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**VYUŽITÍ KOOPERATIVNÍHO VYUČOVÁNÍ
V HODINÁCH ANGLICKÉHO JAZYKA**

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Thesis

**COOPERATIVE LEARNING IN ENGLISH LANGUAGE
CLASSES**

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ABSTRACT

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The thesis deals with cooperative learning. At first it offers a general theoretical introduction to cooperative learning. It provides basic information about the learning strategy, its benefits and drawbacks. There are described several cooperative learning structures. Also planning of a cooperative learning lesson, a teacher's role and assessment are discussed in the theoretical background of the thesis. An individual section is dedicated to cooperative learning in English language classes. The research consists of an experiment with an observation and a questionnaire for students. In the experiment students were repeatedly exposed to the same cooperative learning activity and the changes in their behaviour were observed. At the end of the experiment students filled in a questionnaire focused on their opinions on group work and on the experiment they participated in. The research proved that there are changes in students' cooperative learning behaviour. The time which students need for the jigsaw activity and students' dependence on the teacher were the major changes which appeared during the experiment. The results of the questionnaire show that participants of the research did like collaborating with their teammates.

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INTRODUCTION

Although there are many modern teaching strategies activating students, many Czech students still learn in teacher-centred classrooms. Students are not active in learning. Usually they just passively receive information. One of the student-centred teaching strategies is cooperative learning which simultaneously addresses academic and social skill learning by students. These days many teachers think they use cooperative learning in their lessons, but usually it is only because they do not know there is a difference between group work and cooperative learning. In the thesis I show reasons why cooperative learning is beneficial both for teachers and students.

The thesis at first provides theoretical background on cooperative learning based on various sources. In this chapter, principles of cooperative learning are discussed. There are presented benefits and drawbacks of cooperative learning. The cooperative learning teacher's role which is different from the teacher's role in the traditional learning, planning and assessment of cooperative learning lesson are discussed in the theoretical background too. A section is also dedicated to cooperative learning in English language classes.

The research is outlined in the chapter Research Methodology. It describes the research tools such as an observation, experiment and questionnaire and the process of the research carried out at. The results collected through the observation and findings are presented and discussed in the chapter Results and Commentaries. The following chapter is focused on implications for teaching, limitation of the research and suggestions for further research. In the Conclusion chapter, the main ideas of the whole thesis are reviewed.

THEORETICAL BACKGROUND

First, the chapter provides characteristic of cooperative learning. There are presented benefits, with emphasis on the development of students' social skills, and drawbacks of the strategy. Further on, planning and assessing of cooperative lesson is discussed. A section is also dedicated to teacher's role in cooperative learning lessons. Within the chapter, several cooperative learning structures are introduced and described. Finally, implementing cooperative learning in English language lesson is discussed.

Cooperative Learning

According to Johnson and Johnson (1999), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (p. 5). It is a method based on cooperation in solving problems and reaching learning goals. Students are guided to be able to sort out social roles in groups, to plan activities, to sort out individual tasks, to learn to advise and to help each other in groups, to supervise or check each other, to solve disagreements in groups and to evaluate the contribution to the success of each member of their groups, etc. (Mareš, Průcha, Walterová, 2003, p. 107). The results of each student of a group are supported by the activity of the whole group and the whole group profits from the activity of each group member. The key words of cooperative learning are sharing, cooperation and support (Kasíková, 2010, p. 27).

According to Morton Deutsch, the author of social interdependence theory on whose foundations cooperative learning was built, cooperation is a positive social interdependence. The positive social interdependence exists when individuals share common goals, and each person's success is affected by the actions of the others (Kasíková, 2010, p. 27). The cooperation as a learning structure has the same characteristics as positive social interdependence.

Cooperative learning strategy can be divided into two groups according to the type of cooperation on which they are based. The first one is the cooperation as assistance of one student to another. The example of cooperation as assistance is tutoring. During tutoring students teach each other (Kasíková, 2010, p. 30). The second type of cooperation on which the cooperative learning strategy is based is called cooperation as reciprocity. It means that all the activities necessary for reaching the goals are common for all the participants. Not only the work of each student is evaluated but also the work of the whole group and relation among group members. For the cooperation as reciprocity specific atmosphere is needed. Students have to accept the others and the effort of each student has to be changed into the effort of the whole group. Cooperation as reciprocity is the opposite of competition. Students do not want to win as individuals but they help the whole group to be successful (Kasíková, 2010, p. 31).

Although cooperative learning can be based on different types of cooperation the main ideas – sharing, cooperation and support - are still the same and still cooperation follows the same principles (Kasíková, 2010, p. 31). In cooperative learning, students have an opportunity to in positive ways with their peers. They feel included because they become part of a community of learners. Teacher's role also changes from their traditional non-cooperative learning environment role. They coach students and assist them. They do not stand back and evaluate students (Kagan & Kagan, 2009, p. 4.1).

Principles of Cooperative Learning

Cooperative learning follows four basic principles. The principles are symbolized by the acronym PIES: Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction. Kagan and Kagan claim that “The principles are the essence of cooperative learning. They distinguish cooperative learning from other forms of learning and are fundamental to the success of cooperative learning” (p. 5.9).

The first principle, positive interdependence, is characterized by the sentence – Your gain is my gain (Kagan & Kagan, 2009, p. 5.10). It exists when students know that they cannot be successful unless their teammates are successful. Each student has to coordinate his or her effort with the effort of other members of the team (Kasíková, 2010, p. 37). Positive interdependence can be achieved through mutual goals, division of labour, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group (Johnson et al., 2006). According to Kagan & Kagan (2009) positive interdependence produces cooperation. Due to positive interdependence, caring and cooperative community is created and the students' achievement is increased (p. 5.10).

Another principle, individual accountability, means that work of each student is assessed and then it is used for the success of the whole group. Each student should learn something new during the cooperative activities (Kasíková, 2010, p. 38). Students should be able to do similar tasks which they did in cooperative learning on their own. So, their work should be checked. It will help to make each student cooperate. Each member of the team should do his or her part of the task. There should not be anybody who does not anything or anybody who does everything. Individual accountability eliminates freeriders and workhorses in the team. Even if students work in groups they should not be able to hide behind their teammates. They must be regularly held individually accountable for their own contributions and learning (Kagan & Kagan, 2009, p. 5.10 – 5.11).

Equal participation is another indispensable element of cooperative learning. For effective learning active participation of students is necessary. In cooperative learning participation of students must be equal. It means that all the students must be included in the learning process. The participation of students must not be voluntary as it is in the traditional classroom structure. In the traditional classroom, the teacher asks a question and

volunteers answer. The volunteers are usually the high proficiency students. And the other students are not included in the learning process. But cooperative activities make all the students to participate. The cooperative activities motivate students to participate. Equal participation is connected with the principle of individual accountability which is mentioned above. Individual accountability helps teacher to check the equality of students' participation (Kagan & Kagan, 2009, p. 5.11).

Another feature which makes cooperative learning different from traditional teaching is simultaneous interaction. In cooperative learning students participate in the learning process more frequently than in traditional teaching. Traditional teaching leaves only little time per student for active participation. It is usually a teacher who speaks and occasionally a student when the teacher asks him or her a question. Students answer one after the other and one at a time. According to John Goodlad study 80 % of the talking in a classroom is done by teachers and 20 % of the time is left for students. If students have ten minutes for active participation, in the traditional classroom the time must be divided among the students. In the classroom of twenty students each of them has 30 seconds for his or her active participation (Kagan & Kagan, 2009, p. 5.11).

So, one problem of active participation in traditional teaching is little time per student for active participation. And another problem is that students are bored. It is obvious that when one student is active, the others feel bored. Cooperative learning eliminates both problems. If the interaction is not sequential but simultaneous, students have more time for active participation. Students are more motivated and they are not so bored (Kagan & Kagan, 2009, p. 5.11).

The PIES principles which cooperative learning is built on help to make students more active and engaged, and help to make learning more effective. According to Kagan and Kagan (2009), "When the principles are in place, all students cooperate, take

responsibility for their own learning, pull for their teammates, become actively engaged in the learning process, participate often and about equally, and accelerate their rate of academic achievement” (p. 5.9).

Reasons for Cooperative Learning

According to Johnson, Johnson and Holubec (1998) cooperative learning has three major positive results: greater efforts to achieve, more positive relationship among students and greater psychological health. Greater efforts to achieve includes higher achievement by all students, long-term retention, intrinsic motivation, more time spent on task, development of higher-order reasoning and critical thinking. Greater psychological health refers especially to the social development of students, the development and improvement of their social skills, the development of students’ self-esteem, self-identity and ego strength (p. 7).

Development of Social Skills

Cooperation in its general meaning is a natural part of human life. The society consists of several cooperative groups such as families, groups of friends, work groups, groups of neighbours, or sport teams. And in cooperative learning students work together in groups similarly to groups which naturally exist in the society. Every group work requires certain social skills. Without social competences people are not able to live and work in groups. They are not able to cooperate. The development and improvement of social skills is the key for success in live. And teaching through group work, especially through cooperative learning is the best way of developing and improving social skills of young people (Kasíková, 2010, p. 9).

Cooperative learning helps students to be able to work together. It develops and improves many social skills such as effective cooperation, leadership, decision making, trust-building, conflict management and, of course, effective communication which has to

be used in any group work. Effective cooperation means to be an effective and useful member of a group who helps the group to reach their goals, to be tolerant, and to be able to empathize with other members of the group, to listen to the other members of the group, to listen to their needs and opinions and to accept their opinions. Students working in groups should also be able to solve problems and decide how to solve them as a group without the help of the teacher. And for example the ability to deal with conflicts, which may appear in every social group, not only at school but also in groups outside the school, is one of the most important social competence which students should develop (Kagan & Kagan, 2009, p. 11.1. – 11.2.).

Importance of Social Skills

The ability to work and communicate well with others is not useful only at school, but also in everyday lives of students. Developing and improving social skills are a part of socialization of people and it plays an important role in increasing emotional intelligence helps people to succeed in interpersonal relationships. Especially these days when several experts mention social and moral crises among people, school plays a very important role in the socialization of children and young people. In some cases, school replaces the role of family which should develop the personality and social skills of children the most (Kagan & Kagan, 2009, p. 2.6.).

Improved social skills help students for example to find better job in the future and also to live more satisfying lives. At the present time, the communication, interpersonal and teamwork skills are the abilities which employers all over the world seek the most (Kagan & Kagan, 2009, p. 2.7.). So, today, being able to work and communicate well with others is necessary for getting a job, and especially for getting a well-paid job (Kasíková, 2010, p. 9 – 11).

Social competences influence students' current everyday lives too. Being able to communicate with other people, to respect opinions of other people, to manage conflicts and to listen carefully and identify other people's needs are skills which make relationship between people happier and more successful. Students with sufficiently developed social skills are more successful friends, girl/boyfriends, and also happier and more successful schoolmates. So, social skills developed in cooperative learning are necessary for achievements at school, at work and also in personal life. For students, communication, interpersonal and teamwork skills are useful for students inside the school, but also outside the school, and they will probably make their future lives easier (Kasíková, 2010, p. 9 - 11).

