nevertheless, the objectives of learning the foreign language are according to FEP BE (2017, 19) based on the Common European Framework of Reference for Languages. Yet, FEP BE (2017, 25-26) describes the overall objectives of the second stage[3] of productive and interactive speech skills, that are:

- Forming a simple message related to studied theme areas
    - Some of the simple message refers to addressing, responding, thanking and responding to being thanked, agreeing, disagreeing, requesting for help, social planning (FEP BE 2017, 26).
    - According to FEP BE (2017, 26) the studied theme areas are: home, family, housing, school, free time and leisure activities, sport, healthcare, food, in town,

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[3] For the purpose of the practical part of the thesis, the bachelor thesis will focus on the objectives of the second stage.

clothing, shopping, nature, weather, people and society, travelling, the socio-cultural environment of relevant language areas and the Czech Republic.

- Creating grammatically correct simple sentences
- Providing a brief speech and conversation of appropriate difficulty
- Requesting simple information
- making the speech understandable in common everyday situations

As mentioned before, the FEP BE (2017, 19) the overall objectives of the development of speaking skills in the second language are based on the CEFR which described the level of competencies that the pupil should achieve. As a result, the question that arises is, what competencies does the student develop?

3.2.1 Developing Communicative Competence

Providing the learners with the opportunities to speak with their classmates as well as in the groups is what makes the learner an active participant in English language learning. Sieglova and Kocurová-Giurgiu (2018, 137) support this claim by emphasizing that through communication, the students learn the basic principles of communicating with others and can thus broaden or argue their knowledge. As a result of these situations, which should occur in the language learning, the students practice the various components of communicative competence in English (Stenlev 2003, 39). Thus, the question which may arise is what is communicative competence and how does the active learner develop it?

In general, communicative competence refers to a speaker's ability to interact with others verbally and nonverbally, as well as knowing the language in order to be able to use it (Sieglová, Kocurová-Giurgiu 2018, 140). According to CEFR (2020, 129), strategic, linguistic, pragmatic and sociocultural are those that together create overall communicative competence which means they cannot be separated when developing overall communicative competence. Stenlev (2003, 39) describes that strategic competence is used in meaning mediation, when the learner needs to talk to others in the way to be understood. Followed by CEFR (2020, 129) in which it is claimed that the strategic competence connects to the activities used in language lessons. Therefore, CEFR (2020, 129) divides the communicative language competence into three groups – linguistic competence, sociolinguistic competence and pragmatic competence.

 In detail, linguistic competence consists of those components, such as linguistic and vocabulary range, vocabulary, phonological and orthographic control and grammatical accuracy (CEFR

2020, 129). Whereas the sociocultural competence consists of sociolinguistic appropriateness that is about using polite forms and appropriately performing language functions (CEFR 2020, 129). Stenlev (2003, 41) suggests that the sociolinguistics is about the learners acquiring the social skills, that are, as mentioned before, the basis of cooperative learning. The pragmatic competence is developed via those speaking situations, which do not take place in noncooperative situations, such as asking clarifying questions and giving advice (Stenlev 2003, 39). According to CEFR (2020, 129), pragmatic competence also includes flexibility, turn-taking, theme development, coherence and cohesion, as well as formulation one's idea and fluency.

All these components of the communicative competence are thus best developed and practised in cooperative learning, as previously stated, is founded on communication, especially interaction among the learners (Stenlev 2003, 39).

3.2.2 Communication Skills

To take full advantage of the student interaction, that is, as mentioned, the most effective approach to practise the learner's communicative competence, the students must learn how to make their speaking comprehensible and the other student must listen to each other. Johnson and Johnson (1999a, 197) address two dimensions of oral discussion: oral explanation and listening to others, both of which benefit both the giver and the recipient. As learners produce more language input, the language learning becomes more efficient, and the students have more opportunities to do so (Jacobs, Renandya 2019, 1). Sieglová and Kocurová-Giurgiu (2018, 140) call it communication skills, which include knowing the skill of asking, presentation skills, argumentation skills, and the ability to resolve problems in learnt language.

The first two communication skills are about knowing how to ask or how to present the speech to be understandable and comprehensible to others (Zhang 2010, 82). The last two communication skills learnt in cooperative learning are mostly about communication which involves speaking and listening to others, thinking about others' ideas, formulation the point, argumentation, and achieving the best possible answer together (Sieglová, Kocurová-Giurgiu 2018, 148-151). Those skills depict the reality and the situations which may arise for the students in their future, which emphasises the importance of cooperative learning in which the students learn how to communicate not only with their classmates but also with people outside of school.

3.3 Cooperative Activities Suitable for English Language Classes with a Focus on Speaking Skills Development

In contrast to the textbook activities, which were previously described as insufficient, the following chapter introduces some cooperative activities that best develop the student's communication competence, with an emphasis on speaking skills. However, before describing specific activities, it is also essential to specify how they should be introduced and included in the English language classroom.

Burns and Goh (2012, 137-138) claim that the speaking activities in some textbooks serve only to get studetns ready for a main language learning activity and that the pedagogical practises used to teach English speaking skills are not supported by any recognizable theoretical principles. However, Thornbury (quoted in Burns, Goh 2012, 137) recommends three phases how to incorporate activities into the English classes: awareness raising, appropriation, and autonomy.

The first stage involves introducing the activity's objective, the second involves introducing the knowledge required to accomplish the aim, such as new words or phrases, and the third involves learner's autonomy inside the classroom (Burns, Goh 2012, 137). Sieglová and Kocurová-Giurgiu (2018, 21) add that in order to incorporate cooperative learning elements into the studetns' learning, the class and learning activities need to be modified into the natural social environment.

3.3.1 Peer Dialogue

Peer dialogue is a conversation between two people that frequently involves brainstorming or unstructured discussions to share ideas about a given topic (Sieglová, Kocurová-Giurgiu 2018, 40). To create and keep a supportive atmosphere in the classroom, the teacher should allow the studetns to practise their dialogues in pairs before asking them to perform the dialogues (Harmer 2007, 388-389). The overall objective of peer dialogue is for studetns to be able to exchange information on familiar topics and handle short social exchanges (CEFR 2020, 72).[4]

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[4] For the purpose of the practical part of the thesis, the objectives of the activities focus on A2 criterion level as the practical part will involve observing English classes where the teaching of English language is at A2 criterion.

3.3.2 Jigsaw

In this activity, the class is divided into small groups of three or four students, and a single resource, such as a written text, is divided into number of sections, with each student assigned a section (Sieglová, Kocurová-Giurgiu 2018, 54). The students work individually at first, then are asked to share their findings with the rest of the group (Sieglová, Kocurová-Giurgiu 2018, 54). The overall objective of jigsaw activity is for students to be able to find out and pass on factual information (CEFR 2020, 79).

