DIPLOMOVÁ PRÁCE

Gabriela Kafková
1994

Vysoká škola strojní a textilní

PEDAGOGICKÁ FAKULTA

Katedra:.........Anglického jazyka........................

Kombinace oboru:..Anglický jazyk........................

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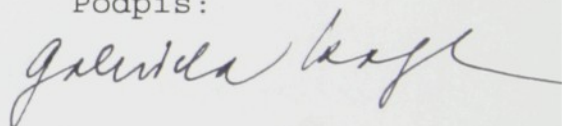PÁROVÁ A SKUPINOVÁ PRÁCE ŽÁKŮ V HODINÁCH ANGLICKÉHO JAZYKA

Diplomová práce 94-PF-8

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ZADÁNÍ DIPLOMOVÉ PRÁCE
(závěrečného projektu)

pro (diplomant) ...Gabriela Kafková............................

obor ..anglický jazyk + informatika.............................

Název: ...Skupinová a párová práce žáků v hodinách anglického.......

.......jazyka...

....

Vedoucí práce: ....Mgr.Věra Burešová.......................

Termín odevzdání: ...30.duben 1994................

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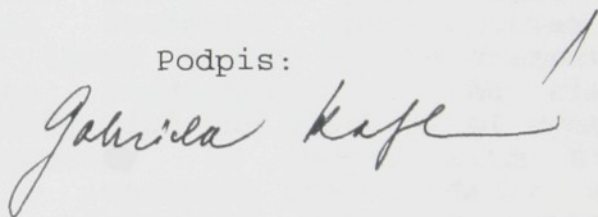KAJ/AJ1   V 3 / 94 P

"Prohlašuji, že jsem diplomovou práci vypracovala samostatně a že jsem uvedla veškerou použitou literaturu."

V Liberci 18.5.1994   Podpis:

Anotace:

Diplomová práce o Párové a skupinové práci žáků v hodinách anglického jazyka si klade za cíl posoudit,zda použití tohoto způsobu výuky může zlepšit mluvní schopnosti žáků. Dokazuje,že při párové či skupinové práci mluví studenti během hodiny více,než při frontální výuce,kdy příležitost studentů k verbálnímu projevu je omezena velkým počtem žáků ve třídách. Mnou ověřovaný způsob spolupráce žáků ve třídě upřednostňuje především plynulost a kvantitu mluvního projevu,jazyková přesnost vyjadřování žáků je posuzována s větší tolerancí. Dle mého názoru je důležité,aby se studenti nebáli mluvit proto,že dělají chyby,ale aby mluvili co nejvíce. Chyby lze citlivým přístupem učitele postupně odstraňovat a dostát tak cíle učitele cizích jazyků:plynulosti a přesnosti verbálního projevu studentů.

Annotation:
The aim of Diploma Work about Pair and Group Work of pupils at English lessons is to value if using this way of teaching could improve their speaking abilities . The Diploma Work proves that during Pair and Group Work pupils speak more than during frontal teaching . Students' opportunities to speak are limited by their large number at the classes. My verified kind of students' cooperation at the classes prefers especially the fluency and the quantity of speaking utterance. The language accuracy is judged with bigger tolerance. In my opinion is important that students would not be afraid of speaking because of making mistakes but they would be able to speak as much is possible. Through sensitive teacher's approach to students' mistakes it is possible to eliminate them,and get the goal of foreign language teacher: fluency and accuracy of verbal utterance of the students.

Annotation:
Diese Diplomarbeit mit dem Titel " Paar - und Gruppenarbeit der Schülern in Englischtunden "stellt sich das Ziel zu beurteilen,ab die Nutzung dieser Unterrichtsmethode die Schülessprachmöglichkeiten mehr verbessern kann. Sie beweist,dass bei der Paar - und/oder Gruppenarbeit die Studierenden mehr sprechen ,als bei dem Frontalunterricht,wo die Schülessprachmöglichkeiten durch Grosszahl von Schülern in den Klassen begrenzt sind. Meine Methode,die Kooperation in der Klasse überprüft,überzieht vor allem die Kontinuität und die Quantität der verbalen Büberung;die Sprachexaktheit wird dagegen mit grösser Toleranz bewertet. Meiner Meinung nach ist es wichtig,dass die Studenten keine Angst von Sprechen durch ihre Fehler haben,sondern,dass sie möglichst viel sprechen. Ihre Fehler lassen sich durch die Lehrerstellung schrittweise herausnehmen und so lässt sich das Ziel des Frendsprachen lehrers erreichen,d.h. die Kontinuität und Genauigkeit von verbalen Büberungen der Studierenden.

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C.APPENDIX
1.Documentary pictures used for the exercises
2.Bibliography

I Pair and Group Work Can Improve Speaking of Students
A. Pair and Group Work in Speaking
Pair and Group Work is not a method,it is a way of teaching.
    Donn Byrne [1987] says that we cannot draw   an
absolute dividing line between pair work and group work....
There is no magic number for groups,but four to eight
students in each is a good general guide...." You can get
the   students to do accuracy activities in groups, but
unless you can form them quickly,you must ask yourself:Is it
worth it? Is it necessary? After all you may want to do pair
work two or three times in a lesson"[Byrne,D.1987:75].
We can say that is up to teacher when and how she puts Pair
or Group Work into the lesson.The teacher has to think it
would be suitable for the topic practised.
    Wilga   M.Rivers,[1983] writes:"Lively   exchanges on
topics that enable students to express their own ideas and
feelings are encouraged between student and teacher,student
and student,and in small groups "(Rivers,M.1983:24).

My decision to research Pair and Group Work in teaching
a foreign language at the classes rises from my childhood
experience from which I remember that speaking was the
biggest   problem of   all skills   for me   and for my
schoolfellows. We were able to read and write but we were
ashamed of speaking. My classroom observation supported my
view about this problem.

I think that there are,in fact,three reasons why students
have problems with speaking. The first one is their little
experience with speaking because other skills are,at schools
I attended,drilled and preferred more. The second is their
fear of making mistakes because usually,from the teacher's
point of view,the accuracy of speaking is stressed more than
the fluency . The third is their natural barrier to speak at

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all in front of the teacher and the class because the teacher is the person who speaks and whom the students are only accustomed to listen to and to look at. We can say that this is an absurd relationship between teachers and students. Students are not guided and encouraged to come up with their own ideas and thoughts, they are not persuaded about the teacher's interest in their ideas and suggestions.

We can say that in our country the teaching process was more orientated at frontal teaching and that communication between teachers and students and students and students were not as widely supported as it ought to have been. The reason for not supporting the communication at scools can be found in the approach to this communication as such in our country, because men who had not any questions, and who did not make any step from a strictly drawn line was without problems. As we can say that Pair and Group Work is based on communication, it means that questions ought to be followed by answers. It is clear that in our previous political system it could not have been supported and preferred. However Pair and Group Work has been experienced at schools abroad for a long time and is understood as a natural process.

B. The Purpose of the Research about Pair and Group Work
We want to explore Pair and Group Work as a suitable way for improving speaking of students and if it can help improve communication between teachers and students. Pair and Group Work is important because it brings more speaking and reactions of students and it enriches our communication with students.

In this paper the theory about Pair and Group Work will be explored. We will use experience of other teachers, facts

from methodology books , my knowledge from methodology classes and my experience from my classroom observations. The aim is to test theories and methodology about Pair and Group Work to discover, whether theory and methodology lead to effective teaching practice and student learning.

In methodology books it is said that Pair and Group Work is very important because it can improve speaking of students and it is as effective as other ways of teaching.

Don Byrne says :"Unless you have a very small class,you will never be able to give your students enough oral practice through whole class work "[Byrne, 1991:31].
We mean especially the frontal teaching ,which we cannot omit but we ought to combine these ways of teaching.