Cooperative Learning as a Part of the Lesson

Cooperative Learning Lesson Plan

Formally, planning cooperative lessons is not much different from planning traditional lesson. Cooperative learning lesson plans or lessons whose part is cooperative learning have almost the same components as lesson plans of any lesson. The lesson plan should consist of a topic and the content of a lesson, lesson objectives, classroom management, tasks, activities and teaching procedures which will be used, and technology and equipment which will be needed. But the forms of classroom management, activities and teaching procedures in cooperative learning lesson will be different from those in traditional lessons. These components will have features of cooperative learning (Scrivener, 2005, p. 109 – 111, 118 – 124).

There is one more component which cooperative learning lesson plans should include. Teachers of cooperative lessons have to think about the social competence they want to develop in their lessons too. So, in cooperative learning lesson plans, next to conceptual objectives there are also social or socio-emotional objectives. Socio-emotional

objectives are for example the development of empathy or the encouragement, support of and help to others. (Kasíková, 2010, p. 41). Socio-emotional objectives as well as conceptual objectives should be appropriate for each student of the class. They must be clear for all students and the teacher. And teachers should ensure themselves that tasks and activities are congruent with conceptual and also with socio-emotional objectives (Scrivener, 2005, p. 118).

Transformation of the Traditional Lesson into the Cooperative Learning Lesson

If a cooperative learning lesson is designed, the content of the lesson plan components must be different. In cooperative learning lessons classroom management, activities and teaching procedures must follow principles of cooperative learning. So, teachers who want to teach cooperative learning lessons following classic approaches to cooperative learning must design new lesson plans, completely different from their existing lesson plans. In fact, the necessity of designing new lesson plans is one of the biggest problems in implementing cooperative learning lessons. Redefining lesson planning takes a very long time. Unfortunately, not all teachers are willing to spend nights designing new lesson plans which will follow principles of cooperative learning (Kagan & Kagan, 2009, p. 14.2., 14.3.).

To deal with this problem Dr. Spencer Kagan, the author of books for educators and professor of psychology and education, decided to advocate a different approach to implementing cooperative learning. Instead of training complex and time-consuming lesson planning, he began to develop smaller units of instruction called structures. Kagan does not want teachers to throw away their lesson plans and design new ones following the principles of cooperative learning, but he offered them a possibility to use a framework and implement cooperative learning in every lesson plan they have designed. According to Kagan, it is not necessary to do cooperative learning lessons, but it is possible to make

cooperative learning part of every lesson. Kagan as he states himself “wants teachers to see cooperative learning not as one more thing to teach, but rather as a powerful, easy-to-use set of tools to teach anything” (Kagan & Kagan, 2009, p. 14.3.).

Structures are instructional strategies designed by Kagan & Kagan available in their books. Structures are frameworks of activities which are content-free and repeatable. The structure is used to explore the curriculum, but it is not tied to any specific curriculum. And every structure includes principles of cooperative learning (Kagan & Kagan, 2009, p. 6.1., 6.2.).

Almost every lesson can be easily improved by replacing an element of the lesson with a cooperative learning structure. Teachers only pick their existing lesson plan and analyze it. Then they seek for tasks and activities which may be substituted with cooperative structures, choose appropriate structures and add content to them. So with the usage of Kagan’s structures the biggest problem of implementing cooperative learning is eliminated. Teachers do not need to redesign new lesson plans. They can easily substitute traditional activities from their existing lesson plans with cooperative activities and teach a lesson whose part is cooperative learning (Kagan & Kagan, 2009, p. 14.4., 14.5.).

Cooperative Learning Structures

As it was mentioned above, structures are cooperative learning teaching tools. They are frameworks of cooperative activities which teachers can modify according to their needs and the needs of their students. There are many different types of cooperative learning structures such as jigsaw, think-pair-share, numbered heads together, three-step interview, round robin or carousel. I would like introduce and briefly describe the first three mentioned structures which are probably the most commonly used and which are also beneficial for English language classes (Kagan & Kagan, 2009, XI, X).

One of the most commonly used and most useful for English language classes is probably jigsaw (reading). There are many variant of jigsaw. But for every jigsaw reading teacher provides a text divided into several parts. There must be as many parts of the text as there are students in the classroom. First, students are in expert groups in which they study their text, try to understand it and make notes. Then students are regrouped. In each group there are students with different part of the text and their task is to present the information they have read to their teammates. So, at the end of the jigsaw reading each student should know what the whole text is about. Students have to put all parts of the text together to make task complete as it is necessary to put all jigsaw puzzles to complete a picture. The jigsaw technique is very useful for English language classes because it is a four-skill approach. It develops reading, writing, speaking and also listening (Kagan & Kagan, 2009, 17.2. – 17.5.).

Think-pair-share is a cooperative discussion strategy. It gets its name from the three stages of student action. The first stage is called think. Teacher provokes students thinking with a question or prompt. Then students should have some time to think about the question or make notes. During the second stage, students are paired with one their classmates and they share their ideas with each other, and identify the answers they think that are the best. In third stage, pairs share their ideas with the whole class. Think-pair-share is very useful for English language classes because it gives students some time to think about what they want to say. Every student is engaged in the task and has opportunity to join the discussion because there are pairs of students in which both members have to speak about their ideas. Think-pair-share also has a positive effect on students' fear to speak English and it eliminates their anxiety. In pairs students are less afraid to speak English than they may be in front of the whole class. And they have some time to discuss

their answers with classmates before they present it in front of the class and the teacher (Kagan & Kagan, 2009, 14.8).

In numbered heads together students are arranged in groups and each person is given a number (from one to the maximum number in each group). The teacher asks a question and students "put their heads together" and discuss their ideas. Then the teacher calls a specific number with which he or she identifies students who answer the question. This strategy promotes discussion and both individual and group accountability. It is beneficial for reviewing and integrating subject matter. The benefits of numbered heads together in English language classes are similar to the benefits of think-pair-share. Students have some time to share their ideas before they speak in front of the whole class and the teacher (Kagan, 2008).

Teacher's Role in the Cooperative Learning Lesson

Teacher's role in the cooperative learning lesson is different from the teacher's role in the traditional lesson. Traditional teachers usually dominate and control the activities of the whole class. In cooperative learning lesson teacher are not those who correct students all the time, answer all their questions and help students with all their problems. Teachers in cooperative learning lessons are not sources of information but consultants who are in class to help students in situations which they are not able to cope with themselves (Kasíková, 2010, pp. 68 – 72). According to McDonell (1992), teachers play the role of supporters, facilitators, observers, change agents, and advisers. Their role is to organize students into heterogeneous groups, to provide students with proper materials, and to design structural systematic teaching strategies (p. 163 - 174).

The changed role of the teacher gives students more freedom, more responsibility and autonomy. It also helps them to develop their social skills. Some problems may occur when students are introduced to cooperative learning for the first time, students may have

problems with accepting changed role of the teacher. In traditional learning students are overly dependent on the teacher. They need some time to get used to different teaching strategies and the autonomy which it offers (Kasíková, 2010, p. 71).

Grouping

Work in teams is typical of cooperative learning activities so one of the main tasks of the teacher of cooperative learning lessons is to group students. First, teachers have to decide how many students will be in one group, and then which type of groups they want to use in their class. According to Kasíková (2010) the size of the group depends on the objectives and the type of task, and also on the experience of particular students and teachers with cooperative learning. Kasíková recommends students being seated in groups of three, four or five (p. 75).

On the other hand, Kagan & Kagan (2009) state that the cooperative learning team should consist of four people (p. 7.1.). They present four reasons why groups of four are the most effective. The first reason is that groups of four allow pair work. The second reason is that groups of four avoid an odd man out. According to Kagan & Kagan (2009) “the social psychology of a group of three is often a pair and an outsider” (7.2.). In the team of four it is not so easy to exclude one member of the team as it is in the group of three. Another positive is that groups of four optimize cognitive and linguistic mismatch. And the fourth reason for using groups of four in the cooperative learning lesson is that four-members teams increase variety. Students may work in groups of four, in pairs with their shoulder partner or in pairs with their face partner. So the arrangement within a team of four is very flexible. There are six different lines of communication which give students more opportunities to learn something new (Kagan & Kagan, 2009, p. 7.2).

When teachers are deciding how many members their cooperative teams will have, they have to choose which type of the team they want to use in their cooperative learning

lesson. According to Kagan & Kagan (2009), there are four major types of teams: heterogeneous teams, random teams, student-selected teams and homogeneous teams (p. 7.4.). Heterogeneous teams are mixed ability, mixed sex, and mixed race. They are preferred because they increase opportunities for tutoring and support among the team members, improve cross-race and cross-sex relations, and make classroom management easier (Kagan & Kagan, 2009, pp. 7.11 – 7.19). Random teams are formed randomly. There are many random transformation methods available which teachers can use in their classroom. Random transformation methods are for example counting off or numbered cards (Kagan & Kagan, 2009, pp. 7.11 – 7.19). Student-selected teams give students an opportunity to choose team members who they want and who they like. There is a risk of promoting status hierarchies in the classroom. But to let students to choose their team mates for time to time could be very beneficial for their work. Teams consisting of friends make learning more fun and productive (Kagan & Kagan, 2009, pp. 7.11 – 7.19). Homogeneous teams are teams which consist of students with the same or similar characteristics. They are for example on the same ability level or they have similar interests (Kagan & Kagan, 2009, pp. 7.11 – 7.19).

Johnson et al. (2006) divide cooperative learning groups into informal, formal and base groups. Informal cooperative learning groups are also called ad-hoc groups. They are formed for a short period of time, not for the whole lesson. Teachers can use informal groups for dividing lecture into shorter segments. Informal cooperative groups may function as an aid in the direct teaching. Formal groups are formed at least for the whole cooperative learning lesson. And they can stay together for several weeks, for example for work on a project. Cooperative base groups are long-term, and they last for at least one year. They are formed for support, help and encouragement of students. Cooperative base

groups should help students to develop their social and communicative skills (Johnson et al., 2006, pp. 2:2, 3:10).

So, one of the main tasks of the cooperative learning teacher is to group students. First, teachers have to choose the size of the groups they want use in their classes. Then they have to decide which type of team is the most suitable for their lesson. There are many ways how teachers can divide students into the groups and many methods available which can teachers use to group students.

Assessment and Evaluation

Cooperative learning provides opportunities for many ways of assessing students. In cooperative learning, the teacher is not the only one possible agent of assessment. Students can give feedback too. Teachers do not have to assess students only as individuals, but they can also assess the work of the group of students. Students can evaluate themselves and the work of their teammates or the work of another group too.

According to Kasíková (2010) if there is an interaction, there is also assessment. The assessment is an inherent part of every cooperative group work. During a group work, it is natural for students to give feedback about what has happened in their group (p. 93). Students assess their own work, the work of other members of the group, and they also give feedback about relations within the group. Kasíková states that it is not necessary to force students to express the evaluation explicitly after every group work. The better way of assessment is to give students time for discussion in which they will have an opportunity to express what they think about the work in their group, and give feedback to their teammates (Kasíková, 2010, p. 93).

According to Kagan & Kagan (2009) cooperative learning facilitates formative, authentic, representative and multi-dimensional assessment. Formative assessment in cooperative learning is much easier than in traditional learning because teachers are mostly

in the role of an observer. In cooperative learning teachers group students and provide instructions and they have time for observation. Kagan & Kagan use the term “walkabout”. In the “walkabout” teachers circulate from team to team, observe students and listen to them. So, they can give students feedback during their work. During the observation teachers have the opportunity to listen the high achievers as well as low achievers, and that is the reason why cooperative learning facilitates representative assessment. Cooperative learning improves multi-dimensional assessment because teachers see students perform in a broader range of contexts with a broader range of content, so they have more ways to assess (pp. 15.1. – 15.12.).