3.3.3 Buzz Groups

Students are divided into groups of three or four and are assigned a topic or task to brainstorm about (Sieglová, Kocurová-Giurgiu 2018, 56). For instance, students are asked to discuss what should be included in a news broadcast (Harmer 2007, 21). Ten, the teacher asks for the group's outcomes (Sieglová, Kocurová-Giurgiu 2018, 56). The overall objective of buzz groups is for the students to be able to negotiate, problem solve and argue (Sieglová, Kocurová-Giurgiu 2018, 56). According to CEFR (2020, 75), the objective is for the students to be able to exchange opinions and compare things, make and respond to suggestions agree and disagree with others and discuss everyday practical issues.

3.3.4 Role Plays

According to Sieglová and Kocurová-Giurgiu (2018, 180) role-playing is "a technique in which team members assume roles of different characters to collaboratively create stories or imaginary situations." This activity can be fictional or realistic so it can be used to practice general oral fluency or prepare students for specific situations (Harmer 2007, 21). The benefit of role-playing is that it creates a positive atmosphere because students may find it amusing, and it is helpful as students can gain confidence though this activity (Sieglová, Kocurová-Giurgiu 2018, 180). According to CEFR (2020, 74) the objective is for the students to be able to establish social contact, to handle short social exchanges and be able to ask for a favour and offer a favour.

To conclude, English language teaching with a focus on developing speaking skills, nowadays, may have shortcomings in that students are now given opportunities to develop their speaking skills in interactions. Therefore, the criteria for cooperative learning with a focus on developing speaking skills were summarized and four cooperative learning activities examples were

presented to demonstrate that cooperative learning meets the requirements of teaching speaking and provides students with opportunities to develop speaking skills in an enjoyable and positive environment.

4 PRACTICAL PART

The practical part of the bachelor thesis is going to focus on whether and how cooperative learning is used in English language classes when developing speaking skills.

I will create an observation sheet which will be used and fill out while observing six English lessons, and then use the created checklist to assess whether and how cooperative learning is taking place when students developing English speaking skills. The observation sheet and the checklists will be created based on the following summarized criteria for Cooperative learning with a focus on developing speaking skills.

4.1 The Summarized Criteria for Cooperative Learning with a Focus on Developing Speaking Skills

As previously stated, cooperative learning stands for a modern approach for English language teaching, where the focus is on social skills and interaction among learners. According to FEP BE (2017 and CEFR (2020), cooperative learning elements are reflected or even are the objectives of teaching English speaking skills.

According to Thornbury (quoted in Burns, Goh 2012, 139) cooperative learning activities focused on speaking skills development should be led by three phases principles which are: awareness raising, appropriation and autonomy. Additionally, the chosen activities should be established on real-life activities rather than textbook examples (Sieglová, Kocurová-Giurgiu 2018, 17)

As mentioned before, social skills are the basis of cooperative learning. Therefore, the speaking activities must have students using social skills (Jacobs, Renandya 2019, 41-44). As well as having the students applying the four cooperative elements which are positive interdependence, individual accountability, face-to-face interaction and encouraged students within the group (Johnson, Johnson 1999a, 172). At the same time the fifth element - cooperative aims (Kasíková 2004, 89).

The overall objective of cooperative language learning with a focus on developing speaking skills is developing communicative competence that consists of strategic, linguistic, pragmatic and sociocultural competence (CEFR 2020, 129). As well as the objectives of teaching English speaking skills in elementary schools in the Czech Republic according to FEP BE (2017).

Nevertheless, the objectives of cooperative learning with a focus on developing speaking skills, in more detail, are:

According to FEP BE (2017,10), stimulating and encouraging the pupils to creative thinking and problem solving. Sieglová and Kocurová-Giurgiu (2018, 140) addresses problem solving as argumentation skills and conflict resolution skills.

Getting pupils to engage in effective open communication (FEP BE 2017, 10). Johnson and Johnson (1999b, 83) further describe this objective as making suggestions, encouraging each other to cooperate and making conversation.

Develop pupil's abilities to cooperate and to value their work as well as the work of others; guide pupils so that they should become free and responsible individuals; develop in the pupils sensitivity and responsiveness towards other people; guide pupils to tolerance and consideration for other people (FEP BE 2017, 10). These objectives relate to the cooperative learning elements - positive interdependence, individual accountability and face-to-face interaction (Johnson, Johnson 1999a, 172).

Forming a simple message related to studied theme areas, where small messages mean, for instance, thanking, responding and requesting for help (FEP BE 25). This objective relates to students learning social skills (Jacobs, Renandya 2019, 41-44)

Providing a brief speech and conversation of appropriate difficulty; requesting simple information; making the speech understandable in common everyday situations (FEP BE 2017, 25-26). Those objectives reflect on cooperative learning principle that is learning what communication entails, such as, for instance, learning to listen and react to others and learning to speak in a comprehensible way (Johnson, Johnson 1999a, 73).

As for the assessment used in cooperative language learning, Kasíková (2004, 132) claims the students should be given time to evaluate their work and group work as a whole. As for the teacher's assessment, Johnson and Johnson (1999a, 121-122) emphasises that evaluation in cooperative learning needs to function as a motivation for students to cooperate. Also, teaching tools for students to use during the cooperative activities, such as jigsaw puzzle materials, must have the function of motivating studetns to cooperate (Johnson, Johnson 1999a, 27).

4.2 Aim and research questions of the practical part

Based on the overall objective of the bachelor thesis that is to find out whether and how cooperative learning takes place when developing speaking skills in English lessons, the following research questions are:

1. Do cooperative elements appear within the group work among the students? What cooperative elements?
2. Does the teacher provide the students with the opportunities to develop English speaking skills cooperatively?
3. Are the assigned speaking activities cooperative?

Summing up the questions, the main research question as previously stated is:

Whether and how is cooperative learning used when developing speaking skills?

4.3 Context of the research

It is necessary to first define the research itself before proceeding on to describe the research methods that will be employed. The research is simply characterised by Kothari (2004,1) as "a scientific and systematic search for pertinent information on a specific topic". Additionally, it is described more extensively by Woody (Kothari 2004, 1) as "defining and redefining problems, formulation hypothesis or suggested conclusions; collection, organizing and evaluating data making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis." The type of the research selected for this paper will be both quantitative and qualitative (Kothari 2004, 4. As the research will be focused on testing theories and closed questions, in the form of checklist, will be included, but still the data collection methods will also involve structured observation and the conclusion will be expressed in points as well as in words.

For the practical part of my bachelor thesis, I decided to observe English language classes at a primary school in Kolín. I chose this school as I was already familiar with the environment and teachers from my previous teaching experience here a year ago. I arranged the observations with two teachers: one with whom I used to have my teaching practise and a teacher from Canada who teaches a few hours a week at this school. I chose the seventh, eight, and ninth grades for my observations since these are the students who should be at an English level that

allows them to communicate with one another and express themselves in English. The criterion level of the language teaching in these classes is at A2 level (FEP BE 2017, 19). The students will be among twelve and fifteen years old and English will be taught and learnt at elementary and pre-intermediate level.