Wendy A.Scott and Lisbeth H.Ytreberg[1991] write that "Pair work is a very useful and efficient way of working in language teaching.It is simple to organise and easy to explain,and group work should not be attempted before the children are used to working in twos first"[Scott,W.A.1991:15,115].It is necessary to get children to work in pairs and after that we can start with work in groups.

Another purpose for using Pair and Group Work is that usually the teacher has not enough time to call on all the students or to make the best conditions for all the students to speak because of their large number in classes.

As Finocchiaro [1989] quotes Geoffrey Broughton: "The teacher of English is often faced with the conflicting problems of teaching large classes and the need to give them massive practice in the structures of the language....Understandably many teachers take the line of least resistance to these difficulties,and limit their oral

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work to a minimum of class repetition and a few scattered questions" [Finocchiaro,1989:187].

We know that the large number of students is usually a problem because it gives less practice and less control. The classes are usually divided into two groups,but the number of students is still too high for effective teaching and learning of foreign languages. From my classroom observation, I know that the classes are very often connected,the reason may be an illness of the teacher, or some others rising from the policies of the particular school.In this situation we can see another reason for using Pair or Group Work because when the students are accustomed to cooperation in pairs or groups,it goes easier to work with the whole class or larger number of students.

Julia M. Dobson [1989] writes that if you have more that three students you may find it convenient to schedule small-groups' discussion from time to time.This is an excellent way to give students opportunities to speak English,especially if the class is a large one [Dobson,1989:62].

Another part of my research is to review the use of Pair and Group Work in the textbook _Project 1_. This textbook is used in a majority of basic schools in our country. It was also used at the school where my practice was done. At the very beginning of _Project 1_ there are directions for using the textbook with a special emphasis on Pair and Group Work activities,especially how and when to use Pair or Group work in the lesson. It can give us a good guide but there are not enough exercises so we have to add some. On the other hand, they are very similar, so we have to add some with the intention to give a variety of exercises in each lesson.

C. Methodology Discussion and Other Teachers Experience
Since I have not enough experience with teaching ,I asked

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several teachers in our country and abroad about their view at improving speaking abilities of students in foreign languages.They mostly supported my conviction that Pair or Group work is suitable for practising speaking and they enriched my knowledge about Pair and Group Work and effective teaching/learning in the classroom.

Last year I was on a student journey. I had several opportunities to discuss Pair and Group Work with teachers who taught foreign students,and who tried to teach them to use ways that were,according to their experience, the most effective and suitable. Several of their opinions and views about this problem helped me to understand the teaching process. The teachers explained to me that they had experience that Pair and Group Work was the best way of encouraging students to speak,and the best way to let them use the language creatively. They said that just to listen to the teacher is boring not only for the students but for the teachers as well because there is no interesting action in the class.

Experts point out that if we use Pair or Group Work, each student can add something, and can open new horizons to teachers. Each student through his/her ideas can help us to understand student's needs,ideas,wants and age specifics and then we can prepare teaching material which is interesting for students. This clarifies that Pair and Group Work is enriching not only for students but for teachers as well. From the syllabus of English courses for foreign students in Accrington Rossendale College:"The general approach is communicative in that language is practised in natural situations,through pair and group work,task-based learning is a central activity and students are encouraged to use a language creatively. At the same time structural,functional and situational syllabuses are taught and accuracy balanced with fluency.Humanistic activities are also included in the courses,and students are encouraged to become involved in the learning process and " make the

language their own "".

Mary Underwood [1987] says: "The amount of practice each student gets is greatly increased by the use of pair work,and if for no other reason than this,language teachers should use pair work as a regular part of their classes....Group work tends to occur less frequently but students who have got used to pair work can easily be put into groups" [Underwood,M.1987:76].

Methodology classes,and expert opinion point out that each way or method of teaching has its advantages and disadvantages. One expert, Donn Byrne [1991] says that the learners get a chance to work independently:this is good for motivation and good preparation for group work.Byrne also says that they could face and talk directly to one another and that pair work provided some variety during the lesson. However ,Byrne adds some experience of teachers. They say that the students made too much noise,they made mistakes , they did not work properly.

Byrne reports :" They had too many students in their classes,they could not move the desks in the classroom,it took up a lot time,the students did not want to speak English and the best students did all the work" [Byrne,1991:33].
There is a good guide in Byrne's methodology book for removing some of these problems.

"Have mixed ability groups.Present the activity carefully. Do not correct mistakes.Stop work at an appropriate moment. Show results "[Byrne,1991:79].

During Pair work fixed and flexible pairs can be used. Donn Byrne [1991] writes :

"Fixed pairs :
This is when the student works with the same partner

[usually the student on the left or the right] in order to complete a task of some kind....Most pair work activities you do will be of the 'fixed pairs ' kind. And ,if you want to keep things very simple at the start, choose activities where the students only interact with one partner" [Byrne,1991:31].

"Flexible pairs :
For this the students keep changing partners. To give a simple example, each student may have to interview several others in order to find out two or three things about each....If you are going to do flexible pair work, you must decide whether you can let the students stand up and move around the classroom freely. This will make the activity more interesting for them because they can then choose the person they want to talk to" [Byrne,1991:32].
We can see that combination of fixed and flexible pairs is useful.

Ann Malamah - Thomas says:"If a teacher knows a class well, he or she may be able to predict student's reaction to the different activities to be used in the classroom....Interaction is more than this, more than action followed by reaction. Interaction means acting reciprocally, acting up on each other....Where there is no interaction, but only action and reaction, there can be no communication. Where there is conflict in the interaction, communication breaks down "[Malamah,1991:5,7]. Interaction in the class is very important because good interaction leads to better communication and then to better and more fluent speaking.

D. Hypothesis
My professional Project is designed to discover whether co-operation is better during Pair and Group Work and whether Pair and Group Work can improve speaking abilities

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and interaction of students more than frontal teaching.

Experts point out that using Pair or Group Work was effective, suggestive and enriching and that work in pairs or groups can involve more students into communication .

Ann Malamah [1991] points out:"Only where there is co-operation between both sides involved in the interaction can communication effectively take place,and learning occur "[Malamah,1991:11].

Pair and Group Work is a good way for encouraging students to use the language creatively and naturally and can improve speaking and communication of students .

E. Parts of Paper

The Professional Project will explore the theories,and test methodologies about Pair and Group Work.It will develop Project 1 assessment as it relates to Pair and Group Work.

II Professional Project
A. Basis and Discussion of the Project about Pair and Group
    Work
Wendy A.Scoot's,Lisbeth H. Ytreberg's,Mary Underwood's,Donn
Byrne's   ,Wilga M.   Rivers's,Willi´am Littlewood's,Julia
M.Dobson's,Mary Finocchiaro's theories about meaning and
using Pair and Group Work in teachin foreign language tell
us that this way of teaching /learning could be effective
and stimulative . The question raised by these theories is
whether the use of Pair and Group Work activities in the
classroom can improve speaking of students and whether it
can increase learners' motivation to speak in a foreign
language.

Thus, my thesis has a theoretical basis in the conviction
that if the teacher knows how and when to use Pair and Group
Work,the English language becomes more familiar for the
students and they produce the language in a natural way,
they loose their fear and speaking barriers. The foreign
language becomes a natural means for understanding in the
lesson,and through the bigger knowledge of the language,
they will   be able to   express all   their   ideas and
feelings,they will be able to communicate in a natural way.

My project is designed to discover how to increase students'
motivation for speaking in a foreign language while working
in pairs or groups.

B. Discussion of Model
In my Professional Project will be shown how to develop the
vocabulary and speaking abilities of the students through
Pair or Group Work exercises. It will be explained why we
ought to prefer this way of teaching to frontal teaching. We
can discover how work in pairs or groups would influence the

students of English, whether it could help in production of the language,whether it could bring some new ways of understanding the behaviour between the teacher and the students,whether it could raise students's motivation and their wanting to learn English.