Kasíková states that for many of teachers giving feedback in cooperative learning is very difficult. She presents several reasons why teachers consider assessment in cooperative learning lesson to be problematic. According to Kasíková (2010) it is difficult to recognize the effects of cooperative learning immediately. Usually noticeable results of the cooperative learning group work are recognizable only after a long period of time (p. 92). Because cooperative learning develops social skills, teachers’ task is also to assess the development of social skills. According to Kasíková (2010) the assessment of the development of social skills is another problem of giving feedback in cooperative learning lesson. Many teachers complain that they do not know how to measure the development of social skills. Kasíková states that for teachers, assessment of participation of individual students is also very problematic (p. 92).

Cooperative learning assessment provides many opportunities for giving feedback. The assessment is not only carried out by teachers but also students who can evaluate themselves, work of their group or work of another group. Cooperative learning invites students to give feedback. In cooperative learning lessons, it is natural for students to assess the work of their group. During cooperative learning lessons, teachers have more

time for observation of the work of students. And the assessment is more effective.

Cooperative learning assessment has many positives but for many teachers it is still very difficult and problematic because it is different from traditional methods of assessment.

Drawbacks of Cooperative Learning

Cooperative learning has its benefits as well as it has its drawbacks. In this section I summarize several possible challenges of cooperative learning and I also offer solutions to the challenges.

Palmer, Peters, Streetman (2003) state that because the role of the cooperative learning teacher is different from the teacher's role in traditional lesson, teachers may be afraid of losing control over the students. According to Kasíková (2010) for many teachers lack of discipline and noise which groups may make during their work seem to be the drawbacks to cooperative learning. Teachers who are used to having silence during their lectures have to take in consideration that group work requires communication, and that speaking is an inseparable part of cooperative learning. For preventing discipline problems, the teacher, ideally in agreement with students, should set rules for communication in the classroom (Geary, 1999, p. 10).

Another drawback to cooperative learning is related to students seated in groups. Students may resist using cooperative learning because they are used to be passive. Cooperative learning requires being more engaged than in traditional lesson. Some students may also have problems with participating because they have not work in groups before many times (Palmer, Peters, Streetman, 2003). According to Geary (1999) some high achievers may feel to be brought down by the rest of the group. But researches show that high achievers usually maintain top academic performance. High achievers do not suffer any loss of learning, yet gain the ability to work with others (Geary, 1999, p. 6).

Problems may also appear when one student subverts the work of the group. Some students may refuse or resist working with others. If someone does not want to cooperate with others, it is better to let him or her do the task alone. But such a person should do the same amount of work that a whole group does. And it should motivate a student refusing working in groups to change his or her opinion (Geary, 1999, p. 8). Some teachers are also afraid that there may be a student in a group who will do all work for his or her group, or that there may be a student in a group who will do nothing. According to Johnson, Johnson and Holubec (1988) and Kagan (1992) teachers have to assign roles and responsibilities so that no one does everything and there is no “freerider” who does nothing (Geary, 1999, p. 8).

Time requirements of cooperative learning lesson preparation are also drawbacks of cooperative learning. Changing traditional lesson plans into cooperative learning lesson plans take some time. And teachers usually have to create additional materials for their students because textbooks are usually not suitable for cooperative learning lessons (Palmer, Peters and Streetman, 2003).

Palmer, Peters and Streetman (2003) and Kasíková (2010) state that for many teachers assessing cooperative learning group work is very problematic. Teachers who are used to assessing their students with a paper and pencil test will have to find another way to assess student work and progress (Palmer, Peters and Streetman, 2003). Geary (1999) mentions that group assessing may seem unfair to some students (p. 3). A section above is dedicated to the assessment of cooperative learning and problems which may appear.

In English Language Classes refusing to use L2 during group work may seem to be a problem. In traditional lesson students usually do not have much time for discussion or communication, so they are not used to speaking English a lot. They are not used to communicating among classmates in L2. Motivating students to use L2 during the

cooperative group work may be very difficult, as well as monitoring if students use L1 or L2.

Cooperative Learning in English Language Classes

Even if cooperative learning has not been specially developed for foreign language teaching, it can be used in all subjects. The greatest benefit of cooperative learning in English language classes is the development of communicative competence. In cooperative learning lessons, students have more time and more opportunities to speak than they have in teacher-centred lessons (Stenlev, 2003, p. 33).

For showing how cooperative learning helps students to learn English more effectively we can apply PIES principles (positive interdependence, individual accountability, equal participation, simultaneous interaction) which are characteristic of cooperative learning in general in English language lesson. Thanks to PIES principles, students are positively dependent on each other. They share information and for sharing the information students need to communicate. They feel responsible for the work of the whole group and the responsibility forces them to use the language because they need to complete the task together as a group. Simultaneous interaction ensures that as more as possible amount of students has the opportunity to use L2 and to learn something new. Thanks to simultaneous interaction students in the cooperative learning lesson have more time for using English than students in the traditional lesson (Stenlev, 2006, p. 36).

During cooperative learning lessons, students are engaged in direct interaction. So, they use English language more often than in traditional lessons because they have more opportunities to speak. Pica and Doughty (1985a, 1985b) found in their study that students working in cooperative groups had more opportunities to practice using English than students in traditional teacher-centred lesson (pp. 115 – 132).

According to McCafferty, Jacobs and DaSilva Iddings (2006) interaction in English language classes is important even if learners may hear incorrect forms of L2 from their teammates (p. 18). Krashen and Terrel (1983) present that incorrect forms of L2 used among students working in groups “does a great deal more good than harm, as long as it is not the only input the students are exposed to.” (p. 97).

The cooperative learning seating arrangement (groups) helps students to feel better. It creates friendly and supportive atmosphere in the class. In groups students are not as afraid to speak as they usually are in the traditional classroom. They do not have to speak in front of the whole class, so they are not anxious and shy (McCafferty, Jacobs and DaSilva Iddings, 2006, p. 26). According to Long and Porter (1985) “a small group of peers provides a relatively intimate setting and, usually, a more supportive environment.” They present that the supportive environment increase students’ motivation too (p. 211). Tsui (1996) states that student-student collaboration is an effective means of reducing anxiety among L2 students (pp. 145 – 168).

Cooperative learning with its principles (PIES principles) encourages students to speak and give them more time and more opportunities to use L2. In cooperative learning lesson, students learn language better than during traditional language training. The interaction among students in natural settings is the ideal use of language that is necessary for successful acquisition of second language skills. Cooperative learning seating arrangement in groups also minimises students’ fear of speaking and their anxiety and shyness (Palmer, Peters and Streetman, 2003).

Cooperative learning is a strategy characterized by sharing, cooperation and support. In cooperative learning lessons, students work in groups usually of three or four students. Each student is not responsible only for his or her individual achievement, but also for the achievement of the whole group. Cooperative learning is based on four

principles: positive interdependence, individual accountability, equal participation and simultaneous interaction. One of the biggest positives of cooperative learning is that during cooperative learning lessons social skills of students such as effective cooperation and communication, conflict management and trust building are developed. In cooperative learning lessons, the role of the teacher is a bit different than in traditional lessons. Teachers in cooperative learning lesson play the role of supporters, advisers and observers. Assessment in cooperative learning lessons is different from traditional lessons too. Teachers do not assess students only as individuals but they can also assess the work of the group. Students have an opportunity to assess themselves, the work of their teammates and also the collaboration and communication within their team. The most common drawbacks of cooperative learning are possible discipline problems caused by students working together in groups, students who refuse to work with others and students who do all work for their team or who do nothing for their team mates. Teachers considered assessing and time requirements for cooperative learning lesson planning as the biggest problems of cooperative learning. Considering all these facts I have decided to carry out a study examining cooperative learning in English classes. The research and findings are presented further.

RESEARCH METHODOLOGY

The research of this thesis focuses on using a cooperative learning strategy in English language classes which did not have any previous experience with cooperative learning, and progress of students' attitude to cooperative group work. This chapter describes basic research methodology: the subjects of the research and the place where it was taken. It also gives characteristics about the cooperative learning technique used in the research.

To answer my research question ,which is whether a repeated experience with a cooperative learning activity result in changes in students' cooperative learning behaviour, I decided to make an experiment whose part was an observation of work of students. At the end of the experiment students completed to provide additional information on the content of the experiment.

During three weeks I visited ten English language lessons of first graders at Hotelová škola, Plzeň. Two English language groups (AJ1 and AJ2) of students were involved in my research. I worked with each group five times and use the same cooperative learning technique there five times. I consider five lessons with cooperative learning activity to be the least possible number of lessons for seeing progress and changes in students' behaviour. I think that students need at least two or three lessons to get used to a new teaching strategy and unknown activity. Only after two or three lessons their behaviour begins to change a bit and a progress can be observed. During students' cooperative group work I observed several areas characteristic for cooperative learning. See below for more detailed information about the observation. I provide more detailed information about my observation in a chapter dedicated to the observation. These students also filled in a questionnaire.

In the first English language class, group AJ1, there were students at the beginner level of English. And in the second English language class, group AJ2, there were pre-intermediate students. The number of students in AJ1 group varied between eleven and thirteen, in AJ2 group between 19 and 16. The specific numbers of students presented in each lesson are mentioned in the Table 1 and Table 2. The students, did not have, according to the teacher, any experience with cooperative learning, but they work in groups during English language lessons very often.

Experiment

Cooperative Learning Technique – Jigsaw Reading

For my experiment I chose the cooperative learning activity called jigsaw reading because it is a four-skills approach which develops reading, writing, speaking and listening in one activity. Jigsaw reading is an effective group reading activity in which a text is divided into several parts and to complete the task and learn something new students have to put all the parts of the text together. Parts of the text are put together to complete the text in the same way as jigsaw puzzles are put together to complete the picture. And that is the reason why is this technique called a jigsaw.

Many variations of jigsaw exist. The first jigsaw activities were developed at the national training labs as teambuilding activities. Each participant was given some of the information necessary to solve a problem, so they had to cooperate to be successful. Elliot Aronson was the first person who used jigsaw in a classroom. It was during his work in a desegregated school in an attempt to improve ethnic relations. Then jigsaw was developed several times. It was influenced by Robert Slavin and Spencer Kagan the most. Robert Slavin modified original jigsaw and developed Jigsaw II. which worked with existing curriculum so it was easier to use it in any lesson. Spencer Kagan added many new

variations of a jigsaw which can be used as a structure in any lesson (Kagan & Kagan, 2009, pp. 17.2., 17.3.).

The jigsaw reading activity which I used for my experiment was based on a variant of jigsaw based on Kagan's Team Jigsaw and Pair Expert Group Jigsaw (Kagan & Kagan, 2009, pp. 17.3., 17.4.). As a framework I used Sample Jigsaw Reading Activity by Master Teacher (Appendix 1).

My aim was to divide students in groups of three or four in each lesson because according to Kagan and Kasíková groups of four or three are the most effective. So for each lesson I prepared texts appropriate to the students' level of English divided into three and four parts (Appendix 2). Each student also got a copy of a table, graphic organizer for students' notes (Appendix 3). Of course, sometimes it was not possible to group students in groups of three or four, because there was an odd number of students. In this case, I made odd students observers and advisers. They helped any group which asked for their help and they also observed group work of their classmates. At the end of the lesson they reported what they had observed.

