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**ORGANIZATIONAL FORMS IN ENGLISH  
LANGUAGE CLASS**

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Jméno Příjmení

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## ABSTRACT

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Organizational Forms in English Language Class.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

This graduate thesis is concerned with the topic of organizational forms in English language class and consists of two main parts, theoretical and practical one. The theoretical background provides the reader cohesive information concerning organizational forms with respect to classroom management. Four main types of organizational forms are selected and further elaborated, specifically whole-class teaching, individual work, pair work and group work. Emphasis is placed primarily on the description of individual forms, their use, advantages and disadvantages. The topics of seating arrangements and roles of language textbooks are included as well due to their close relation to the subject matter. The practical part of the thesis contains a research conducted by means of content analysis. The aim of the research was to examine lower secondary English language textbooks with corresponding teacher's books, particularly the way they deal with individual organizational forms. The results indicate that both textbooks and teacher's book work with interaction patterns to a very limited extent, thus providing insufficient support for English language teachers.

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## I. INTRODUCTION

The topic of the thesis is organizational forms in English language class. All types of organizational forms are an essential part of the teaching process. Each student in a language class has different preferences considering the classroom interaction and the way in which they learn the language best. Therefore, the aim is to incorporate various types of interaction in order to satisfy students' individual needs. However, the main goal for teachers should be to create positive learning environment with friendly atmosphere so that everyone feels safe and willing to work in all different setups without any problems. Whole-class work, individual work, pair work and group work have all their own place in language lessons as they support developing all language skills necessary for second language acquisition.

The topic of organizational forms caught my attention during my master studies and especially during my teaching practice at lower secondary school. In English methodology lessons we worked in different pairs and groupings and learned about various engaging techniques to form such pairs and groups by means of fun activities. I discovered that such activities raised my interest in the lesson and made me more responsive. However, my teaching practice showed me that making students interested and involved in the learning process is really a hard work. Both textbooks and the teacher's books I was using (*Project, English Plus, Happy Street*) did not provide enough support concerning class interaction. I discovered that most of the activities, if done as written in the textbook, would cause students working individually with checking together in the whole-class setting. Therefore, the preparations for individual lessons took me a long time as I was devising additional activities, mainly for group work, or reformulating the instructions to make the activities from textbooks more effective and compelling. Moreover, I detected that students are not accustomed to work groups with their peers, change partners during pair work, change their places or mingle around the class. They seemed surprised or confused when they were instructed to interview their classmates by moving in the class and most of them, at the beginning of such activity, remained sitting in their places. Taking all things into consideration, such issues should not occur in the 21<sup>st</sup> century education, especially not in language lessons.

The second chapter of the thesis is dedicated to theory which serves as a basis for the subsequent research analysis. This chapter brings a brief overview of organizational forms with respect to classroom management and further focuses on four common types of the classroom interaction. Whole-class teaching, individual work, pair work and group work are

elaborated in detail focusing on the description of each form, their use in language lessons, advantages and disadvantages. The practical part of the thesis begins with the methodology in the third chapter where the methods of the research are explained. The main aim of this work is to determine how and to what extent English language textbooks and teacher's books for lower secondary students work with organizational forms. The research therefore contains an analysis of five selected publications in which all the exercises in one unit are examined in detail. The fifth chapter Implications presents implications for teaching, limitations of the conducted research and outlines the possibilities for further research. The last chapter summarizes the findings and concludes the whole thesis.

## II. THEORETICAL BACKGROUND

### **Organizational forms with respect to classroom management**

A fundamental step to the realization of lesson objectives is a creation of successful learning environment supported by a combination of both teaching methods and classroom management. Scrivener (2012) states that “the most effective teaching and learning is going to happen when learners are actively involved, interested and engaged in their work” (p. 1). Lewis (2002) claims that even though teachers are conscious of the learning outcomes and provided with textbooks containing many activities navigating to these outcomes, they often encounter problems with managing the class and consequently declining from their previously stated goals (Richards & Renandya, 2002). Therefore, the management techniques involving organizational and controlling skills are, among other, the key factors in building a supportive and efficient classroom community where the learners can reach their full potential (Scrivener, 2012).

Scrivener (2011) describes the basic skill of classroom management as first, looking at classroom events as they appear, then finding different options, followed by making decisions between these options and finally doing the chosen action. As there is always a variety of people, situations and context, it can be observed that classroom management interferes with all parts of the teaching process, i.e. the classroom as a teaching/learning space, the teacher initiating actions and reactions, the learners working together or individually, the interventions concerning the way teachers behave and speak, the interaction between the students and the teacher, the behavior and the lesson comprising instructions, tasks, materials and resources (Scrivener, 2012).

Vališová and Kasíková (2011) emphasize that in order to reach lesson objectives, it is essential to choose the right organizational form, i.e. interaction pattern or grouping arrangement that serves as a framework in which the curriculum is being transformed. When selecting the form, teachers must consider lesson objectives, syllabus, students' preparedness and individual peculiarities, and options available at particular school (Skalková, 2007). Effective organizational forms subsequently facilitate interactions among the learners themselves and also between the teacher and the learners (Richards, 2015). Senior (2002) also adds that experienced teachers who have adopted class-centered approach to their learning take into consideration students' social needs and encourage group-sensitive

teaching which means that in order to make learning effective, it is necessary for learners to become cohesive and collaborative learning group.

In literature, the definition of an organizational form is not firmly established; however, it is commonly described as a way of organizing teaching (Kalhous & Obst, 2002; Kasíková & Vališová, 2011; Zormanová, 2014). Kasíková and Vališová (2011) further note that organizational forms determine specific feasible techniques in relation to environment, time and mutual interactions between the teacher and the learners, and create therefore a set of possibilities how the teaching process can be organized. Kalhous and Obst (2002) suggest that before choosing a certain organizational form, it is necessary for teacher to explicitly ask “with whom and how” and “where” the teacher will work in order to make the lesson the most effective. Maňák and Švec (2003), on the other hand, incorporate organizational forms into complex teaching methods and argue that notions such as methods, forms and means overlap. However, they agree with above mentioned authors that such complex teaching method commonly aims desired learning outcomes.

Although general pedagogy indicates unity in terminology, English Language Teaching (ELT) methodology introduces a variation of terms equivalent to organizational forms. Scrivener (2011) writes about classroom interaction in which whole-class working with the teacher or moving around, pairs, groups and individual work are included. Richards (2015) presents grouping arrangements divided into whole-class teaching, individual work, pair work and group work. Harmer’s (2007) classification corresponds with Richards’s (2015) one under the term grouping students, i.e. whole-class teaching, students on their own, pair work and group work. Different complex categorization introduced by Ur (1996) is entitled interaction patterns and comprises organizational forms based on the teacher and the students being active or receptive (very, mainly, fairly and only), specifically group work, close-ended teacher questioning, individual work, choral responses, collaboration, student initiates – teacher answers, full-class interaction, teacher talk, self-access and open-ended teacher questioning. However, based on the description of each form, it can be observed that all types of classroom interaction, according to Ur (1996), could be classified into four major groups mentioned above as well.