During my classroom teaching I had always in my mind especially two teaching methods : suggestopedia and the communicative method. Suggestopedia gives the imagination to students that they can be successful and Communicative method is based on communication ,that means on exchange of information and thoughts. Both could be used for productive work in pairs or groups and could help in improving communication in the class.

Diane Larsen - Freeman [1986] says :"Communicative interaction encourages cooperative relationship among students....The social context of the communicative event is essential in giving meaning to the utterances .... In communicating ,a speaker has a choice not only about what to say,but also how to say it "[Freeman,1986:130].

In selecting Pair and Group Work I believe that I will:
1/teach students to be able to work in pairs or groups at any time, without problems and spontaneously.
2/understand which exercises are suitable for which skills.
3/help students to come close to the English language as to something common as their mother tongue, and not one given only at school or in their textbooks.
4/show that Pair or Group Work can improve students'speaking.
To remove these problems it will be good to combine fixed and flexible pairs. I will use fixed pairs in the classes more frequently because it is less noisy ,it is easier for

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organisation and it takes less time. But students need and like to move around the classroom and they want to speak also with other friends and not only with their neighbours. It is sometimes more interesting for them to work at flexible pairs because they can choose the person they want to talk with. It will be good to diversify these types of pairs because changing partners can enrich students'vocabulary and speaking abilities.

Materials I developed to be tested in the classroom included exercises suitable for practising skills and vocabulary from the textbook Project 1 that had been followed in the classes plus other exercises suitable for improving speaking of the students.
Project 1 analysis led me to plan parts of the lessons based on exercises for Pair and Group Work that would:
1/develop students' vocabulary
2/support their own confidence
3/improve their general knowledge
4/make them work efficiently
5/force them to produce the language
6/improve the fluency and accuracy of the speech
7/facilitate them to give suggestions and their own ideas
    To do this, I designed lessons that would include communicative exercises suitable for Pair and Group Work in connection with practising old and new teaching material. That material would include topics about family animals,food,hobbies,sport,school,music,TV and town for appropriate age level and the level of students' knowledge. Teaching aids include : wall charts,word cards,flash cards,pictures,real objects,magazines ,music and work sheets to make the lessons more interesting for children.
The material developed to test results in the classroom came from special books about Pair and Group Work written especially by Donn Byrne Mary Underwood,Wendy A.Scott, Wilga

M.Rivers and others; some of them I designed and prepared myself with the intention to put into the teaching things that I thought were interesting for the students and that could involve students more into learning. See lesson plans! /songs,games,magazines,role play activities and puzzles/.

C. Practical Implementation of Model
During teaching at the classes I had a possibility to observe and to teach in the fifth,sixth and seventh classes. In each of these levels there were slightly different problems such as the level of English competence and the discipline, and different results of my observation. Each lesson was planned to manage the use of special activities of Pair and Group Work for practising appropriate themes,topics or skills and to improve speaking. The aim was to test if through work in pairs or groups speaking of students could be improved more that through frontal teaching.

During my classroom teaching I worked with students from three age levels. There were students ten,eleven and twelve years old .

The number of students in the classes was from eight to fifteen students ,only sometimes the classes were connected so then the number was higher.

The level of English competence was different from beginners in the fifth class to more intermediate in the seventh class.
From my classroom teaching I know that children are quite able to read,to repeat,to do some simple tasks but they have problems with communication. They do not know how to

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speak, how to ask questions, how to express their ideas and knowledge. They have several problems:

they are not able to use a correct language

they make basic mistakes

they have only a passive knowledge of the language, it is not enough for their communication

they look as if they are ashamed of speaking because they make mistakes

they have not got an interest in the language

they have got some knowledge but they are afraid of speaking

they have fancy for cooperation but their speaking abilities are weak

I think that their fancy for cooperation could be supported through improving of their knowledge of vocabulary and structures. After it students can express what they need and they are not ashamed of speaking as before.

Students are not accustomed to speaking very much because usually they are the people who have to listen. During using Pair or Group Work they are the people who are listened to, they are the people who can express their ideas and opinions. That is the reason why I put Pair and Group Work into their lessons and I forced them sensitively to communicate in pairs or groups.

I think that at the beginning of teaching a new language, all the skills have to be practised in almost equal intensity because it is not good to speak without reading, writing and listening. To be able to work in pairs or groups students have to have a little knowledge of the English language at first because without it they cannot create any question or an answer. From the very beginning we can add into lessons our prepared communicative exercises that can expand students' vocabulary that is so necessary for expressing ideas and speaking as such. Testing the model was based on my presentations in the classrooms that

verified my notions about good and effective work of students in pairs or groups.

I practised everything what was possible in pairs or groups with the purpose to give students as many opportunities to speak as possible . I explained the teaching material at the beginning of the lesson, I gave them vocabulary, structures, aids and needful explanations and I let them work in pairs or groups. I helped them individually and sensitively.

The duration of my classroom observation was five weeks. Three weeks I taught not only my three chosen classes but also other classes. The reason was illness of two teachers. That means that each day I taught about six or seven hours. The last two weeks I could teach only my chosen classes and I could attend English lessons of my classroom teachers and it helped me a lot. The teacher showe me , for example, how to let students correct themselves, which is more encouraging than teacher's corrections.

My methods and data measurement I will rewrite in three subchapters. In each of them I will rewrite age groups, number of students in the classes, level of English competence, lesson plans, exercises, methods of presentation, and successes or failures of Pair and Group Work.

The fifth class:
Age group : ten
Number of students: eight
Level of English competence: beginners
In this class there were all kinds of the level of English competence and the ability to learn. It was very complicated to go through the teaching material and to get children pay

attention.

Situation at the class:

I can divide this class into two parts:the better and the worse . When the better part of the class understood my instructions,the worse part did not know what we were speaking about. When, at last, the worse part of the class reached the success of understanding,the better part was bored. At the beginning, work in pairs or groups was impossible because children were not accustomed to this type of work and they had a very low knowledge of the English language. I asked myself: " How to teach in this class?"

Here are some methods that I tested:

1.I worked with the whole class and I tried to explain and to repeat several times everything to revise it. It took a big part of the lesson, and I had to overcome a lot of discipline problems. These two things took me such a long time that only a few minutes was left for Pair and Group Work. We also could not get through the prepared lesson plan and it was too demanding.

2.I divided the class into two groups and I worked with each group separately. Then I let them slowly work in pairs and later in groups. This was quite successful, but when they had to create dialogues in pairs,the worse student were not able to remember the structures. I tried to diversify fixed and flexible pairs and then the level of English competence was more mixed and children with better knowledge of English could help poorer students. Even though the flexible pairs were more noisy, we practised the language like this because it was the only way to force them to do effective and productive work.

It was necessary to practise the activity in pairs at the beginning of the lesson and then again at the end so children would be able to remember and to fix practiced structures,dialogues or topics followed.

Favourite Topics: hobbies,friends,family,sport and school

:Presentation and Practice of the Structure
                    Have got

Topic: Our family ,appendix to Project 1- Project2.

Learning Aims for the Students:

1/to be able to use the structure "have got" in speaking

2/to be able to tell a short story about their family

3/to be able to create questions :Have you got a /sister/?

Teaching Aims:

1/to develop students' speaking ability with using
the structure "have got"

2/to give further practice of the structure through creating
    dialogues: Have you got a brother?
                    Yes,I have. - No,I have not.

3/to make conditions for students to remember the structure;
    work sheet in pairs

Time avaiable: 25 minutes

Structure: have got - have not got
           has got - has not got

Teaching Technique: pair work

Materials: flash cards of nouns and structures
           work sheet
           a set of pictures of persons

Stage 1:

Aim:to present new structure "have got" [5min]

Method:Practise the structure and understand the meaning

Step 1:Say the structure "have got" clearly;write it on the
        board

    2:Create the sentence using this structure
        S1:"Have you got a brother?"
        S2:"Yes,I have got a brother."