Process of the Experiment

At the beginning of the first class in each group, I briefly introduced basic information about cooperative learning and about jigsaw reading to students. And then the instructions on jigsaw reading were carefully and clearly presented to the students. I also checked understanding of instructions and ask several students to repeat the instructions in their own words to the rest of the class.

The lesson plans for all lessons were similar because the process of the lesson was still the same, only the topic of each lesson was different. At the beginning of the lesson, there was usually a discussion about the topic of the text or other pre-reading activities. And then a jigsaw reading activity began. First, students made base groups of three or four

(according to the number of students present in the class). For most lessons the groups were student-selected and heterogeneous. Students themselves made heterogeneous teams. Only several times I grouped students myself. Then each student got a copy of a graphic organizer and a part of a text. The base group consists of students with part of the text A, B, C (D).

The next step was regrouping students to expert groups. I grouped students with the same letter part of the text together. So there was a group of students with part of the text A, with part of the text B, C (and D). In expert groups students read their part of the text. In these groups students could use dictionaries. They could help each other and they could also discuss main ideas of their text and come to a consensus. Experts could choose any tactic they wanted to. I did not tell students how exactly they had to work or which tactic they had to use. I did not tell them that they had to read the text alone first and then discussed it. I left it on them because I wanted to see what their attitude to the cooperative group work in expert groups will be like. Then students filled in the graphic organizer and came back to their base groups. In the base group there was one expert for each part of the text, and one by one experts presented information about the text they had covered with their teammates. At the end of a jigsaw activity, each member of each group should have completed information about all parts of the text. I asked teams questions about the text to check what students learned in the text during the jigsaw reading activity.

The total number of students presented in each lesson, number and size of groups of each lesson and the topics of jigsaw texts are presented in the table below.

Table 1

Total number of students in the class and topics of the jigsaw reading

Group AJ 1 (beginners)

Lesson	Total number of students in the class (number of groups and their members)	Topic of the jigsaw text
1	11 (3 x 3; two students were advisers and observers)	“The Smallest Pub in the World”
2	12 (4 x 3)	“Man from Another Galaxy”
3	12 (3 x 4)	“Easter Around the World”
4	12 (3 x 4)	“British Food”
5	13 (3 x 4; one students was an adviser and observer)	“The Latest News”

Table 2

Total number of students in the class and topics of the jigsaw reading

Group AJ 2 (pre-intermediates)

Lesson	Total number of students in the class (number of groups and their members)	Topic of the jigsaw text
1	16 (4 x 4)	“Man from Another Galaxy”
2	18 (6 x 3)	“The Latest News”
3	19 (6 x 3; one student was an adviser and observer)	“Easter Around the World”
4	16 (4 x 4)	“The Disappearing Honeybee”
5	18 (6 x 3)	“Children’s Television Viewing Habits in the UK”

Observation

During the whole experiment I observed the behaviour of the students too. The aim of my observation was to find out if there will be any progress in students’ attitude to cooperative group work. I decided to focus on several areas which are specific to cooperative group work. For making my observation well arranged I formed an observation list for each lesson (Appendix 4). The observation list is divided into six areas: expert group communication, participation and relationship, base group communication,

participation and relationship, communication between expert and members of his or her base group, and students' dependence on the teacher. Each area consists of several more specific statements which I checked during each lesson. The statements were for example: Students use L1. Students use L2. Students listen when others are talking. Students work well with other members of the group. Students help others. Students accept help from others. When students have questions, they ask their teammates first. When students have questions, they do not ask their teammates first, but the teacher.

Questionnaire

To complete my research I designed questionnaire for students too (Appendix 5). The aim of the questionnaire was to find out students' attitude to the cooperative activity to which they were introduced. I also wanted to compliment my results of my experiment and observation with opinions of the students. The questionnaires were filled in by 31 students (13 students from group AJ 1 and 18 students from group AJ 2) at the end of the last lesson of my experiment. The questionnaire for students was in Czech. Students were informed that there is no wrong answer and that the questionnaire was anonymous.

In the questionnaire, there were ten statements focused on students' opinions about cooperative group work and about the experiment which they participated in. Students chose on a rating scale if they strongly agree, agree, disagree or strongly disagree with the statement. The students were asked for example if they took part in the group work, if they enjoy it or if they like group work more than individual work. There was also a question about their dependence on the teacher in solving problems, and an additional question dedicated to the topics of the text used for experiment with jigsaw reading activities.

The following chapter presents results of the experiment with observation and of students' questionnaire. There is also a comparison of results of observation and of questionnaire and my commentary on the results of the research.

RESULTS AND COMMENTARIES

The data from my research is presented and analysed in this chapter. First, I provide information about the process of my experiment and also data which I collected during my observation. For clarity purposes, I present the data according to the areas of the observation list (communication and participation within an expert group, communication and participation within a base group, communication between an expert and his or her team, and dependence on the teacher), separately for group AJ 1 (beginners) and for group AJ 2 (pre-intermediates). Second, I introduce the results of questionnaires filled in by students.

Experiment with observation

Comparison of work of group AJ 1 and group AJ 2

Based on the observation, it can be said that there were several differences between the work of group AJ 1 and group AJ 2. During the whole experiment, students belonging to the first group (beginners) were more willing to collaborate than students from the second group (pre-intermediates). AJ 1 students enjoyed the group work more than AJ 2 students, and there was friendlier atmosphere among students of AJ 1 group than among students of AJ 2 group. During the activity, AJ 1 students were closer to each other either in expert or base group than AJ 2 students.

The atmosphere in AJ 2 was a bit different from the atmosphere in AJ 1. AJ 2 students were quiet and reserved. Usually students from group AJ 2 seemed to be less engaged than students from group AJ 1. They looked like they did not enjoy group work as much as the first group. Most students worked individually most of the time and they did not share their ideas and opinions. They usually read their texts in expert groups individually and only at the end of their work they checked their notes together. Students

of the second group (pre-intermediates) communicated in L2 more often than students from the first group.

Group AJ 1

In the first two lessons of my experiment in group AJ 1, the jigsaw activity, including special time for clear instructions, took the whole lesson. Even if the texts of these two lessons were the shortest of all the texts which I used in group AJ 1, the activity took the longest time. In the third and the fourth lesson, the time for the cooperative activity was shorter than in first two lessons. It was about 35 minutes. Jigsaw reading in the last lesson took the shortest time even if the text used for this lesson was the longest one.

Communication and participation within an expert group. During the first two lessons students communicated only in L1 and nobody used L2. Students listened to each other and did not interrupt each other. Nonverbal communication was characterized by closeness between members of all groups. I observed that students in expert groups were very close to each other. It looked like they literally put their heads together. Only one, less proficient student, was not as close to his teammates as other students were. Most students were engaged in expert group work.

During the first two lessons there appeared two different tactics of expert group work. There was an expert group whose members read the text together and also translated it together. Members of the group did not have any time to read the text alone. Any member of the group did not have any problem with this tactic. The second group which worked differently from others was a group with more proficient students. Each member of the group read the text, but almost the whole text was translated by the most proficient student of the team to ensure other members of the group that they were right. All expert groups during the whole experiment discussed what they had filled in the graphic organizers. They usually unified their notes at the end of time for expert group work.

In the fourth lesson there was a group in which students assigned one member to look for vocabulary in the dictionary. It was only once when a team tried to give one member of the team a specific role. Sometimes there was a leader of a team or adviser, but nobody nominated them. He or she just naturally played the role of a leader and it was natural that he or she advised other members of the team.

Communication and participation within a base group. During the whole experiment students communicated mainly in L1. They used L2 only if they read their notes written during the expert group work. For discussion students always used L1. In all lessons students helped others and accepted help of others. Students usually worked well with others, but there were also some students who were a bit impatient. Some members of a group were less proficient and some were more proficient so some of them needed more time and did not understand the same vocabulary like more proficiency students did. And students who did not have enough patience and tolerance did not want to accept individual pace of other members of the team. But it can be said that in the last lesson these students were less impatient than they had been in the first lesson.

Expert's communication with members of his or her base group. During first three lessons, experts usually were not able to provide information about the text they had read in L2. They only dictated notes, which they had written in their expert group, to other members of their base group. But most students did not want to speak English. They were willing only to read their notes in English, but not to use English to communication with teammates. I tried to encourage students to use L2, to make their own sentences in English and not only to read their notes. I pointed out that they had no reason to be afraid to speak, and what is more, that they spoke only in front of their teammates, not in front of the whole class. In the last lesson, most experts tried hard to eliminate usage of L1 in presenting information about the text they had studied. They had only brief notes from the expert

group work and they tried hard to speak English and make their own sentences when they were speaking with their teammates. In all lessons all students listened when an expert was talking. They were not afraid to ask expert questions, and an expert was able to answer their questions. But again, the communication between expert and teammates was usually only in Czech.

Dependence on the teacher. In the first lesson, problems were solved with the teacher first. Many students asked me for translation of unknown words. It looked like they did it because it was the easiest way to get the translation. It was easier to ask the teacher than discuss the unknown word within a team or to look for the word in a dictionary. I encouraged them to solve their problem within their team and only if they were not able to solve their problem among their teammates, they should ask the teacher. I repeated it every time when they asked me for meaning of some words. And from the third lesson, all students discussed unknown vocabulary in their teams, and they searched for an unknown word in a dictionary first.

Group AJ 2

Communication and participation within an expert group. Through the whole experiment students mostly communicated in L1, but there were some students who used English in discussions with their teammates very often. During first two lessons students were very quiet in their expert groups. Mostly they did not collaborate with their teammates. They worked individually. And when they had finished their individual work only some of them checked their notes with other members of their team. Many students did not discuss their ideas with the rest of their group at all. They did not ask their teammates any questions, did not share their ideas and opinions, and they did not help each other. I ensured them that they could work together and pointed out that it was a group work so if they had a question they could ask their teammates and they could help each

other. In the last lesson, most students discussed their ideas and opinions with their teammates. They were more willing to collaborate with their classmates.

Communication and participation with a base group. In base groups, students were not very communicative either. During the first three lessons, they did not want to speak at all. If they spoke, they usually used L1 but again there were several students who communicated with their teammates in English. Usually students did not ask their teammates any questions. Most of them only silently accepted information and wrote them into their graphic organizers. Many students were not engaged and seemed to be not motivated. So I tried to motivate them a bit. I introduced benefits of cooperative learning and of jigsaw reading, and I pointed out that cooperative learning activity could help them to learn something new. I also ensured them that there was no reason for being afraid to speak. In the last lesson students communicated more often than in the first lesson. It can be said that at the end of the project they collaborated with their teammates more than at the beginning of the project.

Expert's communication with members of his or her base group. Through the whole experiment most experts only dictated notes which they had written during their work in expert group. Their information was very brief. Students listened when the expert was talking. But almost nobody asked the expert a question.