4.4 Data collection and analysis

The structured observation method will be used to collect data since I will be observing students in English language classes to see how they acquire communication skills in English. The observation itself is defined as "the conscious noticing and detailed examination of participants' behaviour in a naturalistic setting" (Heigham, Crocker 2009, 166). However, the structured observation is characterised by Gavora as a predefined observation to the factors recorded in the observation on already prepared recording sheets, as well as called as observation sheets (2000, 76). Hopkins (2002, 89) further defines the structured observation as a method of focusing the observer on only the information relevant to the research. Since the observation will be observed in person, we also speak about direct observation (Gavora 2000, 78).

The method chosen for data analysis is using checklists, to evaluate whether cooperative learning occurs during the speaking activity. The most effective evaluation method, according to Celce-Murcia et al. (Celce-Murcia, Brinton, Snow et al. 2014, 382), is compiling a list of requirements. Using these lists, I will assess whether cooperative learning occurs during the speaking activities after each observation. In addition, I will assess whether the activities themselves allow the students to learn cooperatively. Based on checklists and scoring how many cooperative elements appear during the activity, I will create a summary of whether cooperative learning occurred during the speaking activity, and if so, to what extent and how concretely.

4.4.1 The process of creating the observation sheet

The theoretical part corresponds to the elements of what I will observe during the structured observation. The observed features are cooperative learning and its elements, as well as the students, the teacher, and the activities aimed at developing communicative speaking skills.

The elements I will observe are:

1. What the students are supposed to do in the groups, what activities
2. Size of the learning group

3. Which speaking skills the activity focuses on

4. The teacher during the activity

5. The students during the activity

6. Cooperative learning features in the groups

7. Teaching tools provided for the group work

8. Language used by the student's in the groups

9. Feedback (teacher-group), (teacher-student)

4.4.2 The process of creating the checklists

Following each observation, I will assess whether the students participate in cooperative learning. The checklists which are created based on information about cooperative language learning with a focus on developing speaking skills in the theoretical part, specifically the requirements, elements, and occurrences of cooperative learning as well as the objectives of cooperative developing speaking skills mentioned above, will help me with the evaluation whether cooperative learning appears among the students when developing English speaking skills.

Additionally, there will be a column for points at the end of each checklist. Since the evaluated elements from each checklist will be given a score to determine how much cooperative learning was fulfilled or how much the conditions contributed to the rise of cooperative learning among the students.

The first checklist is focused on whether cooperative learning elements appear within the group and among the students. The elements are:

1. Are the students assigned the roles?

2. Do the students seem to feel positively interdependent?
    -   Do they encourage each other to cooperate?

3. Do the students ask for help?

4. Do the students talk to one another?

5. Do the students mainly communicate in English during the group work?

6. Do the students share new information with one another?
    -   Grammar, words, English names …

7. Do the groups use the teaching aids that encourage them to cooperate?

8. Does the group increase the variety of language function?

- Discuss, clarify, agree/disagree in English
9. Do the students provide feedback to one another?
10. Points

The second checklist is focused on the teacher in cooperative learning, especially whether the teacher provide the students with the opportunities to develop speaking skills cooperatively and the created criteria are:

1. Does the teacher provide the students with the aim of the activity?
2. Does the teacher encourage the students to cooperate?
3. Does the teacher let the groups work independently?
4. Does the teacher monitor the groups?
5. Does the teacher give feedback to the groups?
6. Does the teacher provide the students with feedback?
7. Does the teacher ask the students for feedback on their group work?
8. Points

The third checklist is aimed at the cooperative speaking activity selection and those created criteria for the activity are:

1. Is there an activating technique for motivating the students to complete the task?
2. Does the teacher at first provide the studetns with English words or phrases they will need for the activity?
3. Is the activity aimed at developing communicative competence?
4. Is interaction required to complete the activity?
5. Are the students motivated to cooperate?
   - For instance, by teaching tools selection.
6. Is the activity designed to involve all the students in the group? - Roles
7. Does the activity provide the students with the chance to express, argue, or form their own opinions?
8. Is the activity based on real situations?
   - Does the activity encourage the studetns to communicate without scripted dialogues?
9. Points

5 Main Research

5.1 Pre-Research

Before beginning the research, I observed one English lesson to check whether I had created the observation sheet and checklists in such a way that I could write down the findings from the English lesson.

The pre-research was conducted on 27th February, and I observed the ninth grade.

After the lesson, I changed the observation sheet based on what I was able to observe and record during the lesson.

The changes in the observation sheet were:

Removing the columns that stated "the aim + criteria of the activity/ task is explained" and "how were the students grouped" and "the source of the activity" as I found the necessary information to further work with in the columns "size of the group" and "what are the students supposed to do in the groups, what activities."

Removing the column "how much time the groups have to complete the task" as I was not able to record how long each activity lasted.

Adding the column "which speaking skills the activity focuses on" as I only described the activity and did not have the separate column to write down what speaking skills the activity focuses on.

The changes in the checklists were:

At first, I intended to use four checklists. I removed the fourth checklist "a cooperative learning group" as it repeated the elements from the first checklist "cooperative learning elements within the group" and I realized that I was collecting the same information form the observation sheet. As a result, I linked or omitted some of the criteria such as:

"Do the members of the group use the social skills," as I was able to notice whether the students thanked each other, however, I was not able to determine whether the students in the group used the social skills in general.

"Do the students in the group contribute equally," as I was able to determine whether or not they were given roles, but I was not able to determine whether or not the students contributed equally.

The pre-research revealed that the data collection and analysis methods I chose were appropriate, as I was able to determine whether and how cooperative language learning with a focus on developing speaking skills appeared in the English lesson.

Additionally, while observing the English lessons, I decided to focus on two or three groups so that I could record the data into my structured observation sheet.

5.2 Individual speaking activities observed and evaluated

5.2.1 The First Activity

The observation of the first activity was conducted on 27th February 2023 and the grade observed was 7th A.

The instructions for the activity were to work with the handed handout and ask the group partners whether they did the activity that was written on the handout.

The class was divided into the small groups of three, that is one of the elements for cooperative language learning as every student should have the opportunity to talk. Before the teacher let the groups to work on the activity, she asked the studetns about the grammar rules – how to create the questions in the past that meets the requirements of providing the students with the phrases needed for the activity at first. During the activity, the teacher let the groups to work on the task alone and monitored the learning groups, which put her in the position of a guide and observer. Even though, the studetns were not assigned the roles, the activity was designed to involve all the students in the group as the studetns were asked to fill in the handout with their group partner's answers. By assigning such learning tools and the activity itself, that require interaction among the students, the studetns were given the opportunity for cooperative learning.