3:Create the sentence using the negative form
    S1:"Have you got a sister?"
    S2:"No,I have not,I have got a brother."
4:Individual repetition of the dialogues explained
5:Choral repetition of the answers - teacher asks
6:Ask your neighbours using pictures of people
7:Practice the dialogue in pairs ,information about
    your family
8:Ask students questions again and see ifthey produce
    a correct answer
9:Give a work sheet into each pair and let the students
    fill in the blanks.
Example of materials used see below ! Work sheet see in
Appendix,page 45.

I
YOU
WE   *MY FAMILY*
YOU
THEY   HAVE GOT   HAVE NOT GOT
                          HAVEN'T GOT
HE
SHE
IT   HAS   GOT   HAS NOT GOT
                          HASN'T GOT

MOTHER   GRANDMOTHER

FATHER   GRANDFATHER

SISTER   GRANDGRANDMOTHER

BROTHER   GRANDGRANDFATHER

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questions that we had prepared for an appropriate topic before.It was quite a success that children started to talk and they had an interest in Pair work. Why was it so? I think that they overcame the speaking problem from the beginning because they acquired the language and the structures and they began to understand what the structures meant.

Example of structures taught: I like - I do not like

I have got - I have not got

I am - I am not

Pair Work: after two weeks we were able to work in pairs
We practised it again and again

Group Work: In this class I was not successful with work in groups because children tended to talk in their mother tongue and they started to play.

Conclusion: It is necessary to teach as much vocabulary and structures from the beginning as it is possible,more than in the Project1. In this age children can learn many more words and more structures. Especially it is necessary to teach the vocabulary and the structures that children need for expressing their interest and ideas. They did pay attention during frontal teaching . It was necessary to explain and practise all the material using frontal teaching at first. It is important to give instructions through frontal teaching and then let students to work in pairs or groups.

The sixth A class:
Age group :twelve
Number of students: twelve
Level of English competence:beginners,second year of
learning
Situation at the class:

Children in this class had quite a good knowledge of the English language and they were very active and creative. There were not,in fact,any discipline problems and the students met my demands. The work with them went more easily than in the fifth class. It was an advantage that they were accustomed to work in pairs and groups,so it was not necessary to explain the kind of work. They were able to understand Pair or Group work presented in the textbook and they happily used materials I had prepared.
Favourite topics : animals,hobbies,family,music,etc.

Lesson Plan 2: Presentation and Practice of New Vocabulary

Topic: What is your favourite animal? - a puzzle for schoolfellows

Learning Aims for Students:
1/to be able to pronounce and understand new vocabulary
2/to be able to describe their favourite animal
3/to be able to talk about animals

Teaching Aims:
1/to develop students' knowledge of English vocabulary by presenting new words,using pictures of animals
2/to give practice of new vocabulary through describing their favourite animal on the picture they brought to school
3/Practising structure : It has got ,it has not got
                          He/She has got /their own animal/
4/to improve speaking of students
Time Avaiable: 30 minutes

Vocabulary: animals
             parts of animals' bodies

Structures: My horse has got a long tail but he has not got
         short legs

Teaching Techniques: work in pairs and groups
                  an oral animal's describing- picture

Materials: The wallchart included several guide questions:
         I like : ten animals
         My favourite animal is....
         Guess which animal is it:
         It has got: six features
         wallcharts and pictures of animals
         Project 1 - Project 6

Stage 1:
Aim: to present vocabulary of animals
     to talk with pupils about animals and parts of its
     bodies
Method: Practice pronunciation and understanding of new words
        Practising dialogues about animals in pairs :
        What animals do you know?
        What is your favourite animal?
        Describe your favourite animal!

Step 1:Say a word clearly and show its meaning on the
       picture
     2:Individual repetition
     3:Choral repetition
     4:Describe animal's body
     5:Ask students to guess what animal it was
     6:Show meanings of vocabulary used
     7:Work in groups. Each group has to describe one
       animal,the other group has to guess the animal

Examples of materials used see below! Pictures used [see in
Appendix,page 46].

MY FAVOURITE ANIMAL

DOG	CAT	TYGER	COW	RABBIT	OWL
HORSE	HEN	ELEPHANT	MONKEY	DOLPHIN	BIRD
CAMEL	GIRAFFE	BEAR	WOLF	ZEBRA	MOUSE
SHARK	SPIDER	SNAKE	RAT	FISH	SHEEP
LION	PELICAN	OSTRICH	RAVEN	ALLIGATOR	PARROT
CHEETAH	GORILLA	DRAGON	TORTOISE	BAT	PIG
GOOSE	CHICKEN	GOAT			

ASK YOUR PARTNER ,WORK IN PAIRS !

I LIKE .... /10 ANIMALS/
MY FAVOURITE ANIMAL IS..........
IT HAS GOT..................... /10 FEATURES/
IT HAS NOT GOT.................
I HAVE GOT A ....AT HOME
HIS/HER NAME IS................
I LIKE HER/HIS BECAUSE.........

<u>Results:</u> students were able to memorize a lot of animals and they listened carefully to their schoolfellows. It was good to make the exercise as a puzzle, it kept students' attention. Mistakes were common but the aim was the fluency of speaking and it was filled We used this exercise on diferrent topics as well.

Not only story telling but also dialogues were exercised. We went through all pair or group exercises presented in the <u>Project 1.</u>

> My favourite animal - narrative
> My plans to the future - dialogue
> My future job narrative + dialogue

Problems: There was not a big problem with the fluency of speaking, just with the accuracy. My aim was especielly to increase the fluency of speaking. I did not interrupt them during their speaking but I tried to correct common mistakes all together with the whole class. I verified that it was better because interrupting and correcting mistakes during students' speaking was not encouraging.

Pair Work: without problems, fixed and flexible pairs were used

Group Work: usually they divided into two parts - girls and boys .I did not mind it because I thought that at this age the reason is their starting puberty.
Girls wanted to work in pairs with girls as boys with boys, I let them to arrange it like this.

Conclusion: When students get clear instructions about what and how to do, they can work in pairs or groups without a big problem. When I presented the lesson using frontal teaching, there was not a lot of activity. Only a few students could speak and they did not exercise speaking as

if they worked in pairs or groups. After some time
I understood that they waited for work in pairs or groups
and that they appreciated it.

The sixth B class:
Age group: twelve
Number of Students: fourteen
Level of English Competence:beginners, second year of study
Situation at the class: at this class were very quiet but
active students ,we could work as with frontal teaching
as in pairs and groups. Suggestopedia and the Communicative
Approach were used. It was possible to see that these
methods encouradged pupils' speaking and activity during the
lesson.

Lesson Plan 4 : Presentation and Practice of New Vocabulary

Topic: Our Town /Project 1/ - Project 3

Learning Aims for the Students:
1/to be able to understand and pronounce new vocabulary
  of buildings from my appendix to Project1 - Project 3
2/to be able to use correctly :between,in,at,opposite,among
3/to be able to describe the town on the plan of the town
4/to be able to draw and describe their "Dream Town"

Teaching Aims:
1/to develop students' knowledge of vocabulary about
  buildings and its place
2/to give practice of new vocabulary through describing
  their "Dream Town"
3/to practise work in pairs with the intention to
  improve students' fluent speaking

Time Avaiable: 30 minutes

Vocabulary: names of buildings
           + next to,between,in,among,opposite

Teaching Technique: using maps,plans,pictures
                    Pair Work
Material: flash cards,pictures of buildings,a map of the
           town
Stage 1:
Aim: to speak about the town and label the buildings
Method: Practise pronunciation and using new vocabulary
       in pairs - dialogue about the town
Step 1: Say a word clearly and show it on the map
     2: Show the place of the building using an appropriate
        adverb to explain where the building is
     3: Work in pairs with a map,create short dialogues
        S1: Where is the post?
        S2: The post is between the museum and the station.
        S1: Where is the station?
        S2: The station is next to the river.
     4. Changing fixed and flexible pairs and maps of the
        town - creating dialogues
     5. Each pair will say one type of building,its place
        and draw it on the blackboard
     6. Individual repetition :
        T:What did you draw?
        S:We drew a school.
        T:Where is the school?
        S:The school is next to the church and opposite to
          the station.
     7. Choral repetition
     8. A homework:
        T:" Each of you,draw your private magic town with at
        least ten buildings and rewrite their place on the
          map."
Examples of materials see below! Picture in [Appendix,page
47].