For the purpose of this thesis, whole-class teaching, individual work, pair work and group work are organizational forms further to examined.

## **Whole-class teaching**

Richards (2015) defines whole-class teaching as “teaching all of the students together, and the extent to which lessons are taught in this way will depend on the type of lesson the teacher is teaching and the particular stage of the lesson” (p. 203). According to Harmer (2007), this traditional frontal mode of teaching is still the most used interaction pattern between the students and the teacher across the world.

In the whole-class teaching, there are seven types of teacher-student interaction as follows: teacher lectures, teacher questions, teacher responds, pupils respond, pupils volunteer, silence and unclassifiable relating to confusion and miscommunication (Brown, 1975). This system summarizes all possible actions in the whole-class teaching. Conducted research revealed that the teacher talking time (TTT) in this particular organizational form reaches 70% of the lesson (Richards & Lockhart, 1996). Although ELT methodology often suggest to minimize TTT, in some cases it is useful and important, i.e. giving explanations, telling an anecdote, dictating or reading a piece of text aloud. Actual issue occurs when teachers talk without any particular purpose – unaware teacher talk (UTT). During UTT learning is not happening as students are not involved. Therefore, both maximizing or minimizing TTT is not the correct approach. In order to make the whole-class teaching effective, it is essential to maximize primarily student talking time (STT) by creating conditions where all students are not afraid to take part (Scrivener, 2012).

Among specific techniques which encourage students to speak Scrivener (2012) includes following: building friendly atmosphere, questioning rather than using statements, showing pictures, letting students do research on the internet and make notes, brainstorming vocabulary in advance, creating scaffolding, not correcting mistakes, allowing time to think, training students to listen and avoiding negative feedback. After creating such conditions, it is essential to strengthen students’ confidence. Hence, Scrivener (2012) suggests to call out all students, require choral responses, adjust questions according to skills each student has, permit answering the question silently and question weaker students individually first while others are working or after the lesson.

Although whole-class teaching resembles traditional educational form where teacher stands in front of the board and students sit quietly in rows, it has practical advantages. It is a way teachers can create a classroom community where everyone equally experiences the same circumstances. Students’ mutual bond consequently allows them to share their emotions such as laughter or cheer openly. Moreover, teachers are able to monitor students’

humour. Another advantage is the organizational aspect. Teachers are able to give instructions, explanations and present materials while having attention of the full class which is connected to the fact that whole class teaching is favored by some as it enables to have the situation under constant control (Harmer, 2007). Richards and Lockhart (1996) emphasize that in countries where classes consist of up till sixty students, teachers have no other choice than to incorporate as many whole-class activities as possible. Authors further consider whole-class teaching beneficial especially for individual, pair or group work preparation. Richards (2015) sees the main advantage in teachers' opportunity to assist and scaffold students. He defines scaffolding as "providing the temporary support students need as they develop their language skills, support that can gradually be reduced as their language learning progresses" (p. 203). By scaffolding, teachers help students to express themselves during a fluency activity by agreeing, nodding, making eye contact, being interested, asking questions, echoing, and inconspicuously correcting word forms and pronunciation or advising words students are looking for (Scrivener, 2011).

However, there is a number of disadvantages mainly associated with students as individuals. The tasks in whole-class teaching are the same for everybody; hence students do not have much opportunity to express themselves, make eye contact. Conversely, shy students who feel uncomfortable speaking in front of everyone are exposed to the whole class. Individual students' needs are not taken into consideration and differences in pace of each student are marginalized. Next disadvantage is students being passive, not responsible for their own learning (Harmer, 2007). Richards and Lockhart (1996) also present a fact that interaction in the whole-class teaching is realized only between the teacher and a certain number of learners.

### **Individual work**

The opposite of whole-class teaching is individual work or seatwork. Ur (1996) describes individual work as follows: "The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary." (p. 228). According to Richards and Lockhart (1996) students working on their own is "generally the second most frequently used teaching pattern in classrooms" (p. 149). Individual work "allows students to work at their own pace and to work on activities suited to their proficiency level of interest" (Richards, 2015, p. 204). Teachers' role is therefore mainly supportive and assisting (Richards, 2015).

There are several basic principles teachers need to accomplish in order to make individual work as effective as possible. First, it is important to incorporate it into the lesson plan in a logical way so that it creates a cohesive unit where activities link together to make a whole. Secondly, the goals and instructions for individual tasks should be clear and explicit. While students are working on their own, teachers make sure that everyone understood the given task by monitoring the class. Thirdly, tasks should correspond with the level of knowledge students possess. And lastly, after completing given task, students need to know what to do next to avoid unnecessary questioning (Richards & Lockhart, 1996). Richards (2015) emphasizes that tasks for individual work should be primarily interesting and motivating, providing enough challenge and support.

Individual work not only enables students to manage the tasks the way they want, with regard to speed, style and preferences, it also provides personal feedback as they put their knowledge and skills into practice. As for the advantages from teachers' perspective, it allows them to track and thus assess students' improvement as well as it enables to individualize the tasks, especially in completing worksheets, for each learner, considering their special needs. Moreover, individual work can serve as an effective lead in activity as it ensures quiet environment for students to think (Richards & Lockhart, 1996). Harmer (2007) believes that for some students working on their own is not as stressful as working in pair, group or with the whole class. He also claims that individual work forms a sense of autonomy which conduce to students' being responsible for their own learning. Lastly, it can be used as a means of re-establishing serenity and quietness in the classroom, since interaction is being reduced (Harmer, 2007).

On the other hand, individual work has disadvantages as well. Teachers, even though they monitor, do not have sufficient control whether students are working on assigned tasks or not. Similarly, students completing given tasks earlier than others can also cause complication for classroom management. Since students work individually, there is an absence of interaction both among the students and between the students and the teacher (Richards & Lockhart, 1996). Equally, individual work does not contribute to creating classroom community in contrast to other organizational forms such as whole-class teaching or group work. As for the individualization, preparing materials suitable for each student is demanding and time consuming (Harmer, 2007).

## **Pair work**

Even though whole-class teaching and individual work have their own place in English lessons, it has been proven that without any different kind of interaction such as pair work actual language learning is not likely to happen (Richards & Lockhart, 1996). Byrne (1987) emphasizes that “pair work in the course of the lesson is absolutely essential” (p. 31). He demonstrates an example where a class of thirty students practise oral skills for thirty minutes in a whole-class arrangement; it means that each student has only one minute talking time which is insufficient. During pair work students deepen both their communicative and linguistic skills and many cases activities students work on individually can be transformed into pair work for maximizing the interaction (Richards, 2015).