Speaking skills that the students developed during this activity were – how to ask and answer simple questions, how to interact with others and create conversations. However, the students did not increase the variety of language function during this activity, as the activity did not offer the opportunity to express their opinions, argue or learn new information from other students.

Overall, the students were encouraged, by the aim of the activity and the teacher, and encouraged the others to cooperate and talk to one another in English to complete the activity. During this activity, the students asked for a help the teacher as he did not know what the word "housework" stands for and the students helped each other to learn to speak in English as one student reminded the other one, that he should use "did" when asking the questions in the past tense.

As for the feedback, it was not used according to cooperative learning principles, as the teacher asked each individual to give a brief speech about what his or her group partners did during their spring holidays but did not provide the students with the opportunities to evaluate their group work, nor did the teacher provide feedback to the groups.

How many criteria of cooperative learning with a focus on developing the speaking skills were fulfilled:

Cooperative learning elements within the group: 6 / 9

The teacher in cooperative learning: 5 / 7

Speaking activity selection: 5 / 7

5.2.2 The Second Activity

The observation of the second activity was conducted on 1st March 2023 and the grade observed was 7th A.

The activity instructions were for the students to go around the class and to find somebody who did the free time activities which were written on the handed handouts together with the questions. To introduce the activity, the teacher asked the studetns about their spring holidays, however, as she did not ask them individually, only three students answered. The aim of the activity was to have the students interact and talk to others, which was fulfilled as the activity was designed in that way to involve all the students. The activity, made by the teacher, aimed at developing speaking skills, such as asking and answering the questions on the familiar topic, free-time activities, as well as providing the students with the opportunities to practise interaction and conversations with their classmates.

Yet, the activity did not meet the overall requirement of cooperative learning as the studetns were not divided into the small groups and the activity was conducted as a whole class activity. However, as the students had to fill in their handouts, they asked each other and for a brief moment formed the pairs. In those pairs some elements of cooperative learning appeared, such as they encouraged each other to participate and answered the questions, some thanked each other for their answers and asked each other for help, when they did not know how to read some words and, for instance, one student helped the other one to answer the teacher's question, when the teacher engaged in a conversation between two students.

Nevertheless, one of the issues with teaching speaking skills is shown in this activity, in which the students are given already formulated questions, so the student is asked to read those questions instead of formulating the questions on their own and think about the language. This issue with developing speaking skills was cause by the incorrect selection of the teaching tool, the headline, where the leisure activities should have been written down and the student should have created the questions on his or her own, what would make the conversation and interaction more natural. Furthermore, the choice of this activity did not provide the students with the chance to increase the variety of language function leading to the students not having the chance to form their opinions.

As for the feedback, the teacher asked the entire class the questions "Who ….?" which resulted in students screaming the names of those who they recorded as he or she did the leisure activity. Only a few students responded in full sentences when the teacher asked.

How many criteria of cooperative learning with a focus on developing the speaking skills were fulfilled:

Cooperative learning elements within the group: 4,5 / 9

The teacher in cooperative learning: 4 / 7

Speaking activity selection: 4 / 7

5.2.3 The Third Activity

The observation of the third activity was conducted on 27th February 2023 and the grade observed was 9th.

In this activity, the students are asked to cooperate, discuss and think together about the right answers to the three questions which they were handed by the teacher. The questions relate to the familiar topic – environment. To introduce the topic, the teacher reflected on what they did the previous lesson. As an activating technique for the following activity, the teacher gave each student handout with English words related to the environment, and the students were asked to link these words with the Czech translation.

The teacher used numbers to divide the studetns to the groups of three, which is according to cooperative learning principles the ideal number of the students in the group and ideal way how to divide to students to the groups as they have the opportunity to also cooperate with other classmates. The students were not assigned the roles in the group, however, they assigned them themselves as one of the three students was the writer.

To complete the activity, the interaction was not necessary as the studetns could think of the right answers to the questions on their own, however, as the teacher was monitoring the groups, she encouraged the learners to interact. During the group work, however, it did not occur that all students were quiet as they were encouraging each other to present their ideas and answers to the questions. That could be because they were motivated to finish the task as the teacher wanted the answers to the questions during the feedback.

During this activity, the students developed the speaking skills, specifically, open communication, formulating their ideas, analysing one's idea, argumentation skills, agreeing, disagreeing, making the speech understandable and problem solving. As well as learning new information from the others. On the whole, this activity was aimed to increase the variety of language function and the elements and the objectives of cooperative language learning together with the FEP BE (2017) in this regard were fulfilled.

The cooperative elements that appeared within the group were –explaining why the student's answer was wrong and helping to understand it; positive interdependence as the students encouraged one another to come up with the ideas to finish the task and present their answers; praising one another, for instance, I saw students nodding, when others presented their answers; sharing new information, one student explained what the carbon footprint is.

How many criteria of cooperative learning with a focus on developing the speaking skills were fulfilled:

Cooperative learning elements within the group: 7,5 / 9

The teacher in cooperative learning: 5 / 7

Speaking activity selection: 6 / 7

5.2.4 The Fourth Activity

The observation of the fourth activity was conducted on 1st March 2023 and the grade observed was 8th.

This activity was the same as the second activity except that the students were given the handout with only the written leisure activities rather than the written questions and they were tasked with creating the questions on their own. The teacher did not use any activating technique before the activity.

The students were assigned to go around the classroom and to find somebody who did the free time activity which were written on the handed handouts. This means that the students were not divided into the small groups, that are key for cooperative learning, but it was a whole class activity. Nevertheless, the students created the pairs for a moment when they asked each other whether they did the activity.

This activity was aimed at interaction among the students, as they were supposed to fill in their handout, which was according to cooperative learning elements appropriate as it encouraged and motivated each student to participate and interact.

After the teacher assigned the students with the activity, she let the students to work on the task and were monitoring them. When she saw that some studetns are not in the pair, she encouraged them to go and ask the others the questions. She also involved herself into some student's conversation and asked them follow up questions, for instance, where they did the activity. The teacher did not provide the studetns with the opportunity to reflect on the whole class activity, nor she provided the students with the feedback.

During this activity the students were required to practise: creating and asking the questions in the past tense on the familiar topic – leisure activities; interaction in the pair; requesting information when asking the other student where he did the activity; describing past activities.

Nevertheless, the activity did not aimed at increasing the variety of language function since it was only, in general, about asking and answering the questions.

Some cooperative learning elements in the whole class activity were difficult to find, as the studetns were very loud, run around the classroom and very often spoke about everything else in Czech but the activity. Despite this, in some pairs cooperative elements appeared, such as encouraging each other to answer their questions and some students did not know how to form the question, so the other student advised him or her.