MY DREAM TOWN

CHURCH   SHOP   MUSEUM   HOSPITAL   BANK   DISCO

TOWN HALL SCHOOL   STATION   FACTORY   FARM   HOTEL

THEATRE   CINEMA   PUP   SWIMMING POOL   ROCK CLUB

LIBRARY   CAFE   BOOKSHOP   POST OFFICE   CAFE

MARKET   CLOTHES SHOP   POLICE STATION   RECORD   SHOP

DRAW A MAP OF YOUR DREAM TOWN ,REWRITE IT USING WORDS BELOW

IN   AT

NEXT TO   OPPOSITE

BETWEEN   AMONG

Results:

This activity was very favourite,students appreciated
it,they learned a lot of new nouns   and adverbs very
simply and spontaneously. They were able to use a correct

language,were active, and spoke fluently.Using Pair Work was very effective,next lesson they remembered nearly all words and structures.

Pair Work: students worked in pairs without problems and spoke in English

Group Work: we practised it only once but there were some problems because no group wanted to work with two gypsy boys. So we worked only in pairs.

Conclusion: speaking of students was practised a lot and we can imagine that during work in pairs they spoke more than if they were frontally taught. At this class there were not discipline problems and children tried to follow my instructions very honestly. If I compare their speaking abilities from the beginning to that at the end,I had to say that they improved. Also their motivation was improved.

The seventh class:
Age group: thirteen
Numbers of students: fifteen
Level od English competence:beginners, quite a good knowledge of English ,third year of study
Situation at the class: Students at this class were accustomed to work in pairs or groups and they were more active during this way of teaching/learning. When I tried to use frontal teaching they tended to speak in Czech language and they did not pay attention. There was a group of very disciplined students who listened to me also during frontal teaching,but the second group of undisciplined students disturbed and troubled them. During work in pairs or groups they all were more active . Because of the large number of students/they were very often connected into thirty students/ it was more effective to use group work than pair

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work. Then it was easier to help them in individual groups and to correct their mistakes.

Favourite Topics: cooking,weather,music,films,TV,free time
                  sport,politics,actors etc

Lesson Plan 4: Presentation and Practice of New Vocabulary
               about Food and Creating Dialogues about
               Students'Favourite Food
               Speaking in pairs

Topic: My favourite food [Project 2]
       How can I prepare it?

Learning Aims for Students:
1/to be able to pronounce and understand meaning of new
   words - nouns and verbs about food's preparation
2/to be able to describe how they prepare their favourite
   food - in pairs and groups
3/to speak fluently and as much as it is possible

Teaching Aims:
1/to develop students' knowledge of vocabulary of food by
   presenting new words,using pictures and flash cards
2/to give further practice of conversation in pairs and
   groups through describing their favourite food's
   preparation

Time Avaiable: 20 minutes

Vocabulary: nouns   verbs
                     oil   to fry
                     water   to boil
                     flour   to bake
                     cup   to pour
                     etc.   etc.

Teaching Techniques: work in pairs and groups
                    using pictures, flash cards
Structures: you have to, you don't have to, you can't, you can
Material: flash cards - verbs
          pictures of food
          Project 2 - Issue 4
Stage 1:
Aim: to present vocabulary of food, using pictures
     to drill structures such as: we have to, we can, we cannot
Method: to practise pronunciation and creating narrative and
        dialogues
        at the beginning frontal teaching then work in pairs
        and groups , role play of the students
Step 1: Say a word clearly and show the meaning using a
         picture or a flash card [to pour water]
      2: Individual repetition
      3: Instructions about work in pairs and groups
      4: Let students create dialogues:
         S1: Tell me how do you prepare your favourite food?
         S2: You have to peel potatoes, boil them ..
         S1: Can I boil them?
         S2: No, you can't, you have to cut them into pieces.
         S1: Are they potatoe cakes?
         S2: Yes, they are.
      5: Let students demonstrate their food preparation in
         front of the blackboard
      6: Let the rest of the   class guess what food it
         could be and why
      7: For repetition explain some meanings of verbs again
      8: See if students understand new vocabulary and
         structures through answers:
         T: When we want to prepare potato cakes, can we boil
            potatoes or fry them?
Example of materials and exercise see below! Pictures [see in
Appendix, page 48].

MY FAVOURITE FOOD

BREAD   POTATOES   DUMPLINGS   SPAGETTI   RICE

PORK   MUTTON   VEAL   BEEF   FISH

BUTTER   CREAM   SOUP   JAM   OIL

VEGETABLE   FRUIT   SWEETS   CAKE   EGGS

CHICKEN   BACON   GOOSE   DUCK   SAUSAGE

SAUCE   OMELET   BISQUITS   MILK   WATER

DOUGH   PASTE   SALT   SUGAR   SEASONING

REWRITE ORALY YOUR FAVOURITE FOOD ,DISCUSS IN PAIRS,GUESS IN GROUPS !

TO POUR   TO BOIL   TO BAKE   TO FRY   TO GRILL

TO SLICE   TO CUT   TO CARVE   TO CHOP   TO GRATE

TO MIX   TO DRY   TO STEW   TO BARBECUE

Results: this topic was attractive for this age level and students could give their personal response and skills. Their language was quite correct and the fluency of speaking good. They did common grammar mistakes but their vocabulary was enriched and through work in pairs they practised and remembered new vocabulary and structures. Students did not talk in Czech ,but in English.

Problems: sometimes only discipline problems arose from their pubertal problems,disturbing during the lesson.

Pair Work:was successful and belonged to their favourite way of learning/teaching. Vocabulary of students improved and they used new words fluently.

Group Work: successful too,but better students did in groups all the work and poorer students only listened to them. So I used work in pairs more frequently.

Conclusion: at the beginning of my teaching at this class speaking of students was at a good level but during my teaching their motivation was supported through frequent work in pairs and they looked satisfied that they could talk about their own opinions . Their vocabulary and correct use of structures and grammar were improved,as were their speaking abilities.

III Conclusion

A. Discussion of Conclusion

Pair and Group Work can encourage students' speaking during the lesson and can improve their speaking and communicative abilities effectively and in a natural way.

The Professional Project indicated that using Pair and Group Work was effective and successful. At the beginning of my classroom observation speaking of students was on a low level . At the end , after practising speaking in pairs and groups, the level of students' speaking highly increased as it is shown in the questionnaire on page 44. During practising my exercises in pairs and groups all the students had a possibility to speak during the lesson and they looked motivated. At this point I see the effectivness of Pair and Group Work for increasing and improving of speaking of students during the lesson..

This conclusion is based on my classroom teacher's observations gathered in the classes. We discussed a teaching practice evaluation to show me the effectivness of my way of teaching.

My classroom teachers said that I followed clear explanations, clear instructions, individual and choral repetition and than practising speaking of instructed material in pairs or groups. My teacher said, that students overcame very early their speaking barriers and they started speak very naturally and fluently. They looked, as though they liked my activities , they looked satisfied when they discovered they could express their ideas. She said that my helping them individually in pairs or groups was needful and that activities practised were meaningful and useful. Finally, she added that speaking of students manifestly improved.