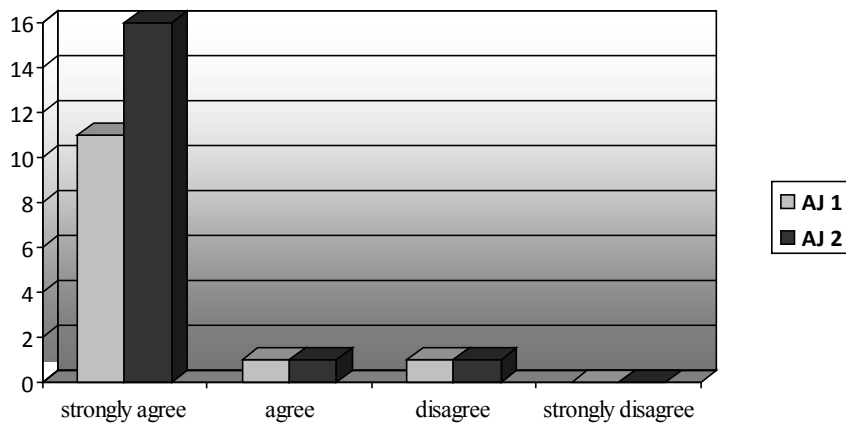
Dependence on the teacher. From the beginning of the experiment to its end, students were not dependent on the teacher. But it seemed that it was probably only because they were not dependent on anybody, only on themselves. There was not anybody who asked the teacher a single question. If students had to solve a problem, they solved it with their teammates. But truly said, usually they did not solve problems at all. They rather ignored them.

Questionnaire

Here I present the results of the questionnaire completed by 31 students. Results are ordered as the statements are ordered in the questionnaire. For results of each statement there is a graph.

1. I did take part in the group work.

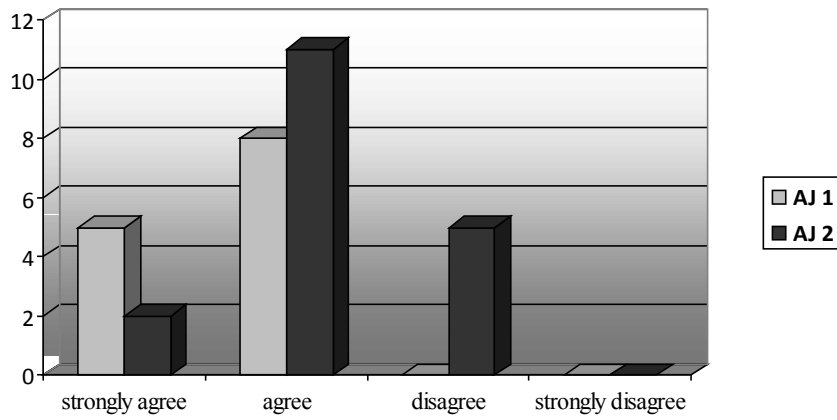
Graph 1



Most students from both groups thought they engaged in the group work. Only one student from group AJ 1 and one student from group AJ 2 did not agree that they did engage in a group work.

2. I did like collaborating with my classmates.

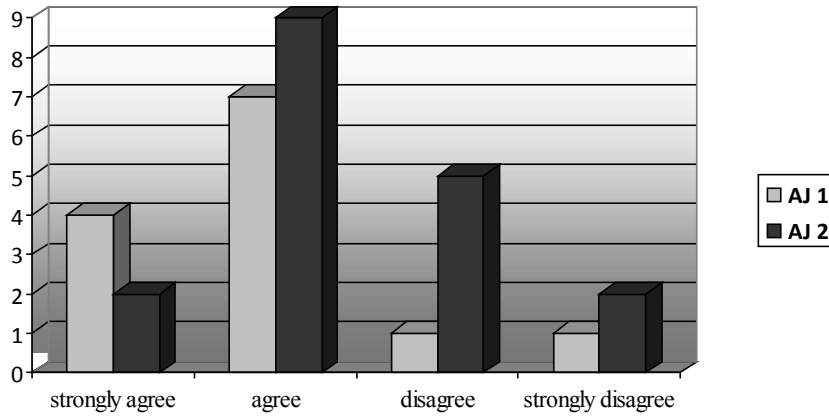
Graph 2



In group AJ 1 and AJ 2 was nobody who strongly did not like collaborating with his or her classmates. But there were five students in group AJ 2 who rather did not like work with their classmates. Most students did like group work and collaborating with others.

3. I think that all students who I had an opportunity to work with were engaged in the group work.

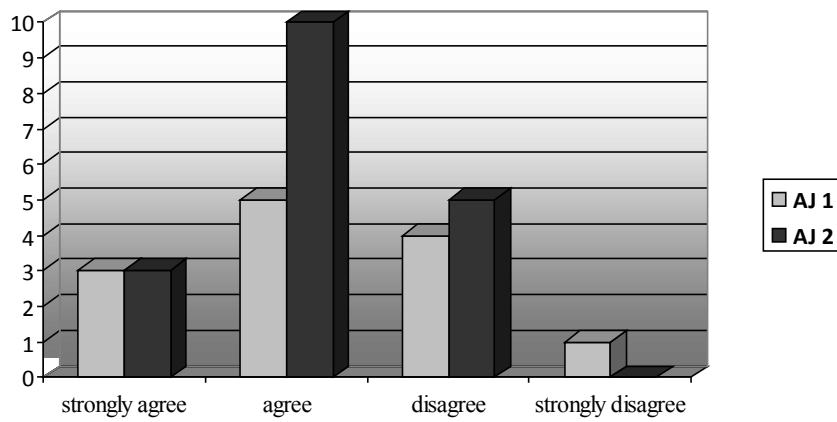
Graph 3



Most students thought that all students who they had an opportunity to work with were engaged in the group work. But there were nine students who disagree and strongly disagree that all their classmates did their part of the task in group work.

4. I felt responsible for the result of group work.

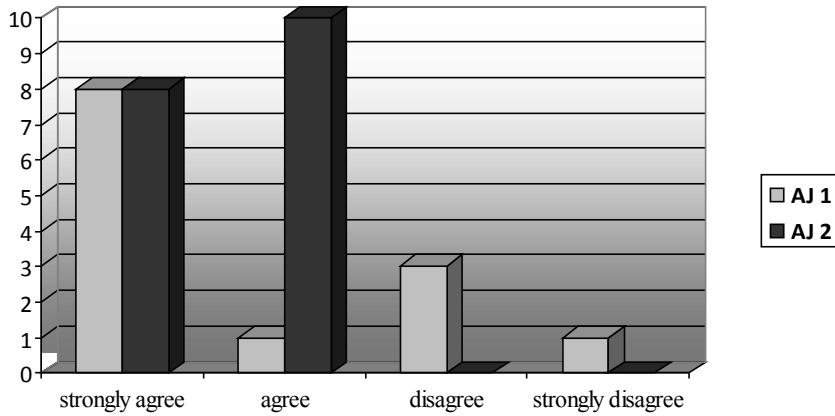
Graph 4



More than a half of total number felt responsible for the result of group work. But there were also ten students who did not feel responsible for the result of group work.

5. If I had a question, I asked the teacher.

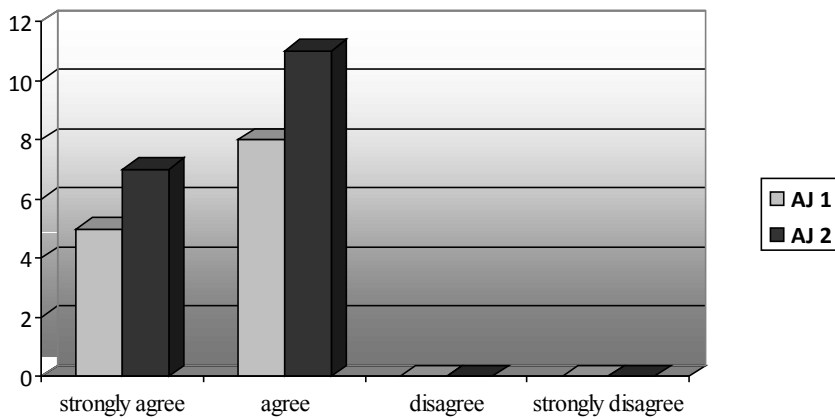
Graph 5



Most students (27 of 31 respondents) asked the teacher if they had a question. And only four students did not ask teacher if they had a question.

6. If I had a question, I asked my teammates.

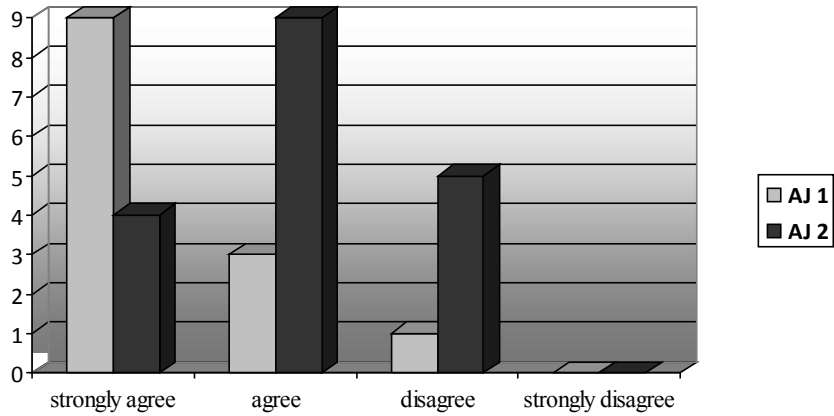
Graph 6



There was nobody who did not ask his or her teammates if he or she had a question.

7. I enjoy group reading more than reading individually.

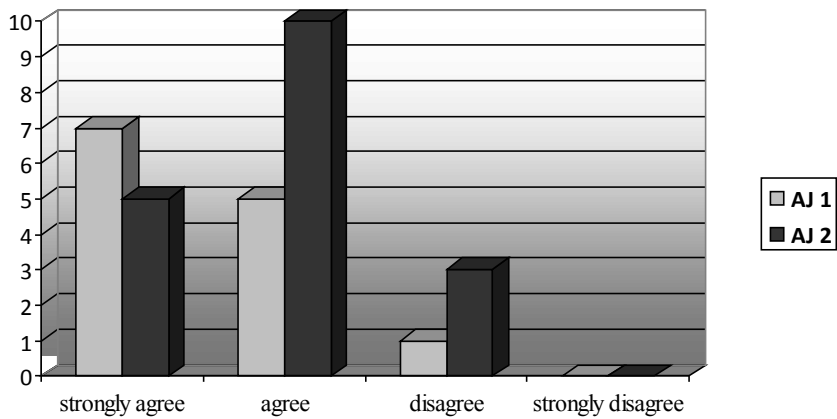
Graph 7



Twenty-five of thirty one respondents enjoy group reading more than reading individually. There were only six students who rather like reading individually than reading in groups.

8. I enjoyed cooperative group work.

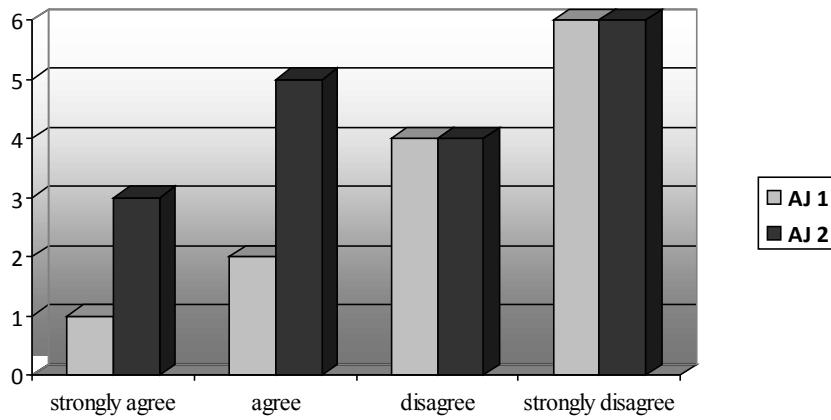
Graph 8



Most students enjoyed cooperative group. Only four students disagreed with the statement that they enjoyed cooperative group work.