During this activity, the students frequently spoke and interacted in Czech, therefore, cooperative language learning did not occurred in the majority of pairs.

How many criteria of cooperative learning with a focus on developing the speaking skills were fulfilled:

Cooperative learning elements within the group: 4 / 9

The teacher in cooperative learning: 4 / 7

Speaking activity selection: 4 / 7

5.2.5 The Fifth Activity

The observation of the fifth activity was conducted on 3rd March 2023 and the grade observed was 9th.

This activity did not put any emphasis on student interaction hence the activity was not cooperative. The goal was for the studetns to give a four-minute presentation about a famous Czech personality. From the presentations, for instance, about Jágr or Masaryk.

While one student presented, the other students listened to the presentation and recorded their thoughts about what they liked or disliked about the presentation and the student's presentation skills. They were also asked to think of one question to ask after the presentation as part of the feedback for this activity, along with the teacher's evaluation, which highlighted the student's strong communication skills. For instance, at one presentation she emphasised the presentation's clarity.

As the students gave a short presentation in English, they developed their speaking skills that were giving a short, rehearsed presentation on a familiar topic (CEFR 2020, 66). Further, they practised to make their speech understandable and their presentation skills. The other students whose role was being an audience practised listening and reacting to others, as they needed to follow what the presenter was saying to write down their notes and questions.

Despite the fact, that this activity was not cooperative at all, some cooperate elements appeared during this activity. At first, the students learn new information about some Czech famous people from their classmate. Next, the students gave feedback to the presenter, praising him or her by saying, "It was good" or "It was excellent."

During this lesson, one of my findings was that the students tended to hide and did not want to be the next in line when it came time to choose who would speak next. As a result, of there had been the chance to practise presentations in smaller groups first, the atmosphere during the presentations in front of the entire class might have been more positive.

How many criteria of cooperative learning with a focus on developing the speaking skills were fulfilled:

Cooperative learning elements within the group: 3 / 9

The teacher in cooperative learning: 2 / 7

Speaking activity selection: 1 / 7

5.2.6 The Sixth Activity

The observation of the sixth activity was conducted on 3rd March 2023 and the grade observed was 9th.

The teacher provided the students with aim of the activity. The activity instructions were to form the pairs and, in the pars, think together about their dream weekend. The choice of this type of grouping corresponds to cooperative speaking activity criteria as the studetns in the pairs are encouraged to interact all the students in the group are involved.

This activity, overall, aimed at developing communicative competence, namely: the students could practise argumentation skills; open communication, that is one of the cooperative speaking activity criteria as well; listening and reacting on the other student's opinion; agreeing

and disagreeing. Additionally, during the feedback, the students practised giving a short description on a familiar topic (CEFR 2020, 62). For the whole task, the students communicated mainly in English.

The students were motivated to interact in the pairs after being told that at the end of the activity, they would share a brief description of their dream weekend with the rest of the class. Therefore, the final feedback served as a tool to motivate the students to interact that is a well-chosen motivational strategy based on cooperative language learning criteria.

The teacher role was changed to observer and a guide, who was monitoring the pairs while letting them to work on the task. At the end of the activity, the teacher rather commented on the group's final product, that was the description of the dream weekend, than on the pair's group work or the students alone.

During the activity, some elements of cooperative learning appeared, those elements were: even though the students were not assigned the roles, the students assigned them on their own as they decided who would be the writer; the students felt positively interdependent as they encouraged each other to share his or her ideas in order to complete the task; and the students increased the variety of language function by discussing, agreeing and disagreeing during the task.

How many criteria of cooperative learning with a focus on developing the speaking skills were fulfilled:

Cooperative learning elements within the group: 4,5/ 9

The teacher in cooperative learning: 2 / 7

Speaking activity selection: 1 / 7

5.2.7 Overall Evaluation

As previously stated, the main research question was to find out whether and how is cooperative learning used when developing speaking skills. To answer this question, the observed English classes were evaluated and described using the three created checklists, each one related to different cooperative language learning criterion.

The first checklist summarised elements of cooperative learning. To summarize, each speaking activity met at least three criteria, showing that there were elements of potential cooperative learning in each activity. Nevertheless, the most important aspect of cooperative learning is having an opportunity to speak with the others, which was not fulfilled in the activity five, the only activity observed where developing speaking skills was about the students delivering a prepared presentation. According to the first checklist, the fifth activity was the most polar opposite of all of them, with no direct interaction at all, implying that there was no cooperative learning with a focus on developing speaking skills in this activity.

Except for two activities in which the development of speaking skills was based on free discussion between pupils, the activities tended to keep interaction between the pupils based on asking simple questions. Another finding was that in all activities, even the fifth, students were very supportive of one another end encouraged one another to finish the task.

The second checklist summarised the criteria for the teacher. To conclude, there was no interruption of interaction by the teacher during each cooperative activity, and group work was completely up to the students. Except for the fifth exercise, the teacher changed her role into a guide and monitored rather than directed the work in class. In terms of feedback across the six activities, the teacher never evaluated the group's work, only the final product, so the elements and principles of cooperative learning were not evaluated in any of the activities.

The third checklist summarised the criteria for the speaking activity to be cooperative. To summarise the information collected, it must be noted that all six speaking activities were considered to be appropriate for English language learners in primary schools because the objectives of speaking skills, which were aimed at during the speaking activities, were found appropriate according to the CEFR and FEP BE.

What was surprising, only two speaking activities introduced some form of activating technique, such as vocabulary related to the topic discussed, which may again reflect the issue of teaching speaking, in which speaking activities serve as an activating technique for further English learning.

The fifth chapter received the fewest points on this checklist, but all other activities received close to seven points, showing that these five activities allow for cooperative learning in the development of speaking skills.

To conclude, cooperative learning elements appeared in majority of the observed activities focusing on the development of communication skills, as the activities required interaction during which the students cooperated with each other and developed English speaking skills.

CONCLUSION

In the introduction of the thesis, the objective was stated: To determine whether and how cooperative learning occurs in English classes when developing speaking skills.

In order to determine the objective, the theoretical part of this thesis first introduced term cooperative learning with the overall elements and objectives of this modern approach. The relation of language teaching with cooperative learning followed, with the descriptions of teachers and students in cooperative language learning. The last part of the theoretical portion was focused on teaching speaking. There potential issues with today's form of teaching speaking were presented, then the chapter focused on the objectives of Czech elementary schools. The third chapter also focused on communication competence, and finally, in the chapter, cooperative activities suitable for the development of speaking skills were presented.

In the practical part, first the criteria and objectives for cooperative learning with a focus on developing speaking skills were summarised. The observation sheet and checklists were created on the basis of summarised criteria to help with determining whether in the six observed speaking activities cooperative learning occurred.