Byrne (1987) distinguishes three types of pair work as follows: open pairs, fixed pairs and flexible pairs. Two students talking to each other in front of the whole class under the teacher’s control are open pair. Fixed pair is a student working with one and the same partner, usually sitting at the desk, throughout the whole activity. Or, it is also possible that student first talks to one partner and then changes with another one, for example during an activity which demands reporting/finding some information, and then comes back to the original partner and finishes the activity. It is the most used and easiest type with respect to classroom management. The last type, flexible pair, means that students mingle around the class and change partners. This type is engaging as students can talk to peers they choose and it is usually used when particular activity requires personal information gathering.

Case (2011) notes that once teachers discover positive effects of pair work, i.e. maximizing STT, they often forget about the purpose of using it and tend to incorporate pair work to the furthest extent. This can be, however, contra productive. The author introduces specific guidelines teachers should consider when using pair work. In the lesson plan, there should be a mixture of all organizational forms; teachers should estimate both STT and TTT and make a balance so that the lesson proceeds in a natural way. Factual stages of pair work and the purpose of using it should be premeditated in the lesson plan as well. It is suggested to ascertain how much pair work is being used in other subjects particular students have and to require a feedback from them in which they would express their opinions of how they feel about it. Feedback questionnaires can include cultural factors if needed. Every pair work activity necessitates a reason; students should be told the purpose of working in pair.

Scrivener (2012) asserts that managing the class when preparing for pair work is very important; he introduces several techniques teachers should be aware of for making pair

work interesting and useful. It is essential to decide how the pairs will be formed. Basic instruction ‘Get into pairs’ means that students can choose whoever they want to work with. There is, however, a problem with pairs being always the same. Another technique, which requires a little bit of movement, is ‘Work with someone who...’; teachers then decide what is the most suitable completion. This technique is fun and engaging as students can talk about themselves in a natural way. Conversely, if teachers do not want students to move around the class or the seating and space do not allow that, they can make pairs sideways, front/back or diagonally remaining sitting at their desks. Scrivener (2012) also stresses the need of activating students by short ‘ice-breaking’ pair tasks. He recommends arrangements such as lines and wheels. In lines, students face each other and talk about given topic; after a short period of time, the teacher stops the activity and one line moves one place sideways (the last student in the line moves to the other end). Similarly, in wheels, students create two circles, again, facing each other and when the teacher says, one of the circles moves one place right/left.

As for the specific activities, Scrivener (2011) proposes two most suitable ones: pair work information gap and pair work grammar activities. The initial aim of both of these activities is getting students to use language to communicate, i.e. to increase their output. The information gap activity principally resembles authentic situation “when one person knows something that another person doesn’t; we can say that there is a ‘gap’ of information between them” (p. 45). This particular situation then creates reasons for active communication and is therefore engaging and motivating as students concentrate on the message rather than on being grammatically correct. The activity, among other things, develops abilities to speak fluently, name and describe different object, listen to people speaking, ask for particular information and solve a problem using language. Grammar activity offers students to try things out themselves. Scrivener (2011) argues that “studying grammar only partially involves a need for teacher explanation” (p. 49). The task itself is simply about getting students to make statements or questions in different tenses in pairs and then teachers have a number of possibilities to proceed. The author suggests an example: each pair writes sentences about a different picture then passes them to another pair whose task is to recreate the picture based on the sentences received.

Pair work raises STT to maximum and therefore facilitate the possibility for students to put their knowledge into practice in a safe way as they work independently. However, teachers can provide help if needed while monitoring the class. It also supports cooperation; students are able to share their decisions, e.g. discussing results of particular exercises, learn

from and motivate each other and therefore develop their social competence (Harmer, 2007). Richards (2015) states that pair work is a tool that enables students to learn about different cultures. Students may encounter various viewpoints and cultural differences. Richards (2015) as well as Scrivener (2012) agree that this organizational form is quick and easy; it does not necessarily require much preparation or movement as students can work with peers next to them, especially in classes with large number of learners. Byrne (1987) adds that pair work is tightly connected to authentic situations outside the classroom. As students talk to each other without any particular control and mistake correction, their speaking tends to be casual and effortless.

As a consequence, that pair work provides the opportunity for every student to talk, it can be very noisy and both students and teachers may feel uncomfortable. Some students can feel distracted and cannot concentrate themselves on what they want to say and teachers may fear of losing control over the class. On the contrary, some students may exploit this noisy situation and do something else, nothing or talk in their mother tongue which is for teachers hard to manage. Another problem occurs when there are two weaker students in a fixed pair. For these students, it would be more beneficial to complete the assigned tasks in the whole-class interaction pattern as there is always the teacher who would provide scaffolding that would help them to express themselves properly. The choice of partner student should work with is important as well. Two students who dislike each other will not interact at all (Harmer, 2007). Byrne (1987) further notes issues with accuracy. He accentuates the fact that during pair work, students make mistakes which are not noticed and corrected. However, Scrivener (2011) objects that pair work is a form particularly aimed at speaking, i.e. fluency-focused activity, hence correcting mistakes does not have a purpose.

### **Group work**

According to Cohen and Lotan (2014), group work is “students working together in a group small enough so that everyone can participate on a clearly assigned learning task” (p. 1). Harmer (2007) compares group work with pair work in sense that both organizational forms allows students to work with each other without any direct intervention of the teacher; however, he notes that pair work is sometimes insufficient for particular tasks and then it is convenient for teachers to choose group work instead. Frey et al. (2009) stress that group work is the key in learning process as social interactions allow students to learn how to think and understand others. Peer-assisted learning naturally supports interactional lesson

dynamics and increases self-esteem, STT and motivation. For group work to be effective, it is essential that students learn to respect and support their peers and develop an ability to work together to achieve shared goals (Richards, 2015).