I chose my own evaluation technique as questionnaire for my classroom teacher to show me if teachings of Pair and Group Work was effective for students and if they, in her opinion ,helped them in learning and speaking more than some other approaches of teaching.[See Appendix page 44].

The outcome of the Project supported the theory that Pair and Group Work could improve speaking of students but this is not the only way of teaching,of course.
When I chose my subject I thought that it was possible to teach nearly everything using this way of teaching. I proved that it was not true and that I could not ignore frontal teaching. Lessons are different and the stages depend on the aims. Through my teaching lessons I understood that it was practical to divide the lesson into several stages. At the first one we can repeat what we got through the previous lesson and repeat it ,why not,using Pair and Group Work. Then the teacher should say what would be covered at the present lesson - frontal teaching explanation of a new material. After a clear explanation we can practise this new material using both ways of teaching,Pair or Group Work are suitable. That means that the third   stage of the lesson can be completely filled with communicative activities. So I verified that Pair and Group Work is only a part of the lesson, used for practising old or new material. New material ought to be presented through frontal teaching from which the students get new knowledge from the teacher.

B. Confirmation of the Theory and Hypothesis
The theory I cited the methodology chapter led naturally to practice.
   Wilga M. Rivers, [1983]   writes:"Lively exchanges on topics that enable students to express their own ideas and feelings are encouraged between student and teacher,student

and student,and in small groups "(Rivers,M.1983:24).

It is not necessary to use Pair and Group Work strictly at each lesson when it would look unnatural, of course,but we can say that we ought to use it at every situation,that is coming to a natural communication,and at every situation when   students   can   add   anything   from   their   own knowledge,provide their opinions,ideas or feelings.

I ascertained that Pair and Group Work was a good way to vary the lesson. I agree with Donn Byrne that two or three short pair work activities are a good way of breaking up the lesson.   Children   cannot   pay   attention   to   teacher's explanation the whole lesson. It is necessary to change the activity in the classroom. Changing or just replacing the activity into pair work is very effective. Even though the students continue in practising,they have the feeling that their suggestions are important and that a small part of the lesson is up to them. They cannot understand that they are still managed because they can talk and in other non- -language lessons they usually cannot talk at all.

Final arguments support my conviction about effectivness of work with students in pairs or groups.
At the beginning stage of my teaching at classes students were not able to speak a lot,they were ashamed of making mistakes. At the final stage of my teaching was possible to see the improvement of their speaking,they were able to ask questions,answer and express what they needed.

I have verified that Pair and Group Work activities are a very good way for each lesson because students like this

way of teaching /learning more than other methods or ways of teaching. At the beginning when they are not accustomed to Pair and Group Work they can be surprised, but later they can explain their ideas in a simple way.

When they succeed in overcoming their first not speaking times, then they can very naturally cooperate with each other without the teacher. It is a pleasant situation when the teacher finds out that for several minutes he does not have to be in the class nevertheless the students communicate in a foreign language. When we succeed in changing the interaction between students and the teacher like this, there are fewer borders between the teacher and students, and the teacher is one of them. Students can feel the change, and all speaking and communicative problems are partly solved. This should be the aim we ought to have in our work as teachers, because then everything goes more easily, then tests and examinations are understood as a natural game , and we become friends ,not rivals.

When we succeed in taking the students into Pair and Group Work activities, everything can go more easily, and the students can enrich all of us through their suggestions. The teacher ought to be prepared very well, and has to guide the lesson carefully ,but he ought to prepare more varieties for different situations that can appear during the lesson. See situation at the fifth class on page 22.

I found it difficult getting Pair or Group Work started at the beginning at the fifth class but after clear explanation it was without problems. Clear instructions and clear explanation of practised structures was necessary and meaningful. Some students made mistakes but I stressed more fluency of speaking than the accuracy. I corrected their mistakes collectively not to take away their taste to speak. I think they looked satisfied and they were interested in Pair and Group Work Organising , controlling and stopping

the activity was all right.

Even though the lesson changes our prepared direction, it can be useful and natural, and we can make use of it. What's more, we can see where the wants are , or where the interests of our students are . It can help us in our future praparations for the lessons.

Teaching is not only a strict keeping to plans we had prepared, it can also be an improvisation and a puzzle, and this is why teaching has its magic, because it is not only"black and white". When all our questions and answers are strictly done and prepared, we can not squeeze from our students their creative contributions to our common teaching/learniong process. These opinions I gained at the very beginning of my classroom observation , and it influenced my work with students a lot.

In my Professional Project I wanted to prove that using Pair or Group Work could improve speaking abilities of students. The theory I cited says that using Pair and Group Work is an effective way of teaching and that it helps in large classes to practise speaking of the students. During my teaching at classes I verified the theories from my methodology classes and methodology books and I can say that theory relates the practice .

Before and during my teaching, my drive was my conviction that I can teach effectively and in a more interesting way than I was taught by my teachers at the basic school. Though I had some problems, of course, I think that more practice will delete them. I think that teachers should give modern and purposeful ways of teaching into teaching process. I believe that using Pair or Group Work could be a good start.

C.Appendix

A questionnaire for classroom teacher:

1. Do you think that Pair and Group Work are effective way
of teaching/learning of students?

                                           POINTS

    YES 1   NO 0   1

2. Do you think that this way of teaching can improve
students'motivation?

    YES 1   NO 0   1

3. Do you think that the behaviour between the teacher and
the students at the classes improved?

    YES 1   NO 0   1

4. Do you think that that at the beginning of my teaching
speaking abilities of the students were poorer?

    YES 1   NO 0   1

5. Do you think that at the end of my teaching speaking
abilities of the students were richer?

    YES 1   NO 0   1

                                                5

The classroom teacher answered all my questions positively
so I can value my way of teaching/learning of students as a
successful one.

CREATE QUESTIONS!

Ben has got a badge. he
Has Ben got a badge?

Mickey and Millie have got a dog.
Have they got a dog?

Mandy has got a photo.
Has he got a photo?

Jane and Tony have got two cats.
Have they got two cats?

We have got English today.
Have we got English today?

Mrs Hill has got a garden.
Has mr Hill got a garden

This house has got six bedrooms.
Has this house got six bedrooms

Cheryl has got a cassette recorder.
Has she got a cassette recorder

We have got two tickets for the show.
Have we got two tickets?

He has got a poster of Superman.
Has he got a poster?

Answer these questions with short answers.

Example

he got a pen? Yes, *he has.*

Has she got a book? Yes, *she has*

Have they got the tickets? Yes, *they have*

Has it got a bathroom? Yes, *it has*

Has he got a car? Yes, *he has*

Have we got the records? Yes, *we have*

Have you got a flat? Yes, I *have*

Have Jane and Tony got a big house?
es, *they have*

Has Millie got a dog? Yes, *he has*

Have you got a pet? Yes, I *have*

as Ben got a ticket? Yes, *he has*

2 You have got an orange.
no, I haven't got an orange

3 This house has got a garden.
Yes, it has got a garden

4 Tony has got a camera.
Yes, he has got a camera

5 I have got a cat.
Yes, you have got a cat

6 Mandy has got a sister.
Yes, he has got a sister

7 The disc jockey has got a show today.
no, he has not got a show

8 The teacher has got twenty books.
Yes, he has got books

9 These men have got cars.
No, they have not got cars

10 These houses have got beautiful kitchens.
Yes, they have got

b Answer these questions with short answers.