9. I rather work individually that in groups.

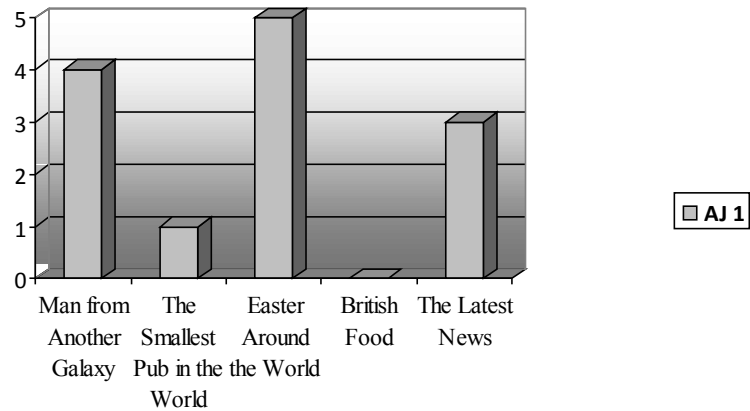
Graph 9



Most students, twenty of thirty-one, rather work in groups than alone. Eleven students rather like individually than in groups.

10. (for AJ 1) The text which I liked the most was called Man from Another Galaxy, The Smallest Pub in the World, Easter Around the World, British Food, The Latest News (Choose one of the names of the texts).

Graph 10

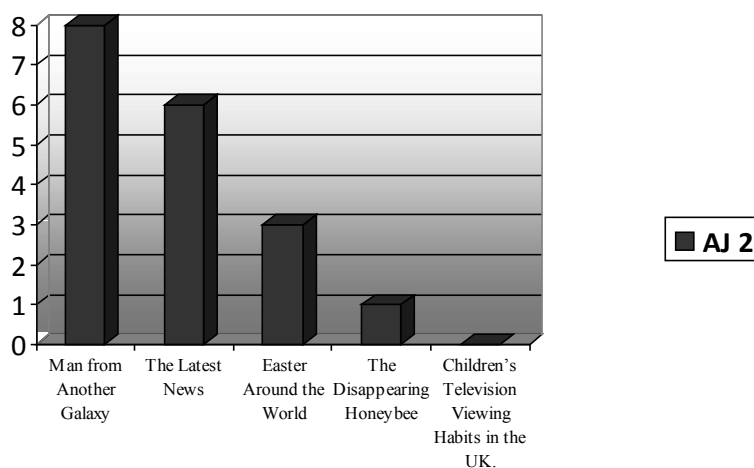


Based on the results of questionnaire, students from group AJ 1 liked the text called Easter Around the world the most. Nobody chose the text about British food which I copied from *Maturita Solutions Elementary* which students of group AJ 1 use in their lessons.

The results correspond with the results of my observation. During the lesson with the topic Easter Around the World, students were engaged and focused more than during other lessons.

10 . (for AJ 2) The text which I liked the most was called Man from Another Galaxy, The Latest News, Easter Around the World, The Disappearing Honeybee, Children's Television Viewing Habits in the UK.

Graph 11



The most favourite text of the students from AJ 2 was the text called Man from Another Galaxy. Nobody liked the text about children's television viewing habits in the UK.

Comparison of observation and questionnaire results

The results of the first statement in the questionnaire do not correspond with the observation very much. Only one AJ2 student admits that he did not take part in the group work. But the observation says that many AJ2 students did not collaborate with their teammates. The results of the second statement correspond with the results of the observation. AJ2 students were probably more honest in responding to the second statement. There are five students who admit that they did not like collaborating with others. The results of third and fourth statement also validate the results of the observation.

The results of the fifth statement show that students think they ask teacher when they have a question, but during the observation it was obvious that especially in the last two lessons students of both groups did not ask the teacher any question. Students solved all their problems within their teams.

The popularity of the texts using for the jigsaw activities corresponds with the results of the observation. In AJ1 students liked the text called Easter Around the World the most. According to the research during lesson in which the text was used, students were focused and engaged the most. Results of the questionnaire also show that AJ1 students did not like the text called British Food and according to the observation, students were engaged the less during the lesson focused on this text. In AJ2 the text Man from Another Planet was the most favourite, and the results of observation shows that in the lesson during which this text was used students were engaged the most and enjoyed the work the most. AJ2 students did not like the text Children's Television Viewing Habits in the UK and in the lesson during which students worked with this text they seemed to be not engaged and they looked a bit bored.

Summary of the results of the observation and the questionnaire

The research showed that if students are exposed to the same cooperative learning strategy at least five times changes in students' cooperative learning behaviour appear. The most significant changes which appeared during the research were in the time which students needed for the jigsaw activity and also in students' dependence on the teacher. The first two lessons the jigsaw activity took longer than in the next three lessons. In the last two lessons students were less dependent on the teacher than they were in the beginning of the experiment. They did not ask the teacher any question and solved all their problems within a team first. In the last two lessons students also tried to eliminate use of L1 as much as possible, and they used L2 more than in the first two lessons. The results of

the questionnaire show that participants of the research did like collaborating with their teammates.

Commentary

Results of the experiment and observation

In each group there was a bit different atmosphere. One of the reasons was probably the different size of the groups. In the smaller group (AJ1) students were more willing to collaborate with their classmates.

During the whole experiment students of AJ2 used L2 more often than students in AJ1. I think it was probably because AJ2 students had a higher level of English than AJ1 students. In AJ2 there were several students who were probably used to speak English in ordinary communication. It was natural for them to speak English with their teammates. These students influenced the rest of their group. When they used L2 for communication with the team, then other members of the team used L2 too.

The jigsaw activity took longer in the first two lessons than it did in the other three lessons. It was probably because students needed some time to get used to the new technique used in their class and become completely sure about the instructions.

Comparison of observation and questionnaire results

The results of the first statement are probably influenced by the fact that some students may think that seating in groups means that it is a group work no matter if they collaborate within the group or if they work individually. I think that many students agreed with the statement that they asked the teacher when they had a question mainly because they thought it is desired to ask when they have a question, no matter if they ask the teacher or their teammates.

I think that the popularity of the reading material in AJ2 was also influenced by the fact that the most favourite text was about a football player and in AJ2 group there were sixteen students and eight of them were boys who probably really liked football. The text was connected with their own hobbies and I think it influenced their attitude to the text and also to the whole lesson in which this text was used.

The next chapter presents advice for teachers based on the results of the research. It also discussed the problems and the weaknesses of the research and the suggestions for further research.

IMPLICATIONS

This chapter presents implications based on the results of the research. First, I discuss pedagogical implications, then limitations of the research – weaknesses and problems which were discovered during the research and in the end of the chapter there are discussed suggestions for further research.

Implications for Teaching

The results of the research show that there is some progress in students' attitude to cooperative learning group work, but students need support of the teacher. When teachers begin with implementing cooperative learning, they have to take in consideration that students need some time to get used to a new teaching strategy. The experiment proved that clear instructions are very important. In the first lessons, explaining, repeating and checking of understanding of instructions are very important.

Usually students are used to teacher-centred teaching. They often know teachers only in the role of an information provider. They do not solve problems with their classmates but with teachers because asking teachers who will tell them the correct answer is easier for them. In traditional lessons they do not need to find the answers themselves. There is a teacher who tells them everything what they need to know. Cooperative learning is something very different from the traditional learning. Students have to be active and teachers have to be passive, especially in providing information. Both need some time to learn their new roles in the classroom. The task of the teacher is to learn being passive. Teachers who implement cooperative learning must take into consideration that they are advisers and supporters. They should give students an opportunity to solve problems themselves and not to tell them the correct answer every time they ask for it. Teachers should be aware that the goals of cooperative learning are to teach students how to be autonomous and how to solve problems and communicate within a group. So, before

teachers begin to implement cooperative learning, they have to know the goals of cooperative learning, and they have to be sure what their role in the cooperative classroom is.

The results of the experiment and observation show that especially at the beginning of implementing cooperative learning teachers should motivate students as much as possible. I think that before the first meeting of secondary school students and cooperative learning structure teachers should introduce the basic facts about cooperative learning to students. Students should be aware of positives of cooperative learning. They should know why it is useful and for what it is useful. The awareness that cooperative learning may help them in personal life can function as motivation too.

During the experiment it was found out that students need to be encouraged to collaborate and communicate when working in a group. Both groups of students which participated in the research were afraid to work together with their teammates, to share information and to come to a consensus in the group. It was probably caused by the fact that in the traditional lessons students are forced to work individually and not to ask their classmates anything. So, teachers should assure students that they can share information, discuss it and complete the task together.

In English language classes teachers have to motivate students to use L2 too. The experiment showed that better than forbidding speaking Czech is to encourage students to use English. When students were not allowed to use L1, they stopped to communicate at all. But when the usage of L1 was allowed and students were motivated to speak English, after several lessons, students eliminated usage of L1. So, teachers should point out that students speak only in front of their teammates and not in front of the whole class and the teacher, so they do not have a reason to be afraid to speak. Also the positives of using L2 should be mentioned.

Limitation of the Research

I suppose that the weakness of the research is its duration. Five lessons are not enough for showing the progress in students' attitude to cooperative learning group work. Another weakness of the research is that it was realized only in two groups of students. I think that more observed lessons in more groups of students would bring more objective results.

The realization of the observation was a bit problematic too. In the experiment I functioned as a teacher and an observer in one person, and sometimes it was not easy to collect information for the research. So, I think a recording of each lesson which would have given me an opportunity to make more detailed observations of students' behaviour should have been done. Video records would give me an opportunity to make more detailed observation.

Suggestions for Further Research

I suppose the experiment could take longer than five lessons. I think at least another set of five lessons with the same cooperative learning strategy in each group of students would be useful for the research because five lessons are not enough for observing big progress. Of course, a long-term experiment with observation which would take at least one year would be optimal.

The research could also be explored by involving more groups of students into the experiment. Every class or group of students is different with different atmosphere and different relationships between students. So, with more groups of students in which the experiment would be done, the research would become more valid.

I think making video recordings during each lesson of the experiment would be very helpful too. With video recordings researcher could observe everything that happens in the classroom and would have enough time for taking notes about every detail.

My research was focused only on a jigsaw reading, and I think to make another experiment focused on different cooperative learning strategy would explore the issues of cooperative learning too. It could be interesting to compare the results of both experiments and I would be curious if the progress of students' attitude to cooperative learning group work would be influenced by the cooperative strategy or not.

To summarize pedagogical implications, before teachers start with implementing cooperative learning they should know what the aim of cooperative learning is and how different the teacher's role in cooperative learning is. Teachers should motivate and encourage students as much as possible. Providing clear instructions and presenting positives of cooperative learning are very important too. Teachers starting to implement cooperative learning should be patient and give students enough time to get used to a new teaching strategy. One of the weaknesses of the research was the duration of the experiment. There was not enough time for observation and for collecting enough data. Further research should take longer than five lessons. It would be explored by involving other groups of students into the research. It would be very interesting to realize another experiment focusing on a different cooperative learning strategy and find out if the progress of students' attitude is influenced also by the selection of a cooperative learning strategy.

CONCLUSION

The aim of the thesis was to find out if a repeated experience with a cooperative learning activity results in changes in students' cooperative learning behaviour. The changes were observed in students' communication, participation and their dependence on the teacher.