Richards (2015) introduces several factors teachers need to consider when implementing group work into a lesson plan. The crucial one is group size. The author recommends building groups of four students which is, from the classroom management perspective, the easiest. Similarly important is the group formation itself. Either students can form the groups themselves or the teacher can divide them, e.g. according to their proficiency level. The aim is yet to create groups that work effectively in particular. Students should also know the purpose for working in groups. Some students may be unfamiliar with it and therefore the teacher's role is to explain the value of group work as well as assign these 'non-participants' different roles, "such as scribe, facilitator, reporter, etc." (p. 208), to support shared understanding and importance of cooperation. Considering the roles, it is suggested that one member of each group should monitor the noise as well to maintain acceptable working environment. Another significant factor is time. For students that may complete the task earlier there should always be an additional activity to allow other groups to finish without any disruption. The last aspect for consideration is monitoring. Teachers should observe the class, visit the groups, provide scaffolding and give feedback during the assigned task. Byrne (1987) adds that teachers need to consider both instructions and results as well. Presenting an activity should be clear and simple so that every student knows what to do. And at the end of an activity, the results should be shown either in the whole-class organizational form as a discussion or as another fluency group activity where students from each group create new groups to report what they had done and what are their findings. For all group work activities, there is a general pattern to be followed: "present and explain activities → activities → report results and discussion" (p. 79).

According to Harmer (2007) the first step for teachers, after deciding for group work, is to think how the groups will be formed. The author introduces six possible principles – friendship, streaming, chance, the task, changing groups and gender and status. First principle – friendship – is a safe way of creating groups. Students work with friends and are not forced to cooperate with ones they usually do not talk to or dislike. There are two ways building such groups. Either teachers can divide students into groups based on observation who is friends with whom or an easier way is to let students group themselves. The only problem is that unpopular students are likely to remain on their own. There is also a possibility of using a sociogram where learners provide the teacher a confidential list of

classmates sorted by preference whom they like and dislike. This technique then allows teachers to make groups based on information gathered. Second principle – streaming - describes grouping students by their level of knowledge. One way is to create mixed-ability groups where in one group are both stronger and weaker students. This should provide a cooperative learning environment where stronger students help the weaker ones. Alternatively, each group may include students with the same abilities and do different tasks considering their level. However, this technique lacks the cooperative aspect and might be for the weaker learners demotivational. The most arbitrary distribution is by chance and it can be realized in several ways. Students can be grouped according to seating arrangement; it means that students sitting near to each other form a group. This is, however, problematic when students always sit the same, then the groups are always identical. Another possibility is to give students letters (number of letters correspond with number of members in each group) and then tell them that those with same letters form a group. Teachers can also line the students in the order of their age and then form the groups with those standing next to each other. These suggested techniques have many alternatives and teachers can choose what is appropriate. Next principle is dividing learners determined by the character of given task. Each group is formed by students sharing particular features or interests. Some activities may require changing the groups. The number of students in each group can either grow or fall, i.e. groups can be merged or split. During specific activities where information need to be exchanged among groups, it is also possible to reform the groups so that students can share something with others and then build the original groups to report what they have learned. As for the last principle – gender and status, teachers should not forget about social norms and consider such issues as well.

Scrivener (2012) accentuates the importance of monitoring during group work and distinguishes two types according to stage of an activity, i.e. as tasks start and during tasks. At the beginning of an activity, teachers should especially look and walk around the class, quietly support if some of the students have problems with given instructions. They may also stop the activity if necessary and guide learners the right direction. During an activity, it is suggested to monitor more closely; discreetly or participatively. Discreet monitoring means listening and watching, not asking any questions or intervening; teachers may make notes if needed. Conversely, participatory monitoring means that the teacher joins one group and actively contributes to the task. However, teachers' participation should not be dominant. There is also a possibility of not monitoring. If students are actively working teachers may 'vanish' for a while letting them concentrate and not creating a constant pressure. Byrne

(1987) emphasizes that teachers should not correct any mistakes as group work is a fluency activity. It is possible to make notes about major errors but they should be discussed after the activity or in another lesson.

Although group work seems to be equal to pair work with regard to advantages, it actually coincides only in maximizing STT and participation in the class. Group work, unlike pair work, reduces the possibility of personal issues among students as there is more people working together. It allows students to share their opinions, make decisions and contributions in a group of people with different views and ideas. Therefore, it promotes cooperation and negotiation. Students learn to listen and evaluate each other. Shy students work in a safer environment in comparison to whole-class teaching or pair work; they can control the level of participation. Additionally, group work encourages autonomy, especially in activities where students have to devise something (Harmer, 2007). Richards and Lockhart (1996) add that during group work, teachers have sufficient time to help and advise students if needed. Nevertheless, Byrne (1987) sees the benefit in students helping and correcting each other especially in mixed-ability groups.

Disadvantages may notably occur in connection with classroom management. Compared to whole-class teaching, group work is not directly controlled by teachers and thus can be very noisy and hard to manage. The discipline can be disrupted not only during the group-based task but also throughout the preparation stage. Students moving around and rearranging the seating layout can easily be a loud, chaotic and time-consuming process. Another problematic feature of group work is considering student as an individual with certain learning preferences. As with any other organizational form, students may not feel comfortable working this particular way. It can be caused by group composition or simply by unsuitability of learning strategy. Some students may prefer whole-class teaching or individual work with teacher's attention and as a consequence, during group work, they can be passive (Harmer, 2007). Byrne (1987) notes the issue of mother tongue. Learners expressing their ideas in organizational forms not directly controlled by the teacher often tend to use L1. It should not be considered as misbehavior but rather as a feedback to teachers indicating the complexity of the task assigned.

## **Seating arrangements**

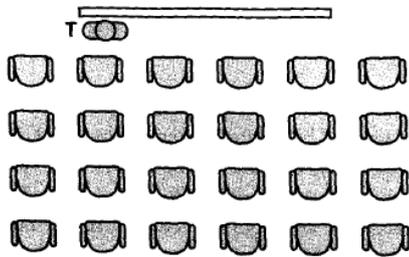
When planning individual classroom activities, it is necessary for teachers to consider not only the grouping arrangements but also seating arrangements, that are to organizational forms of the class tightly connected. Different classroom layouts increase students' interest, motivation and interaction in particular, as there is a possibility of recreating distinctive situations within an activity and a lower degree of predictability with whom students will work in pairs or groups. Rearranging the class is also an opportunity for learners to make some movement which can help to activate them both in the morning or after a long day spent mostly sitting (Scrivener, 2011). Scrivener (2012) states the following:

The way your classroom is arranged has a direct impact on what you can do and how you do it. The traditional classroom layout with rows of fixed desks all facing the front may be appropriate for teacher-fronted explanations, board work and quiet individual work, but is arguably less suitable for communicative or task-based work.  
(p. 7)

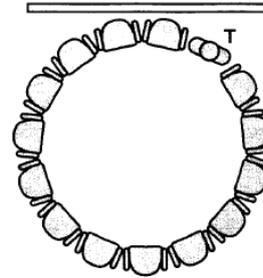
Typical classroom comprises walls, an entrance, desks, chairs and a board. All these objects may represent either aids or limitations teachers need to consider when designing seating arrangements for individual activities. Knowing the options available provides opportunities to choose what works the best for learners and their performance in the classroom (Crocker, 2019). The initial key to rearranging the classroom successfully is to “do it as quickly, quietly and efficiently as possible” (Scrivener, 2012, p. 14).