Example

Has he got a pen? No, *he hasn't.*

1 Has Mandy got a book? No, *he hasn't*

2 Have they got the tickets? No, *they haven't*

3 Has this house got a bathroom? No, *it hasn't*

4 Has he got a computer? No, *he hasn't*

5 Have we got the records? No, *we haven't*

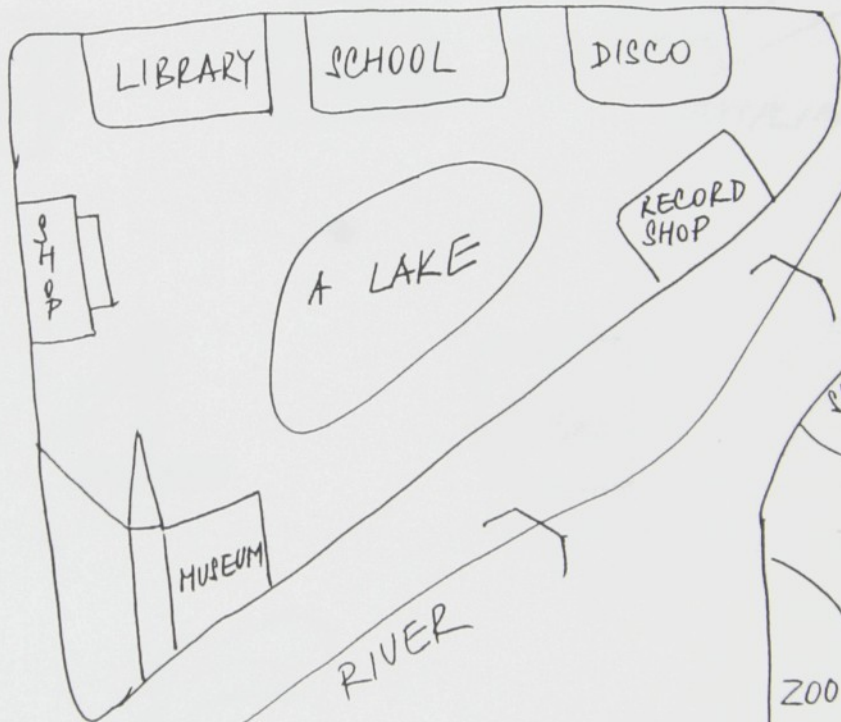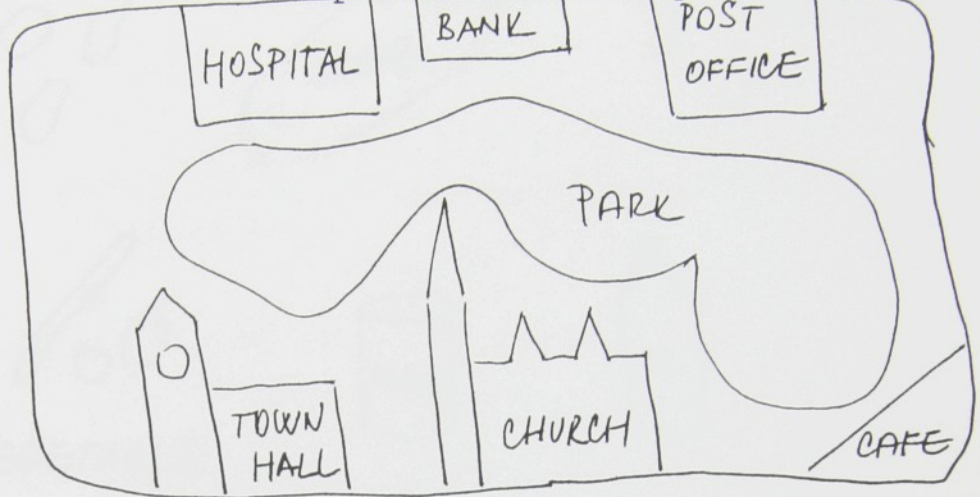6 Have you got a flat? No, I *haven't*

7 Has Tony got a pen? Yes, *he has*

8 Have they got a big house? Yes, *they have*

9 Has Jane got a stereo? No, *she hasn't*

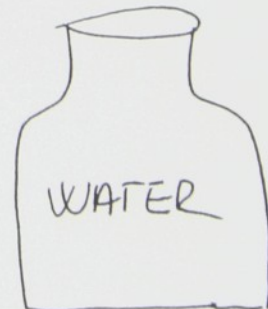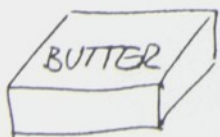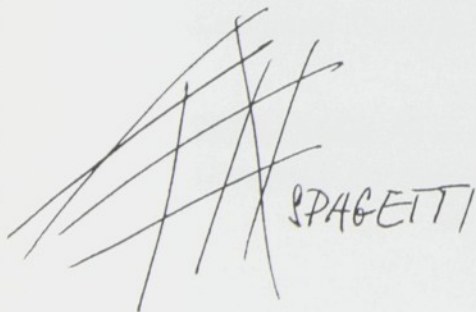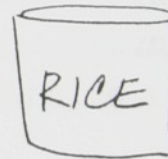10 Have Mr and Mrs Taylor got a car? Yes, *they ha*