The outcomes at the end of the practical part said that cooperative learning appeared in majority of the observed activities. This was primarily accomplished by having the majority of the speaking activities created by the teacher rather than the textbook. As textbook activities typically contain pre-scripted conversations, the student does not have the chance to freely practise speaking skills with other students and to learn something new. These activities were intended to motivate students to participate in learning as well as to talk and cooperate with other students.

Additionally, the gathered information about what speaking skills did the students developed, all six speaking activities were considered appropriate according CEFR and FEP BE according to what communicative competence the activities aimed at.

RESUMÉ

V dnešní době je pro lidi přirozené komunikovat s lidmi z celého světa. Je to dáno několika faktory, jedním z těchto faktorů může být to, že dnešní společnost se stává čím dál tím více kooperativní. Druhým faktorem může být to, že anglický jazyk se vyučuje po celém světě, tudíž i v České republice, čímž jsou lidem otevírány další dveře do spolupracujícího světa.

Jak se věda dále a dále vyvíjí, tak stejně to platí u výuky anglického jazyka, se také objevují modernější metody výuky. Jedním z nich je například kooperativní učení. Celkově kooperativní učení má za cíl spolupracující žáky v hodině, kteří nejen že tvoří skupinu, ale tu skupinu a učení ve skupině dále rozvíjejí. Základní principy kooperativního učení se týkají interakce a mluvení s ostatními žáky ve skupině. Jelikož jde o metodu ve výuce, kde je komunikace tím nejvíce základním principem, mnozí tvrdí, že kooperativní učení jde ruku v ruce s učením cizích jazyků, jelikož ty by se měli také učit skrz komunikaci s ostatními.

Cílem této práce je zjistit, zdali a jak se objevuje kooperativní učení v aktivitách se zaměřením na výuku řečové dovednosti. K tomu, aby cíl mohl být zodpovězen, předcházelo zpracování odborné literatury na téma kooperativní učení, kooperativní učení ve výuce cizích jazyků a výuka řečových dovedností.

První kapitola se zaměřuje na správné vysvětlení pojmu kooperace, jelikož v dnešní době je chápáno jakékoli uskupení žáků dohromady jako kooperativní činnost. Dále je v této kapitole vysvětleno na co se kooperativní učení zaměřuje: komunikace mezi studenty, sociální dovednosti, získávání informací od jiných studentů. Právě získávání informací od jiných studentů, než pouze od učitele jako jediného zdroje by v dnešní době mělo být přirozenou součástí výuky ve třídě, jelikož dnes mají studenti daleko větší přístup ke zdrojům, tudíž mohou o nějakých tématech vědět více informací než učitel. První kapitola dále popisuje elementy kooperativního učení, které například jsou: pozitivní vzájemná závislost, která popisuje, jak se žáci povzbuzují ve svém učení, či jak povzbuzují druhé žáky k lepšímu výkonu. Efektivní interakce, je dalším elementem kooperativního učení, ve které nesmí chybět interakce mezi studenty. V poslední částí první kapitoly jsou popsané výhody v čem jako kooperativní učení lepší nežli jiné metoda výuky. Například, kooperativní učení vytváří pozitivní a pracovní atmosféru mezi žáky nežli například frontální výuka, ve které jsou žáci spíše pasivními pozorovateli hodiny.

V druhé kapitole se dozvídáme, jak je propojené kooperativní učení s výukou cizích jazyků. Celkově výuka anglického jazyka podstoupila v posledních 50ti letech velké změny, kdy se přešlo z tradičního překladu gramatiky na modernější metody výuky, jako například kooperativní učení. V druhé kapitole je dále popsáno proč by se by se měl anglický jazyk vyučovat kooperativní metodu, například kvůli tomu, že kooperativní učení přetvoří teoretické hodiny angličtiny do takových hodin, ve kterých studenti místo zapisování různých pravidel si jazyk můžou přímo procvičovat v praxi.

V této kapitole je také popsán student a učitel v kooperativním učení anglického jazyka. Ve druhé kapitole je spíše popsáno, jaký vliv má kooperativní učení na žáka v tom směru, že díky kooperativní mu učení žák se neobává mluvit a vyjadřovat své názory před ostatními členy ve skupině a posléze před celou třídou. Učitel je ve druhé kapitole popsán tak, že by měl sestoupit ze své role hlavního mluvčího ve třídě a měl by zaujmout roli průvodce tohoto typu učení a také pozorovatelem jednotlivých aktivit na výuku řečových dovedností.

Dále jsou zde představeny strategie pro učitele, jak zavést kooperativní učení do hodin, kde jsou doporučené zadávat studentům role, aby každý student cítil že je potřeba v dané skupině a v té skupině poté pracoval a měl interakce s ostatními. Dála jsou zde představeny různé strategie, jak hodnotit studenty, aby je samotné hodnocení motivovalo k tomu, aby se zapojovali do aktivit – například, ze skupiny si vybrat jednoho studenta a ohodnotit pouze jeho.

Třetí kapitolou v teoretické části je výuka mluvení. Zde jsou nejdříve popsány různé problémy, které jsou v dnešní výuce zaměřené na rozvoj řečových dovedností mluvení. Jedním z takových problémů je například to, že aktivity zaměřené na rozvoj řečových dovedností jsou inspirovány učebnicemi, jelikož takové aktivity dávají studentům možnosti procvičovat jen konverzace které už jsou dopředu předepsané, a tudíž studenti nemají možnost si procvičit volné diskuse, jak formovat či prezentovat své nápady

Ve třetí kapitole jsou dále popsány a propojeny cíle jak podle rámcového vzdělávacího programu pro základní školy, tak cíle z CEFR, které jsou dále propojeny s cílem rozvoje komunikační kompetence. Poslední částí třetí kapitoly jsou navrhované kooperativní aktivity, které se zaměřuje jí na rozvoj řečových dovedností mluvení a splňují, jak cíle podle CEFR, tak cíle kooperativního učení.

V praktické části obsahuje shrnutá kritéria pro kooperativní učení se za měřením na rozvoj řečových dovedností mluvení. Tato kritéria sloužila k vytvoření observačních listů a

hodnotících listů z kritérií, které se použili pro zjištění hlavního cíle této práce, a to zjistit, zdali je a jakým způsobem se objevuje kooperativní učení v aktivitách se zaměřením na rozvoj řečových dovedností. Dohromady proběhlo sedm observací.

Výsledkem observací a hodnocení aktivit zaměřeních na rozvoj řečových dovedností mluvení bylo, že ve skoro všech aktivitách se objevily prvky kooperativního učení, jelikož zadání pro většinu těchto aktivit nebylo z učebnic, ale aktivity byly vytvořeny učitelem. Dále se tyto aktivity mohou považovat za kooperativní z toho důvodu, že v nich byla požadována interakce společně s tím, že žáci měli za úkol během aktivity komunikovat a spolupracovat na tom, aby splnili cíl a požadavky dané aktivity.