Harmer (2007) distinguishes four basic types of seating arrangements, namely orderly rows, circle, horseshoe and separate tables. Orderly rows are considered to be the most common. This layout is suitable especially for whole-class work; teachers have control over the class, can make eye contact with everyone and students can see both the teacher and the board properly. It is therefore suitable for explaining new topics and projecting interactive materials, i.e. activities where the whole-class dynamic is desired. The main disadvantage of this layout is that it creates blind spots where students may not pay attention or work on assigned task and teacher not noticing it (Crocker, 2019). For classes up to twenty students circle or horseshoe are recommended seating arrangements. In both these layouts teacher's position is not as superior as in the rows. Interaction gains more intimate trait; students feel relaxed and are more likely to speak. The last layout – separate tables – is

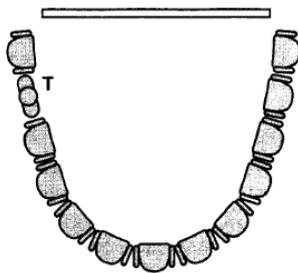
suitable for all organizational forms. Students can work individually, in pairs, groups or together with the teacher who should walk around the tables, providing help if necessary (Harmer, 2007).



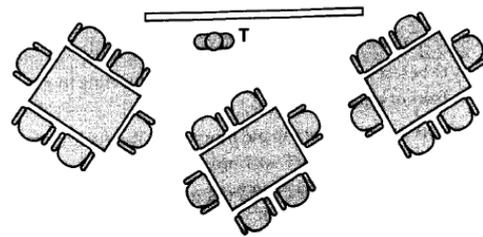
*Figure 1. Orderly rows*  
(Harmer, 2007)



*Figure 4. Circle*  
(Harmer, 2007)



*Figure 7. Horseshoe*  
(Harmer, 2007)



*Figure 10. Separate tables*  
(Harmer, 2007)

For classes with less than twenty students, Scrivener (2012) suggests, besides horseshoe and circle, seating arrangements such as tipped U, one large table, and zones. Tipped U is an alternative of classic horseshoe; the whole layout is, however, slightly swiveled to reduce sharp angles of the classroom and supports then less formal setting. In one large table, multiple desks are brought together to form a cooperative space where students sit near each other and can present something or make an oral report. Conversely, zones are mainly suitable for group activities where each group perform different task. It is recommended to establish zones at the board or around tables near the walls, keeping the center of the classroom open to discuss or mingle.

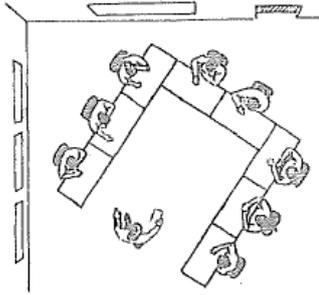


Figure 13. Tipped U  
(Scrivener, 2012)

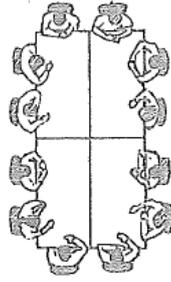


Figure 16. One  
large table  
(Scrivener, 2012)

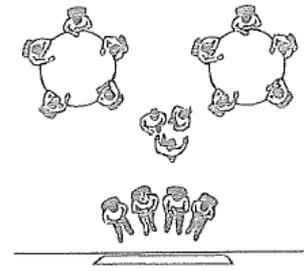


Figure 19. Zones  
(Scrivener, 2012)

Seating arrangements suitable for all-sized classes are, according to Scrivener (2012), rectangular, curved rows, arrowhead, diagonal, islands, facing, reverse, no tables and focus change. Although first five layouts represent variants of already mentioned rows, U shapes and zones, reverse and no tables eliminate the desk barrier entirely. These two setups are hence appropriate for speaking activities, games and simulations. The last introduced - focus change – means that the teacher changes the usual position and shifts students' focus to the back or to sides of the classroom. This technique may change the way students think and react. It can be only realized during activities when there is no writing on the board or projecting needed.

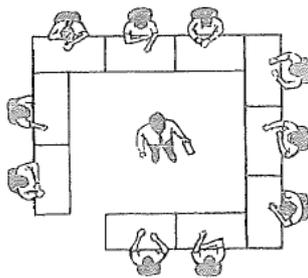


Figure 22.  
Rectangular



Figure 25. Curved rows  
(Scrivener, 2012)

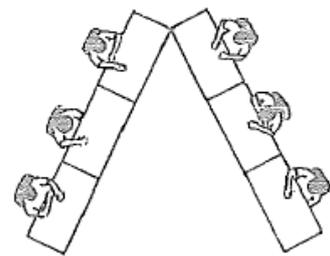
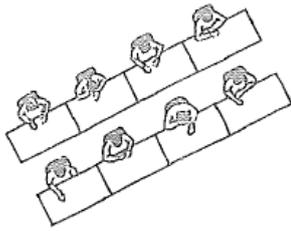
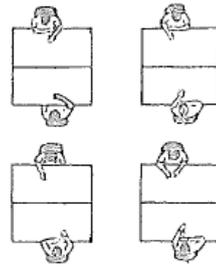


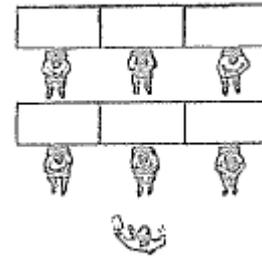
Figure 28. Arrowhead  
(Scrivener, 2012)



*Figure 31. Diagonal*  
(Scrivener, 2012)



*Figure 37. Facing*  
(Scrivener, 2012)

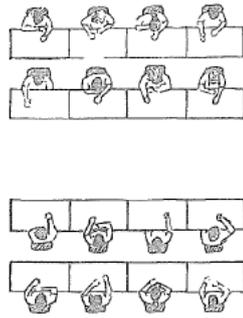


*Figure 40. Reverse*  
(Scrivener, 2012)

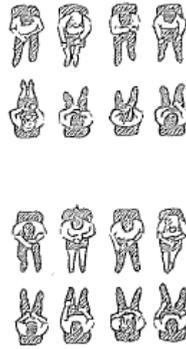


*Figure 34. No tables*  
(Scrivener, 2012)

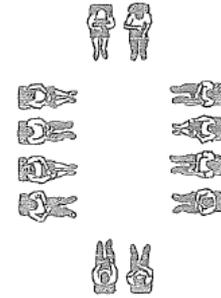
Scrivener (2012) also recommends using special layouts for common activities to reduce sameness and lack of commitment. Organizing students into less familiar arrangements makes already known activities more attractive and exciting. For debates and discussions which deliberately demand argumentation of two different viewpoints, the author suggests ‘Houses of Parliament’ where such actions are easily to be achieved. For activities where students are divided into groups and their task is to plan something or design a solution, it is convenient to position each group into a different corner of the classroom to make it more dramatic. The separation supports both competition among groups and team spirit within the group. To enhance social interaction, students can be organized into authentic settings such as in railway carriages, airplane, restaurant, hotel lounge or around imaginary swimming pool. Recreating desks and chairs into an outline plan for simulating specific places is also appropriate for role plays. The classroom can represent waiting room, reception, office, lobby or corridor. Another possibility is displacing the furniture entirely to one side and making thus the classroom an open space where students can mingle and talk to each other casually. To make the atmosphere of an activity even more informal teachers can play some music; all students, even the quieter ones, then feel less afraid to speak.