PARK

HOSPITAL

BANK

POST OFFICE

PARK

TOWN HALL

CHURCH

CAFE

LIBRARY

SCHOOL

DISCO

THEATRE

SHOP

RECORD SHOP

A LAKE

SWIMMING POOL

HOTEL

CINEMA

PUB

MUSEUM

RIVER

ZOO

CLOTHES SHOP

ROCK CLUB

BOTANIC GARDEN

MARKET

POLICE STATION

BOOK SHOP

FACTORY

PRISON

MILK SHOP

MILK

POTATOES

BREAD

EGGS

FRUIT

VEGETABLE

FLOUR

OIL

SUGAR

SALT

CHEESE

DUMPLINGS

SALAMI

SAUSAGE

RICE

SPAGETTI

BEEF

BUTTER

BEANS

WATER
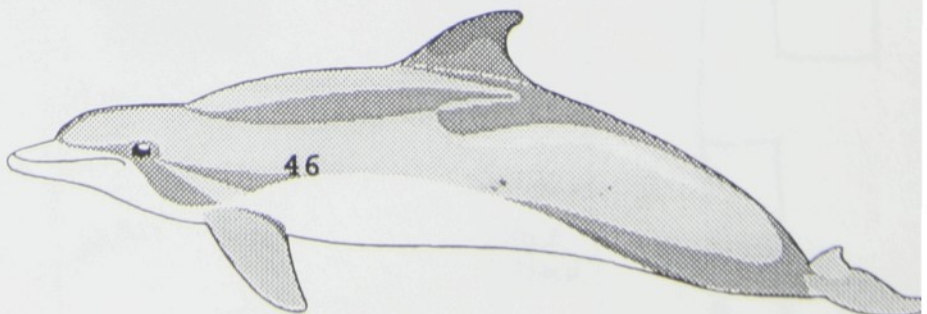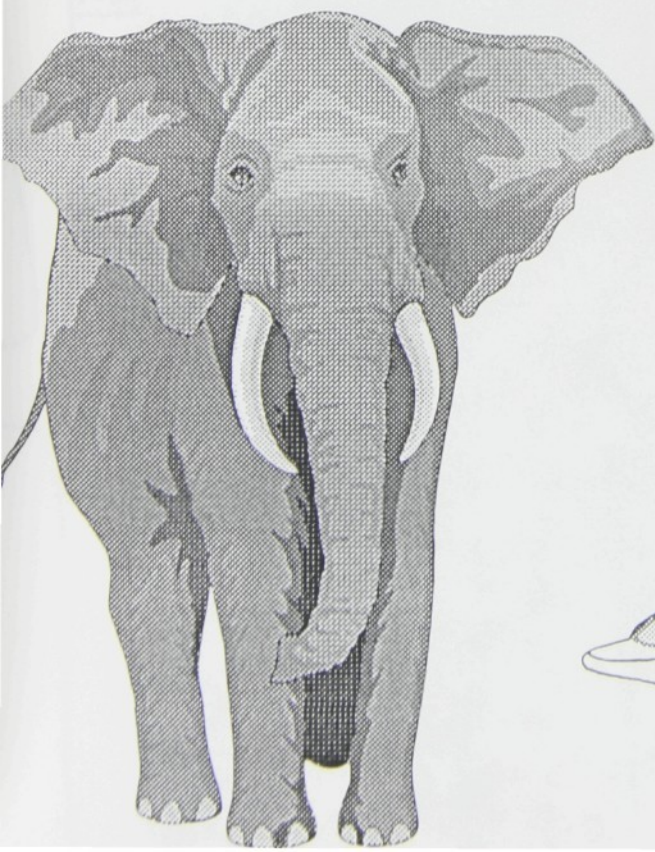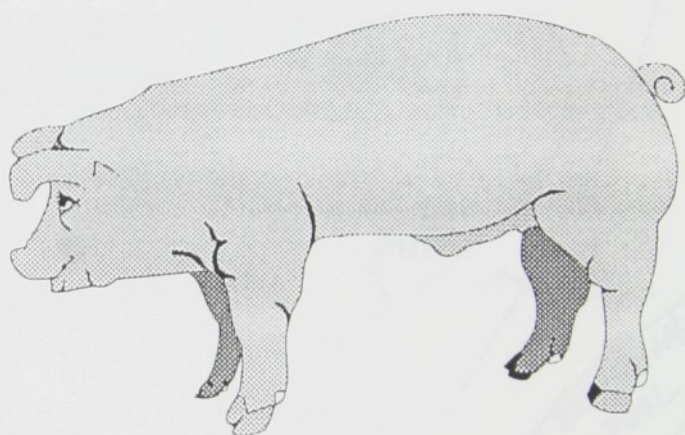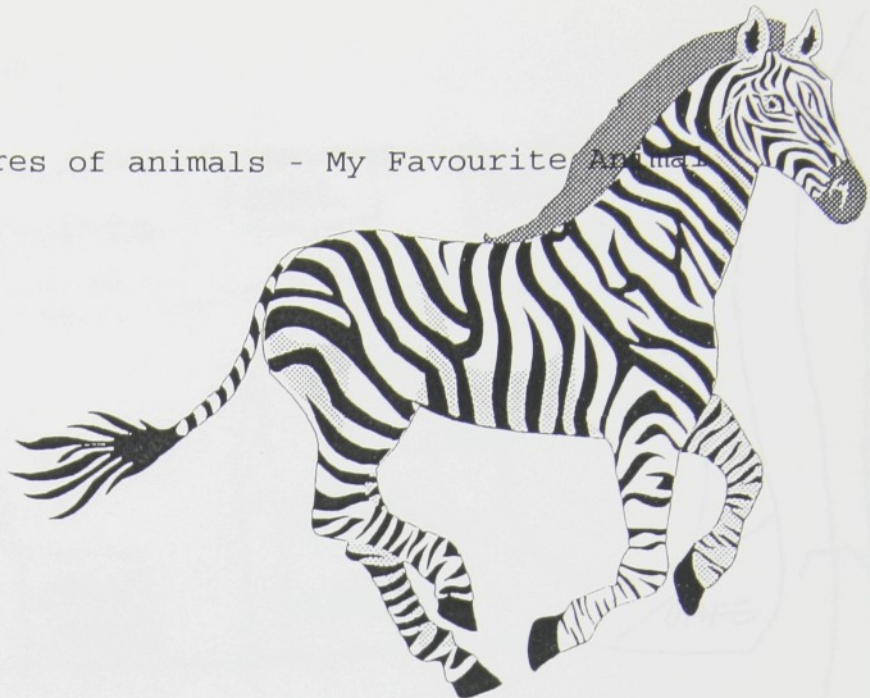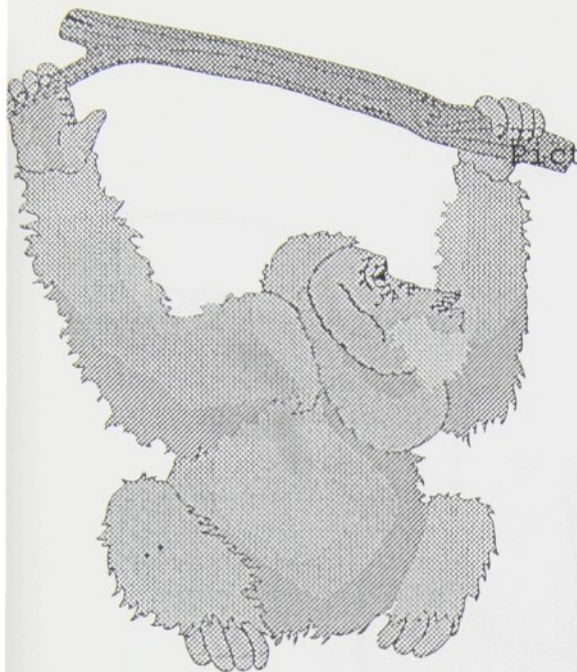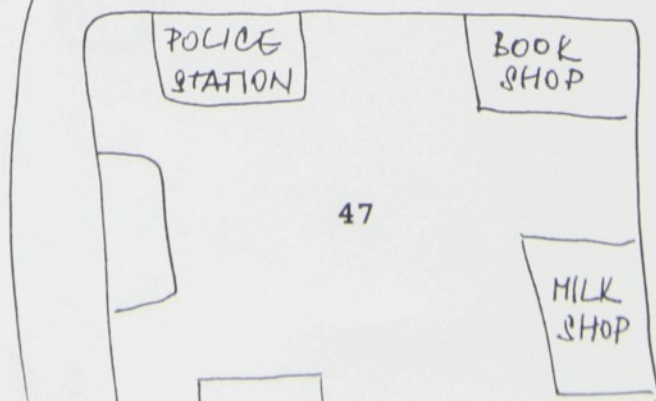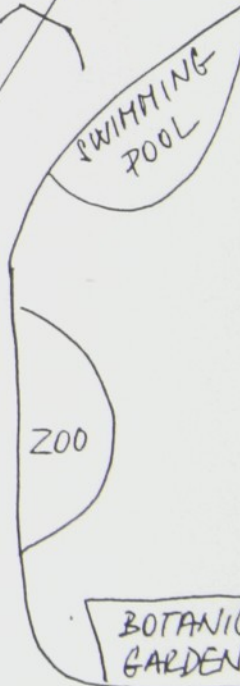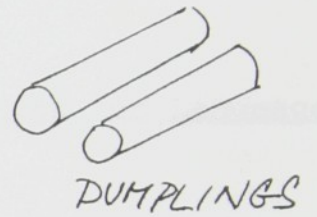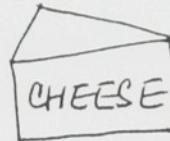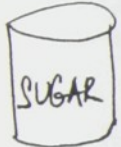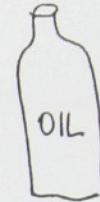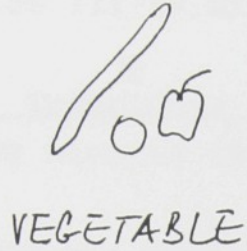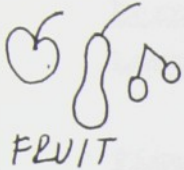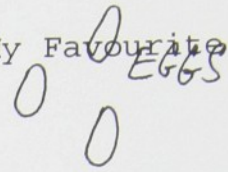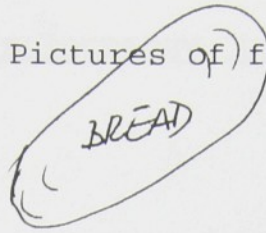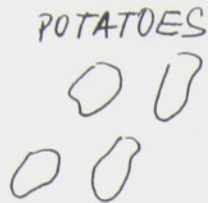
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