As described in the theoretical background, cooperative learning is a strategy characterized by sharing, cooperation and support. One of the biggest positives of cooperative learning is that during cooperative learning lessons social skills of students such as effective cooperation and communication, conflict management and trust building are developed. The most common drawbacks of cooperative learning are possible discipline problems caused by students working together in groups, students who refuse to work with others and students who do all work for their team or who do nothing for their team mates. Individual section is dedicated to the cooperative learning teacher's role which is different from the teacher's role in the traditional learning. Teachers in cooperative learning lessons play the role of supporters, advisers and observers. They are passive and students have to be active.

Based on the theory, a study was realized. Its main aim was to find out if repeated experience with a cooperative learning activity results in changes in students' cooperative learning behaviour. Within the research an experiment with observation was done. The experiment and observation was realized in two groups of English language learners at secondary school in Pilsen. Students were repeatedly exposed to the same cooperative learning strategy and their behaviour was observed. The observation was focused on communication between students, participation within groups and also on students' dependence on the teacher. At the end of the experiment students participating in the

research filled in questionnaire focused on students' opinions about cooperative group and about the experiment they participated in.

The research proved that some changes in the students' cooperative learning behaviour occur. The time which students needed for the jigsaw activity and students' dependence on the teacher were the major changes which appeared during the experiment. The results of the questionnaire show that participants of the research did like collaborating with their teammates. The research proved that teachers should give cooperative learning a chance and try to implement cooperative learning strategies into their lessons. But before they begin with cooperative learning they should be aware of cooperative learning goals and their new role. They should be patient because even if implementing cooperative learning is not easy, it has benefits which could make students' live successful more than anything else.

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APPENDICES

Appendix 1: Sample Jigsaw Reading Activity

This activity can be used at any proficiency level as a cooperative learning activity during reading comprehension instruction. This sample has been designed for a class of nine English language learners.

Step 1: Select a grade appropriate text that has the same number of paragraphs as members of each group. For nine students, you can have three groups of three students—and select a text that is three paragraphs long.

Step 2: Prepare a graphic organizer, such as a chart, that includes all three paragraphs and would be appropriate for the content. For example, the following chart could be used for main idea and details:

	Paragraph A	Paragraph B	Paragraph C
Main Idea			
Details			

Step 3: Make three copies of the selected reading. Label the first paragraph A, the second paragraph B, and the third paragraph C. Then cut the text so each complete text has three pieces. There should be nine separate paragraph strips total.

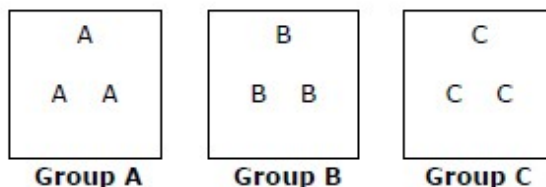
Step 4: Put the students into groups, and distribute copies of the graphic organizer and the reading strips.

Step 5: Group students with the same letter text together so they can preview and read the text together. That is, put students with paragraph A together, students paragraph B together, and students with paragraph C together.

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For this class of nine students, your groups will look like this:



Step 6: As a class, remind students of pre-reading strategies. Have them look for text features, text structures, and use other pre-reading strategies to access background knowledge and prepare them to read the text. You may want to ask the following questions:

- How is the reading organized?
- What does the organization tell you about the reading's purpose?
- What do you already know about this reading's topic?

Step 7: Have students read the text together in their groups. You may want to provide them with questions to guide their reading, such as:

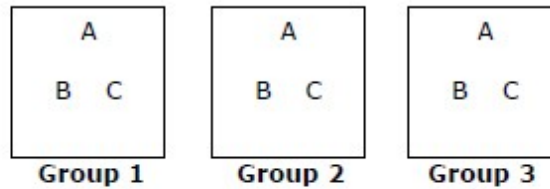
- What is the main idea of the paragraph?
- What details can you find to support the idea?

Step 8: Have students fill in the main idea and details in the column of their chart that corresponds to their paragraph (i.e., students with paragraph A fill in column A, etc.).

Groups should come to a consensus as to the main idea and details of their paragraph. Make sure you allow enough wait time to allow groups who do not agree on their answer to come to an agreement. (Remember that conflict resolution is an important part of cooperative learning.)

Step 9: Next, regroup the class into three new groups so that each new group has a student who has read each paragraph. So, Group 1 should have an A, B, and a C, and so forth.

Your new groupings will look like this:



Step 10: Have students elicit information from each other and share the main idea and details from each of the paragraphs. Depending on the proficiency level and academic experience of your students, it may be necessary to remind (and in some cases reteach) students how to ask for and receive information in English.

Step 11: Have students fill out the table as each group member shares the main ideas and details of their paragraph.

Step 12: Once groups have completed their tables, come back together as a class to recap and share information.

Step 13: You can also have the class complete extension activities as well, such as:

- Group writing to continue the text.
- Independent internet searches to research the topic.
- Drawings or sketches to illustrate the main ideas.

Appendix 2: Texts Used for the Jigsaw Reading

Group AJ 1: Lesson 1

The smallest pub in the world

There are many small pubs in the world. The owners usually say that their pub is the smallest because they want to be in the Guinness Book of Records. These small pubs have one good thing. They are almost always full. In times of crisis, it is very good when your pub is full of customers.

Maybe the smallest pub in the world is in England. It was opened in August 2006 and it offers many types of beer. The area inside the pub is only 6 metres but there is a garden outside where you can sit and enjoy your drinks.

There is no space for a big kitchen in the pub, so you can't get a lot of different types of food there. But you can enjoy a sausage baguette and a hand-made waffle. Alan, the owner of the pub, will be happy to serve you. The prices are good. Beer and baguettes cost around 2 pounds.

Group AJ1: Lesson 2

Man from another galaxy

He was born in Argentina in 1987, but his family comes from Italy. He has two brothers and one sister. When he was five, he started to play football for a team in Argentina. He was a good player, but when he was 11, he was very small, and he needed special hormones if he wanted to be bigger.

His family didn't have money for the hormones. They needed 900 dollars every month. It was a lot of money. His football club didn't have money because the Argentinean economy had big problems. But the bosses of FC Barcelona knew about his talent, and they wanted to give money to him if he played for FC Barcelona. So, when he was 13, he and his father started to live in Spain and he started to play for Barcelona's junior teams.

He was better and better every year and soon he started to play for Barcelona's first team and for Argentina too. For many people he is the best football player in the world. He is a very good person too. He is the best but he isn't a big star. He is a team player. On Wednesday 7th March 2012 he scored 5 goals and he was the first man in history who scored 5 goals in the Champions League. Some people say that he is from another galaxy and when he plays, nobody can stop him. His name is Lionel Messi.

Easter Around the World

Pääsiäinen – Easter in Finland

One of Easter traditions in Finland is Easter Egg Hunt. Parents hide Easter eggs (hard-boiled, chocolate or candy eggs) in the house or in the garden. Then children seek for the eggs. Many Finns go to church on Easter Sunday.

Finns say that witches fly around on Easter. So, on Easter Eve people in Finland make big fires (bonfires). The big fire saves people from witches and other evil spirit.

Traditional Easter food in Finland can be ham, chicken, or lamb.

Páscoa - Easter in Brazil

Easter in Brazil is in autumn, because of its geographical location.

Before the Easter celebration there is famous Carnival in Rio de Janeiro. Groups of people prepare for the festival the whole year. They make costumes, practice music and dances. During the Carnival many people dance in the streets.

During Easter people go out and carry statues of Mary and the body of Jesus Christ.

One of the Easter symbols in Brazil is Macela flower (herb from rainforest). On Palm Sunday (Květná neděle) Brazilian people bring the flower to the church.

Easter in Australia

In Australia Easter is celebrated in autumn months of March or April.

During Easter, families come together or go to the church.

The symbol of Australian Easter is not the Easter bunny but animal called bilby. Bilby is a native (místní) animal with long ears. Australians don't like rabbits because they damaged the natural environment in Australia.

Traditional Easter meal is roasted lamb, beef or chicken with roasted vegetables (potatoes, carrots, pumpkin) and for example "Hot Cross Buns" with dried fruit.



Fasika – Easter in Africa (Ethiopia)

Africans are very religious, so Easter is an important holiday for them.

On Easter Eve everybody is in the church and prays. The church is decorated with fabric (látkový, vyrobený z látky) butterflies and flowers. After the mass (mše) they dance traditional dances outside the church. Then people go home to continue their celebrations.

Easter is celebrated on Saturday and Sunday. They eat boiled rice, usually with chicken. They wore traditional white dresses. Children get Easter gifts.

Group AJ1: Lesson 3

Group AJ1: Lesson 4

British Food

Some nations are famous for their cooking. For example, in most French and Italian homes, meals are an important part of family life. But in the UK, a lot of families do not eat together. Parents and children eat snacks in front of the TV, or prepare their own food in the microwave at different times.

However, some traditional dishes are still very popular in Britain – for example, fish and chips. There are more than 8,600 fish and chips shops in the UK and they serve about 300 million meals every year. Restaurants and pubs often serve “Sunday lunch”: roast meat (beef, lamb, chicken, etc.) with roast potatoes and vegetables.

Many British people sometimes eat a “full English breakfast” of bacon, eggs, sausages, tomatoes and toast. The British enjoy eating out, and on average, they spend £27 a week in restaurants. In a recent magazine article about the 50 best restaurants in the world, 14 were in the UK.

Most British restaurants do not serve traditional British food. For example, there are about 10,000 Indian and 8,000 Chinese restaurants in the UK. Different styles of cooking from around the world are now part of British culture. In fact, the nation’s favourite dish is not roast beef or fish and chips – it is chicken curry!

Group AJ1: Lesson 5

The Latest News

Hairdressers cannot have rings in EU

The European Union was a good idea. European countries had many wars. Now, they can live and work together in one block (blok/skupina).

Some people are not happy with the laws of the EU. Some laws are not good. People think that these laws are crazy. One bad law is a new law for hairdressers.

With this law, hairdressers can't have high shoes. They can't have rings and watches. Hairdressers will also have a limit. They can cut only a limited number of customers every day.

British hairdressers are shocked. They don't like the law, but it will not be easy to change the law now. The law will be for (bude platit pro) all 27 states in the EU.

Venice (Benátky) is going under water

Venice is a beautiful city. Venice is in the north of Italy. People built Venice on many islands. There are 117 islands in Venice. Venice has beautiful houses and many great people lived there. For example, Antonio Vivaldi was born in Venice.

Venice has a problem. It is going down and down into the water. It is going down by 4 centimetres every 10 years. Maybe it is not much, but it is a problem because there are more and more floods (povodně) every year in Venice. And people must use bridges if they want to walk in the city.

In the last (v posledních) 170 years, the city went down 60 centimetres. If it goes down again by 50 centimetres, there will be a big problem for the people who live there.

Secret of Coca-Cola

Coca-Cola is a sweet drink. You can buy Coca-Cola in shops, restaurants and pubs in 200 countries. Coca-Cola is an official name, but people usually say only Coke.

Coca-Cola started in 1886 in the USA. And Coca-Cola was a medicine (lék). The drink was good, but not many people drank it. Then one American businessman bought the recipe (recept) for the drink. He made Coca-Cola very popular. He was very good at marketing and he knew how to sell the product.

The recipe for Coca-Cola is very important. The recipe was in a bank for many years. Many people know some parts of the recipe, but only two managers of the company know all the recipes.