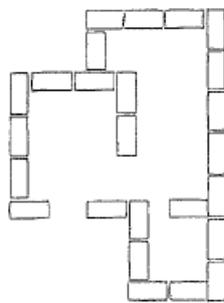
*Figure 43. Houses of Parliament (Scrivener, 2012)*



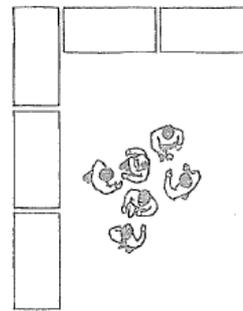
*Figure 46. Railway carriages (Scrivener, 2012)*



*Figure 49. Swimming pool (Scrivener, 2012)*



*Figure 52. Outline plan (Scrivener, 2012)*



*Figure 55. Mingling (Scrivener, 2012)*

However, problems may appear when school classrooms are cramped or the class furniture is fixed to the floor. To be creative with desks and chairs and implement the seating arrangements recommended represents almost unsolvable limitation. Such situations then influence the whole lesson; students are not getting any activating movement and pair work and group work become static as learners work always with the same partners sitting next to them. In these cases, teachers should not resign and rather think of actual solutions. One of them is varying students with no big movements. Pairs can be formed not only sitting next to each other but also with partners sitting in front or behind. During pair work or group work students can also sit on their desk and if necessary, only a few nominated students may change their places in order to eliminate undesirable chaos. Another technique is to use the space at the front of the class. This is mostly appropriate for mingling tasks, activities which require standing or just letting students stretch their legs a bit. If possible, using other spaces, e.g. a corridor, is also an option. During group work, some students can go outside the classroom to agree on something or find a solution together without being interrupted by

others. Teachers may consider locating the whole lesson to the playground or gym for bigger-movement activities as well. The last technique, which is only feasible with non-fixed furniture and lessons with no students' writing necessary, is moving the desks to one side of the classroom or to another classroom. Students sitting only in chairs ensures a lot more space to work with (Scrivener, 2012).

### **Roles of Textbooks in Language Classes**

The role of textbooks in language teaching is not, according to methodologists, fully established. Some consider coursebooks as a useful tool which serves as a framework for language teaching, others believe that they represent an obstacle for teachers, still others promote them for their value as bearers of methodological change (Harmer, 2007). Similar opinions are presented by language teachers as well. They either use the textbooks to a full extent according to a syllabus, not at all or only to a limited extent supporting students' learning with additional materials (Ur, 1996).

Ur (1996) presents following advantages concerning using coursebooks. First, coursebooks represent a framework. Both teachers and students know all the topics to be covered during English lessons, thus coursebooks bring a clear structure of what is to be achieved. Second, coursebooks create the syllabus. School education programs usually build the syllabus with accordance to contents in the textbooks making it easier for teachers to cover all the intended topics. Third, the level of texts and learning tasks correspond with the level of knowledge of the learners in particular grade. This aspect considerably saves the time as teachers do not need to prepare as much activities as they would without the textbook. Fourth, using textbooks is economical. Usually they come with workbooks, vocabulary, CDs or DVDs, already prepared tests and photocopiable material, therefore, there is no need to buy other expensive materials. Next, textbooks are convenient and practical in terms of their form. The book contains everything teachers need and its use does not depend on anything else, e.g. electricity. Another advantage is guidance for teachers with a lack of experience. In such cases textbooks may represent source of support. The last advantage is autonomy. Language learners can use the textbook to monitor their progress and to reflect on their learning, making them less teacher-dependent.

However, coursebooks also have several disadvantages. The topics covered in textbooks may be irrelevant for the students and thus reduce students' interest and motivation. This issue is also connected to inadequacy, homogeneity and limitations. The

confining activities and set structure do not consider students' individual needs and personal learning strategies and styles. Students may find the tasks boring which can lead to passivity and, again, lack of motivation. Ultimately, teachers may forget that they are the ones who make the decisions because following the textbook exclusively is easy. However, effective teaching, involving teachers' initiative and managing skills, is one of the crucial components of students' successful learning (Ur, 1996). Ur (1996) also states that "some coursebook exercises are more like tests: brief checks to see whether the learner knows something or not, rather than frameworks for extended and interesting rehearsals of different aspects of language" (p. 188).

Harmer (2007) emphasizes that the crucial decision for teachers to do is to choose whether they use the textbook or not. If not, then it is necessary to replace it with some other material they find more suitable. However, if teachers decide to use the textbook then they have two possibilities. All the activities, if appropriate, can be presented the way textbook explicitly states them. Or, teachers may modify them according to students' needs. Harmer (2007) suggests incorporating group activities for speaking, e.g. a role play, rewriting inappropriate instructions, replacing some of the exercises with other activities or reordering the tasks so that they make a cohesive sequence.

This theoretical part of the thesis provided information concerning the issue of organizational forms in English language education. The main focus was given to four types of interaction patterns, namely whole-class teaching, individual work, pair work and group work. The topics of seating arrangements and roles of textbook were mentioned as well because of their tight relation to the subject matter. The collected theoretical material should provide the reader a sufficient basis for the next chapters consisting of specific methods of the conducted research, the main analysis of the researched material and possible implications of the gathered data.

### III. METHODS

The purpose of this chapter is to present a thorough description of the research methodology within the practical part of the thesis. Research objectives and questions as well as specific methods, tools, procedures and research material are elaborated on in order to provide a detailed account of what was to be achieved and how.

#### **Research objectives**

The original objective of the research was to explore lower secondary English lessons with respect to organizational forms in combination with seating arrangements. In particular, to what extent English language teachers in lower secondary education use various organizational forms; if the organizational forms are implemented effectively regarding the development of specific language skills and maximizing STT; and if teachers use special classroom layouts which would support these interaction patterns. However, due to the COVID-19 pandemic and its associated government regulations, it was not possible to conduct such research.