Z hodnocení daných aktivit dále bylo zjištěno, že žáci častěji procvičovali, jak se ptát na otázky v anglickém jazyce než volné diskuse, ve kterých by měli možnost rozvíjet funkci jazykové rozmanitosti, jako například, jak formovat své nápady, souhlasit či nesouhlasit s ostatními, sdílet své postřehy a vědomosti.

Dalším zjištěním bylo, že většina aktivit nebyla uvedena nijakou aktivační technikou, což znovu potvrzuje informace z teorie, přesněji, problémy s učením mluvení, jelikož většina aktivit zaměřujících se na rozvoj řečových dovedností právě často slouží jako samotné aktivační techniky. Výjimkou to ale bylo u pár aktivit, kde učitel nejdříve seznámil žáky s potřebnými anglickými slovy pro danou aktivitu, než s konkrétní aktivitou začal.

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APPENDICES

Appendix A: The observation sheet – the first activity

Appendix B: Handout for the first activity

Appendix C: The observation sheet – the second activity

Appendix D: The observation sheet – the third activity

Appendix E: The observation sheet – the fourth activity

Appendix F: The observation sheet – the fifth activity

Appendix G: The observation sheet – the sixth activity

Appendix H: Checklists

Appendix A

Class: 7th Date, Time: 27th February, 2023	Number of the lesson: 3rd

What are the students supposed to do in the groups, what activities	- Talking about the spring holidays - Task is explained + pre-task activity -> translating all the questions and review how to create the questions in the past tense - Activity: handouts with a chart and the questions - the students in the groups are supposed to ask their group partners what they did and did not during their spring holidays - Activity was not from the textbook – created by the teacher
Size of the learning group	3 students in the group – the students were asked to form the groups of three
Which speaking skills the activity focuses on	Asking questions Creating grammatically correct simple sentences Asking the simple questions – answering to yes/no questions Interacting with others Listening and reacting to others All the students practiced past tense by talking about free-time activities
The teacher during the activity	Activating – asking the students what they did during their spring holidays During the group work: – monitoring and letting the groups to do the task Helped one students by explaining what the word "housework" stands for - Encouraged the students to interact in English only
The students during the activity	The whole class seemed quite active from the beginning to the end Talkative – they were encouraged a lot to participate in the activity Only a few students seemed quiet but still finished the task Wrote down their notes into their handouts Listened and reacted to others

Cooperative learning features in the group	Listening + reacting to others making conversations – interacting encouraging the others to participate and answer their questions student <-> student helped each other to fill in the charts one student corrected the other that the opposite of her is his one students corrected the other that he needs to use "did" when asking the questions about the past during the feedback – one student said that he won a football match – the boys congrat. Him and clapped motivation to participate and interact because of the feedback – that they will be asked to give a brief speech about their partners the students asked for a help the teacher – what the word means
Teaching aids provided for the group work	Handout for each student Board – there written how to ask in the past tense
Language used by the student's in the groups	The studetns talked more in English than in Czech Asking and answering questions in English Some students did not interact in English (but the teacher encouraged them to do so)
Feedback (teacher-group), (teacher-student)	Teacher – student – asking each individual to give a brief speech about what his or her group partners did during their spring holidays (some students interrupted and laughed at each other) Teacher – student – gave feedback to each student – "thank you" and "good job"

Appendix B

Spring holidays

What did you and your friends do during spring holidays?

	You	Friend 1	Friend 2
visit grandparents			
watch an interesting film			
listen to a new song			
play computer games			
stay in a hotel			
travel by bus or train			
ski in the mountains			
study for a test			
help with housework			
tidy your bedroom			
cook dinner			

Appendix C

Class: 7th Date, Time: 1st March 2023	Number of the lesson: 1st

What are the students supposed to do in the groups, what activities	The students were handed a handout with written questions about the free time activities (Did you play football last weekend?) – they were supposed to go around the class and find somebody who did the activity The aim and the criteria explained and twice repeated The activity was made by the teacher
Size of the learning group	13 students in the class - Whole class activity
Which speaking skills the activity focuses on	Asking questions in the past tense Interaction Thanking and responding to being thanked Requesting simple information
The teacher during the activity	Activating technique – asking the studetns what they did during their spring holidays – but only three students answered this question Monitoring the studetns Helped the students with the right pronunciation Told the students to quickly complete the activity – three-times
The students during the activity	Active and very loud Asked questions and answered questions Some studetns seemed to be bored and did not want to ask other students in English

Cooperative learning features in the group	Interactive classroom – asking each other questions Encouraging each other to answer the questions as they needed to fill in their handout Helped each other to read the questions properly -one student paused and did not know what to say when the teacher asked to answer in a full sentence (Peter cooked lunch las week) – another student helped him and answered the question Prise – "thank you" Asking for the help – how to say … Studetns motivated to go around the class and find the student who did the activity to finish the task
Teaching aids provided for the group work	Handout with already written questions
Language used by the student's in the groups	Asked (read) the questions in English Some of the students answered the questions in English but in Czech as well
Feedback (teacher-group), (teacher-student)	Teacher asked the whole class … who ……?

Appendix D

What are the students supposed to do in the groups, what activities	The studetns are given the three question related to the topic environment and are asked to discuss those questions and come up with the answers
Size of the learning group	3 students in the group - the teacher used numbers to divide the studetns within the groups
Which speaking skills the activity focuses on	Creative thinking and problem solving – creating ideas – Formulating ideas Open communication Brief speech Agreeing / disagreeing Making the speech understandable Argumentation skills
The teacher during the activity	Monitoring the groups Encouraging the groups to speak English Encouraging the students to explain their ideas At the beginning of the lesson the teacher introduced the topic by reminding them what was the last topic they discussed The teacher told the students the aim Activating technique – the teacher handed the students the list of vocabulary and they were supposed to link the English word to the Czech translation Activity made by the teacher
The students during the activity	The students in the group wrote down their answers – roles – writer Discussing and formulating their ideas

	The studetns not motivated enough to participate for the whole activity
Cooperative learning features in the group	Nodding to one's answer and saying that that is the right answer One student helped the other one when she stopped and did not know what to say more Asking for the opinions of other students (What should I write down) One student made a mistake during the feedback with the teacher and the other student said "no" and told why Sharing knowledge – one student explained what the carbon footprint is Interaction among the three students Formulating the ideas
Teaching aids provided for the group work	Handout with vocabulary Handout with the questions
Language used by the student's in the groups	When the students were deciding what to write down, they formulated their opinions in English Formulating ideas in English Some students communicated in Czech but the teacher told them to use English
Feedback (teacher-group), (teacher-student)	Teacher – class – feedback – asking for the Czech translation of the given words Teacher – student feedback – asking for their answers