Our future – electric cars

People know electric cars a long time. Many companies didn't want to make electric cars because it was better for them to make cars which use petrol (auta na benzín). This situation is changing now. And maybe very soon we will have streets full of electric cars and clean air in the cities.

There was always a problem with the battery. How long can it go? People didn't want to stop in the middle of the road and wait for help.

One of the best companies in electric cars is Renault. Now they want to sell a car and a battery as two things (jako dvě samostatné věci), not one. So, it will be possible to change the battery in the middle of the way. One company took this idea (použila jejich nápad) and they will build stations with batteries in Israel, Denmark and Australia this year. So, you will come to the station, change the battery in 3 minutes and continue.

Group AJ 2: Lesson 1

Man from another galaxy

He was born in Argentina in 1987 but his family comes from Italy. He has two brothers and one sister. When he was five, he started to play football for one team in Argentina. He was a good player, but when he was 11, he was very small and he needed special hormones if he wanted to be bigger.

His family didn't have money for these hormones. They were expensive. They were 900 dollars a month. His football club didn't have money because at that time the Argentinean economy had big problems. But the bosses of FC Barcelona knew about his talent and they offered to pay for everything if he played for FC Barcelona.

When he was 13, he and his father moved to Spain and he started to play for Barcelona's junior teams. He was better and better every year and soon he started to play for Barcelona's first team and also for Argentina. For many people he is the best football player in the world.

He is also a very good person. He is the best but he doesn't behave like a big star. He is a team player. On Wednesday 7th March 2012 he scored 5 goals against Bayer Leverkusen and became the first man in history to score 5 goals in the Champions League. Some people say that he is from another galaxy and when he plays, nobody can stop him. His name is Lionel Messi.

Group AJ2: Lesson 2

The Latest News

Hairdressers cannot have rings in the EU

The European Union was a great idea. After many years of wars, European countries can live and work together in peace in one cooperative block.

Now, some people are not happy with the laws of the EU which come from Brussels. Some of the laws are not good and people think that they are crazy. One of the bad laws is a new law for hairdressers.

With this law, hairdressers won't be able to wear high shoes. They won't be able to wear rings and watches. Hairdressers will have a limit on how many haircuts they can give a day.

British National Hairdressers' Federation is shocked. They don't like the law, but it will be difficult to change the process now and the law will be valid for all 27 member states.

Venice is going under water

Venice is a beautiful city in the north of Italy. It is very famous because it is built on many islands and it looks like it is built on water. There are 117 islands in Venice. Venice is famous for its beautiful houses and for the great people who were born there. One of them was Antonio Vivaldi.

Venice has a problem because it is going down deeper and deeper into the water. It is going down about 4 centimetres every 10 years. It doesn't sound like much but it is still a big problem because there are more and more floods every year and people have to use special bridges if they want to walk in the city.

In the last 170 years, the city went down about 60 centimetres. If it goes down 50 more centimetres, there will be a big problem for everybody who lives there.

Our future – electric cars

We know about electric cars for a long time. Many car companies didn't want to make electric cars because it was better for them to make cars which use petrol. This situation is changing now and maybe very soon we will have streets full of electric cars and clean air in the cities.

There was always a problem with the battery. How far can it go? Nobody wanted to stop in the middle of the road and wait for help.

One of the best companies in electric cars is Renault. Now they want to sell a car and a battery as two things, not one. So, it will be possible to change the battery in the middle of the way. One Israeli company took this idea and they will build battery stations in Israel, Denmark and Australia this year. So you don't have to wait for your battery to recharge. You will come to the station, change the battery in about 3 minutes and continue.

Group AJ2: Lesson 3

Easter Around the World

Páscoa - Easter in Brazil

Easter in Brazil is in autumn, because of its geographical location.

Before the Easter celebration one of the most famous Carnival in Rio de Janeiro is held. The whole year groups of people prepare for the festival. They make costumes, practice music and dances. During the Carnival many people dance in the streets.

During Easter people go out and carry statues of Marry and the body of Jesus Christ.

One of the Easter symbols in Brazil is Macela flower (herb from rainforest). On Palm Sunday Brazilian people bring the flower to the church.

Easter in Australia

In Australia Easter is celebrated in autumn months of March or April.

During Easter, families come together or go to the church.

The symbol of Australian Easter is not the Easter bunny but animal called bilby. Bilby is a native animal with long ears. Australians don't like rabbits because they did many damages in natural environment in Australia.

Traditional Easter meal is roasted lamb, beef or chicken with roasted vegetables (potatoes, carrots, pumpkin) and for example "Hot Cross Buns" with dried fruit.



Fasika – Easter in Africa (Ethiopia)

Africans are very religious, so Easter is an important holiday for them.

On Easter Eve everybody is in the church and prays. The church is decorated with fabric butterflies and flowers. After the mass they dance traditional dances outside the church. Then people go home to continue their celebrations.

Easter is celebrated on Saturday and Sunday. Africans eat boiled rice, usually with chicken. They were traditional white dresses. Children get Easter gifts.

Group AJ2: Lesson 5

Children's Television Viewing Habits in the UK

Parents and teachers throughout the country often express concern about the amount of hours that children spend in front of the television.

According to recent statistics, teenagers watch between 2.5 and 3.2 hours of television every day. Many children watch television in the mornings over breakfast but most viewing takes place after school in the evenings.

Peak viewing times for teenagers are between seven and nine o'clock. They watch soap operas, music programmes and quiz shows. Between the hours of four and six, when the programmes are specifically aimed at children, the viewing figures are much lower.

Girls watch more drama series, documentaries and news programmes. Boys watch more science fiction and sport.

Television plays an important part in the lives of children. They are affected by the images they see and they find role models in their favourite programmes. What parents and their children have to consider is how much time should be spent watching television and which programmes are suitable or unsuitable.

Appendix 3: Graphic Organizer

An example of a graphic organizer made for a text with three paragraphs for teams with three members.

	Paragraph A	Paragraph B	Paragraph C
Main Idea			
Details			

Appendix 4: Observation List

1) Expert group communication	
	Students communicate with other members of the base group.
<i>Notes:</i>	
<i>Verbal communication</i>	
<i>Nonverbal communication</i>	
	Students communicate with other members of the expert group.
<i>Notes:</i>	
<i>Verbal communication</i>	
<i>Nonverbal communication</i>	
	Students use L1.
	Students use L2.
	Students listen when others are talking.
	Students ask and answer questions.
<i>Notes:</i>	

2) Expert group - Participation/Group relationship	
	Students are engaged and focused.
	Students work well with other members of the group.
	Students share their ideas and opinions.
	Students help the others.
	More proficient students help less proficient students.
	Students accept help of others.
	There is a leader of the group.
<i>Notes:</i>	

3) Base group communication	
	Students communicate with other members of the base group.
<i>Notes:</i>	
<i>Verbal communication</i>	
<i>Nonverbal communication</i>	
	Students communicate with other members of the expert group.
<i>Notes:</i>	
<i>Verbal communication</i>	
<i>Nonverbal communication</i>	
	Students use L1.
	Students use L2.
	Students listen when others are talking.
	Students ask and answer questions.
<i>Notes:</i>	

4) Communication between the expert (A, B, C) and members of his or her base group			
A	B	C	
			The expert uses L1.
			The expert uses L2.
			Students listen when the expert is talking.
			The expert is able to provide the information about the text he or she has read.
			Students ask the expert questions.
			Expert is able to answer students' questions.
<i>Notes:</i>			

5) <u>Base group - Participation/Group relationship</u>	
	Students are engaged and focused.
	Students work well with other members of the group.
	Students share their ideas and opinions.
	Students help the others.
	More proficient students help less proficient students.
	Students accept help of others.
	There is a leader of the group.
<i>Notes:</i>	

Appendix 5: Questionnaire for AJ 1 students

Muž / Žena				
Skupina AJ1 / Skupina AJ2				
	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
1. Zapojoval/a jsem se do práce ve skupině.				
2. Se členy skupiny jsem rád/a spolupracoval/a.				
3. Dle mého názoru se všichni členové skupiny, se kterými jsem měl možnost spolupracovat, zapojovali do skupinové práce.				
4. Cítil/a jsem se odpovědný/á za výsledek celé skupiny.				
5. Pokud jsem něco nevěděl/a zeptal/a jsem se učitele.				
6. Pokud jsem něco nevěděl/a zeptal/a jsem se spolužáků ve skupině.				
7. Čtení ve skupině mě bavilo víc, než když musím nějaký text číst sám/sama.				
8. Práce ve skupině mě bavila.				
9. Raději pracuji samostatně, ne ve skupinách.				
<p>10. Nejvíce se mi líbil text s názvem</p> <ul style="list-style-type: none"> a) The Smallest Pub in the World b) Man from another galaxy c) Easter Around the World d) British food e) The Latest News 				

Appendix 5: Questionnaire for AJ 2 students

Muž / Žena

Skupina AJ1 / Skupina AJ2

	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
1. Zapojoval/a jsem se do práce ve skupině.				
2. Se členy skupiny jsem rád/a spolupracoval/a.				
3. Dle mého názoru se všichni členové skupiny, se kterými jsem měl možnost spolupracovat, zapojovali do skupinové práce.				
4. Cítil/a jsem se odpovědný/á za výsledek celé skupiny.				
5. Pokud jsem něco nevěděl/a zeptal/a jsem se učitele.				
6. Pokud jsem něco nevěděl/a zeptal/a jsem se spolužáků ve skupině.				
7. Čtení ve skupině mě bavilo víc, než když musím nějaký text číst sám/sama.				
8. Práce ve skupině mě bavila.				
9. Raději pracuji samostatně, ne ve skupinách.				

10. Nejvíce se mi líbil text s názvem

- a) Man from another galaxy
- b) The Latest News
- c) Easter Around the World
- d) The Disappearing Honeybee
- e) Children's Television Viewing Habits in the UK

SUMMARY IN CZECH

Diplomová práce se zabývá kooperativním vyučováním. Je rozdělena na dvě hlavní části, teoretickou a praktickou. V teoretické části je vysvětlena podstata kooperativního vyučování. Jsou zde prezentovány výhody i nevýhody implementace kooperativního vyučování do běžných vyučovacích hodin. Práce se dále zabývá plánováním kooperativní vyučovací hodiny, rolí učitele v kooperativních vyučovacích hodinách a také hodnocením kooperativní vyučovací hodiny. Samostatná část je věnována využití kooperativního vyučování v hodinách anglického jazyka. Praktická část představuje výzkum, jehož součástí je experiment, během kterého bylo prováděno také pozorování, a dotazníky pro studenty. V rámci experimentu byla do hodin anglického jazyka opakovaně implementována jedna a tatáž kooperativní technika. Během kooperativní skupinové práce byl sledován vývoj chování studentů. Po skončení experimentu byly studentům předloženy dotazníky zaměřené na jejich názory týkající se kooperativní skupinové práce a samotného experimentu, kterého se účastnili. Výzkum prokázal, že pokud jsou studenti opakovaně konfrontováni se stále stejnou kooperativní technikou, je v jejich kooperativním chování možné sledovat určitý vývoj. Mezi nejvýznamnější změny patří doba, kterou studenti potřebují na splnění kooperativního úkolu, a jejich závislost na učiteli, která se během projektu snížila na minimum. Výsledky dotazníku ukázaly, že studenti rádi spolupracují se svými spolužáky.