The modified objective of the research was, therefore, to examine learning and teaching materials for lower secondary English language education. Specifically, how and to what extent English language textbooks and teacher's book work with different organizational forms within tasks and activities.

The specific research questions were as follows:

1. Are organizational forms included in individual task instructions in textbooks?
2. Are organizational forms included in individual task instructions in teacher's books?
3. What kinds of organizational forms do textbooks and teacher's books work with and to what extent?

#### **Research material**

For the purpose of the research, five different English language textbooks with five corresponding teacher's books were selected, namely *Impact 1*, *Motivate! 2*, *New Challenges 2*, *Project 3* and *Your Space 2*. All five textbooks are designated for lower secondary students, have a valid clause of the Czech Ministry of Education, Youth and

Sports and are used in Czech schools. To be able to compare these textbooks, A2 language level according to the Common European Framework of Reference for Languages (CEFR) was chosen which corresponds with the students' level of knowledge in the seventh grade. Also, the selection of textbooks was made with respect to publishing house. Five different publishers were chosen to obtain diverse approaches of how to work with interaction patterns in language classes. Moreover, the intention was to examine the newest edition of each textbook not older than ten years. The basic information about individual textbooks studied can be seen in *Table 1*.

*Table 1: Analyzed textbooks*

<b>Textbook</b>	<b>Publisher</b>	<b>First published</b>	<b>Edition</b>
Impact 1	National Geographic Learning	2017	1 <sup>st</sup> ed.
Motivate! 2	Macmillan	2013	1 <sup>st</sup> ed.
New Challenges 2	Pearson	2012	5 <sup>th</sup> ed.
Project 3	Oxford	2014	4 <sup>th</sup> ed.
Your Space 2	Cambridge - Fraus	2012 - 2014	1 <sup>st</sup> ed.

### **Research procedure**

The research was conducted in June 2020. The selection of textbooks was based on my and university classmates' previous experience from teaching practice so that analyzed materials were topical. One publication – *Impact 1* was added as it was one of the textbooks, I learned about during methodology classes at the university and was published by not a very well-known publishing house in the Czech Republic– National Geographic Learning. This way I gathered a variety of English language textbooks and teacher's handbooks by different publishers in order to compare distinctive approaches towards language instruction.

From each textbook one unit or module (a set of activities aiming at defined objectives, relating to a single topic) was chosen which was then studied in detail. I considered examining only one unit sufficient as most of the units follow the same pattern, concerning language skills and activities, throughout the whole textbook. In every textbook I opted for the second unit because the first units were, in some cases, modified for the beginning of the new school year.

In the unit selected, I examined all the exercises in the textbook with special attention to the given instructions. Specifically, I was looking for any organizational forms to be

followed within the activities. Based on the theoretical background I was anticipating whole-class work, individual work, pair work or group work. Moreover, to gain an in-depth view, I concurrently compared the corresponding instruction to each exercise in the teacher's book to see if it offers teachers any support in terms of how the activity should be realized concerning interaction patterns. In each exercise I determined a language skill to be developed and the occurrence of organizational form. If there was one, I identified what kind of interaction pattern it was. In cases of group work I noted the recommended number of learners in each group if mentioned.

During the research, I also made notes about specific peculiarities found in the teacher's handbooks concerning the topic of organizational forms. The following chapter presents my findings.

## IV. RESULTS AND COMMENTARIES

This chapter of the thesis provides the results of the research that was conducted by means of content analysis. The data were collected in connection with the theoretical background, i.e. concerning organizational forms. Findings of the analyzed textbooks and teacher's books are described separately according to individual publications. They are then summarized in commentaries to provide an overall view of the subject matter. Key findings are stated at the end of this chapter.

### **Impact 1**

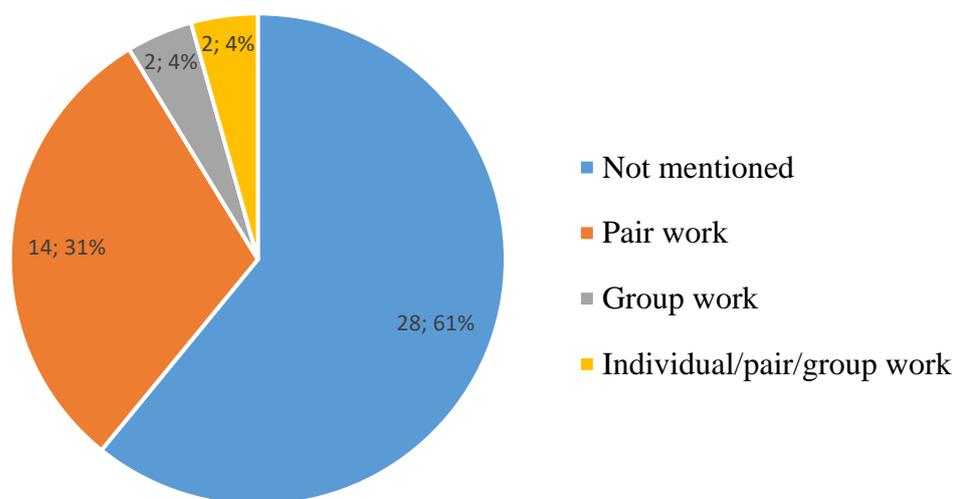
The first analyzed textbook – Impact 1 is the second publication in five-level series by National Geographic Learning. The textbook aims at students' active participation in learning process by motivating them with real-world content, authentic sources and 21<sup>st</sup> century topics.

The examined unit – Unit 2 covers the theme of “Amazing Jobs”. The unit consists of forty-six exercises that are divided into ten sets with a maximum of seven exercises per set. Each set then develops different language skill, i.e. speaking, writing, listening, reading, or focuses on grammar, vocabulary and pronunciation. The unit also contains a project and two sections relating to videos.

### **Textbook**

From the total amount of forty-six, eighteen exercises in the textbook explicitly mention an organizational form in the instructions to be followed. The textbook uses following indications: “Work independently”, “Work in pairs”, “Work in groups”, “Discuss in pairs”, “Discuss in groups”. In the remaining twenty-eight exercises, no organizational form is mentioned. The most represented organizational form is pair work – thirteen occurrences. Group work is implemented twice and individual work once. However, the one activity that suggests individual work (“work independently”) was considered as a pair work because of the fact that students are assigned to interview their peers while mingling in the class. There are also two exercises that offer students a choice between individual work, pair work and group work. The representation of results is demonstrated in *Graph 1*.