Appendix E

Class: 8th	
Date, Time: 1st March 2023	Number of the lesson: 2nd

What are the students supposed to do in the groups, what activities	The students were handed a handout with written free time activities (playing football) – they were supposed to go around the class and find somebody who did the activity The activity made by the teacher
Size of the learning group	Whole-class activity – the studetns were not assigned into the groups Walking around and forming pairs for a moment 17 students in the class
Which speaking skills the activity focuses on	Creating and asking the questions in the past tense about the familiar topic Interaction Making conversation in the pairs Requesting information Answering - Describing past activities
The teacher during the activity	The teacher explained the instructions Monitoring Involving into student's conversations and asking some more questions, for instance, where they did the activity
The students during the activity	Very loud Run around the classroom Making fun from the others Speaking about everything else but the activity Asking and encouraging the others to answer their questions

Cooperative learning features in the group	Helping each other to create the questions Listening the other students answers Helping each other to fill in the paper Talking in the pairs Encouraging each other to answer his or her questions One student asked the teacher what the "spring break" means (as a result, the teacher explained it to the whole class)
Teaching aids provided for the group work	Handout with written leisure activities
Language used by the student's in the groups	Some students asked the question in English, however, some were asking the others in Czech Answering in Czech "jo", "ne" Conversations in English but some in Czech
Feedback (teacher-group), (teacher-student)	Teacher askking the whole class … who ……? - and then asking for more information, for instance, how was it

Appendix F

Class: 9th	
Date, Time: 1st March 2023	Number of the lesson: 4th

What are the students supposed to do in the groups, what activities	The students are asked to give the short (4 minutes) presentations that they have already prepared - topic: famous Czech person The other students listen to the presenter as he or she speaks, and they are tasked to come up with one question to ask the presenter
Size of the learning group	The students are not divided to the group
Which speaking skills the activity focuses on	Presentation skill Making the speech understandable Giving a short, rehearsed presentation on a familiar topic Formulating the question Listening and reacting
The teacher during the activity	The teacher changes to an audience Telling the other studetns to stop talking, listen + pay attention
The students during the activity	The students listening to the presenter Some studetns are talking to each other The studetns write down their question – then ask the presenter Are active as they listen to the presentation, but only one student at that time has the opportunity to speak

Cooperative learning features in the group	Learning new information from one another – info about Czech personalities (Jágr, Masaryk) Listening and reacting by preparing the questions Praising the presenters
Teaching aids provided for the group work	The students work with his or her prepared PowerPoint presentation
Language used by the student's in the groups	The student uses English to give the presentation
Feedback (teacher-group), (teacher-student)	Teacher – student feedback – the teacher prises the student and highlights the student's speaking skills, such as that her speech was coherent and comprehensible Student – Student feedback – each studetns is supposed to ask the student, who has the presentation, one question + the students are asked to say what they liked or disliked about the presentations

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Appendix G

<table>
<tr><td colspan="2">Class: 8th
Date, Time: 3rd March 2023</td><td>Number of the lesson: 4th</td></tr>
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What are the students supposed to do in the groups, what activities	The students are asked to form the pairs and together think about their dream weekend They are asked to agree on the idea of the perfect weekend to present it to the whole class
Size of the learning group	Pairs
Which speaking skills the activity focuses on	Agreeing / disagriing Giving a short description on a familiar topic Listening and reacting Conversation in the pair Open communication Argumentation skills
The teacher during the activity	The teacher stated the aim Monitoring the pairs Encouraging the students to discuss in English
The students during the activity	Discussing the questions Writing down the notes Some students interrupting the other pairs

Cooperative learning features in the group	Interaction Increased variety of language function – discuss, forming opinion, asking Praising – "that is good" Asking for the opinions of the other student Encouraging each other to present their ideas Motivation to complete the task Aim is presented – the students are motivated to complete the task so they know what they are going to say during the feedback
Teaching aids provided for the group work	the students using piece of paper and pen
Language used by the students in the groups	During the activity – English / Czech - some students tend to communicate in Czech but as the teacher monitoring the pairs, she encourages them to talk in English Deciding what to write down – presenting opinions in English
Feedback (teacher-group), (teacher-student)	Teacher – student (one student from the pair is asked to read what they have agreed on) – the teacher comments on the final product

Appendix H

Checklist 1: Cooperative learning elements within the group

Criteria	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Are the students assigned the roles?	NO	NO	YES/NO	NO	NO	YES/NO
Do the students seem to feel positively interdependent? -Do they encourage each other to cooperate?	YES	YES	YES	YES	NO	YES
Do the students ask for help?	YES	YES	YES	YES	NO	NO
Do the students talk to one another?	YES	YES	YES	YES	NO	YES
Do the students mainly communicate in English during the group work?	YES	YES/NO	YES/NO	NO	YES	YES
Do the students share new information with one another? -Grammar, words, English names …	YES	NO	YES	NO	YES	NO
Do the groups use the teaching aids that encourage them to cooperate?	YES	YES	YES	YES	NO	NO
Does the group increase the variety of language function? -Discuss, clarify, agree/disagree in English	NO	NO	YES	NO	NO	YES
Do the students provide feedback to one another?	NO	NO	NO	NO	YES	NO
Points – max 9	6	4,5	8	4	3	4,5

Checklist 2: The teacher in cooperative learning

Criteria	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Does the teacher provide the students with the aim of the activity?	YES	YES	YES	YES	NO	YES
Does the teacher encourage the students to cooperate?	YES	YES	YES	YES	NO	YES
Does the teacher let the groups work independently?	YES	YES	YES	YES	YES[1]	YES
Does the teacher monitor the groups?	YES	YES	YES	YES	NO	YES
Does the teacher give feedback to the groups?	NO	NO	NO	NO	NO	YES/NO
Does the teacher provide the students with feedback?	YES	NO	YES	NO	YES	NO
Does the teacher ask the students for feedback on their group work?	NO	NO	NO	NO	NO	NO
Points – max 7	5	4	5	4	2	4,5

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[1] The teacher let the students to give a short presentation on their own

Checklist 3: Speaking activity selection

Criteria	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Does the teacher at first provide the studetns with English words or phrases they will need for the activity?	YES	NO	YES	NO	NO	NO
Is the activity aimed at developing communicative competence?	YES	YES	YES	YES	YES	YES
Is interaction required to complete the activity?	YES	YES	NO	YES	NO	YES
Are the students motivated to cooperate? -For instance, by teaching tools selection.	YES	YES	YES	YES	NO	YES
Is the activity designed to involve all the students in the group? - Roles	YES	YES	NO	YES	NO	YES
Does the activity provide the students with the chance to express, argue, or form their own opinions?	NO	NO	YES	NO	NO	YES
Is the activity based on real situations? -Does the activity encourage the studetns to communicate without scripted dialogues?	NO	NO	YES	NO	NO	YES
Points - max 7	5	4	5	4	1	6