Activities where the organizational form is given are predominantly focused on speaking – fifteen occurrences; and the organizational forms suggested are either pair work or group work. Implementing pair work and group work in speaking activities is undoubtedly common. However, the use of pair work in developing other language skills is not that usual. The unit presents one writing and one reading activity where students should work in pairs. In the former one the task is to create a Venn diagram based on a video and in the latter students should identify the title, topic sentence, details and concluding sentence in a given text.

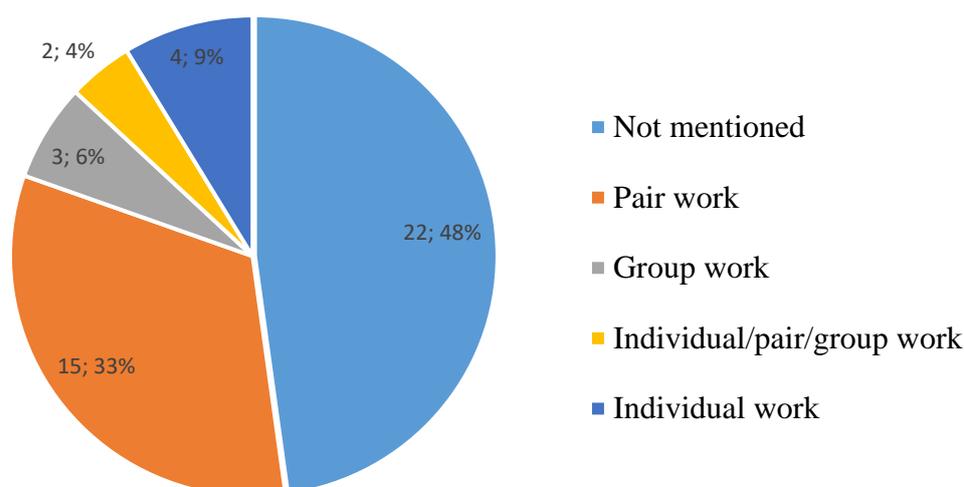


Graph 1: Occurrence of organizational forms in *Impact 1* - textbook

### Teacher's book

In teacher's book, there are twenty-four exercises that include organizational form in the instructions. It would mean that there are six more exercises specified in more detail as all organizational forms in teacher's book should be equivalent with those written in the textbook. However, I identified two exercises in teacher's book that do not correspond with the instruction in the textbook where pair work in one case and individual work in the other are mentioned; teacher's book states none. This means that there are actually eight exercises specified compared to textbook.

The instructions in teacher's book contain fifteen occurrences of pair work, four occurrences of individual work and three occurrences of group work. There are also two activities, same as in the textbook, where students can choose among individual work, pair work and group work. *Graph 2* summarizes the findings.



Graph 2: Occurrence of organizational forms in *Impact 1* – teacher's book

### Commentaries

From the above mentioned results, it can be observed that *Impact 1* works with organizational forms explicitly in 52% of exercises. The publication uses mainly pair work followed by individual work and group work. In fourteen cases, after listening or speaking activities, teacher's book also suggests to check exercises in form of whole class discussion ("discuss with students", "check as a whole class", "review as a whole class", "share in class"). Some activities, even though they do not state any particular organizational form, imply how to proceed by expressions such as "in silence", "aloud" or "together". However, there are ten tasks with no particular directions. These are mainly listening or writing activities. It can be therefore assumed that students will work individually.

The teacher's book, besides specifying activities from the textbook, also offers more activities concerning organizational forms relating to the topic. These are warm-ups, consolidate activities and extend activities. In most cases, warm-ups and extend activities suggest whole class discussions to present or close a particular sub-topic within the unit; however, pair work is used as well. Consolidate activities propose additional group work or whole class games. The instructions in these cases also consider classroom layout as they for example advise teachers to make students stand or sit in a circle or create two lines facing each other.

Ultimately, the teacher's book offers practical teaching tips. It is recommended to group students according to their level of knowledge, i.e. create mixed-ability groups, in order to encourage less fluent students to interact with the stronger ones. Another tip suggests to scaffold weaker students in whole-class discussions by helping them with unknown vocabulary.

## **Motivate! 2**

The second analyzed textbook is *Motivate! 2* published by Macmillan. It is the second level publication in four-level course designed for secondary school students. The textbook places an emphasis mainly on mixed-ability classes with sensible approach to all language skills, grammar, vocabulary and pronunciation.

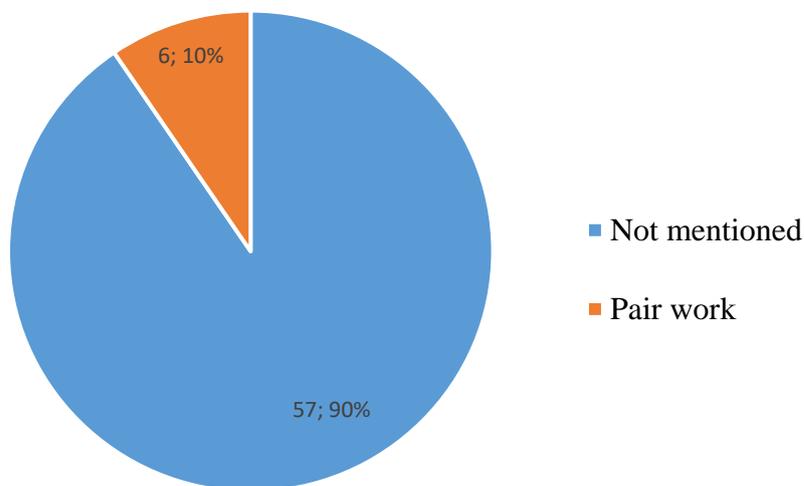
The topic of Unit 2 is "Adventure". This unit consists of sixty-three exercises that are divided into seven sets with maximum of fourteen exercises per set. First five sets aim at developing language skills, grammar and vocabulary. Sixth section focuses on Content and Language Integrated Learning (CLIL) that connects English language with biology. The last section contains a progress check in the form of test, which is concentrated exclusively on vocabulary and grammar. In the unit, there are also grammar and vocabulary guides included.

### **Textbook**

The textbook contains six exercises with organizational form explicitly mentioned in the instructions. In all cases it is pair work with the indication always being "Work in pairs". In the remaining fifty-seven exercises, no organizational form is mentioned. Results are demonstrated in *Graph 3*.

All activities with mentioned organizational form are speaking exercises. From the total amount of six, five of them have the same instructions as follows: "Ask and answer questions about/from exercise...". The only different instruction is "Practise your dialog". Four of the exercises are labelled with an icon portraying two facing figures and entitled "interface". In both textbook and teacher's book, there is no explanation of what interface activities indicate. However, after an in-depth examination, I discovered that the aim of such speaking tasks is to directly connect the grammar or vocabulary from preceding exercises

where the questions to be asked during pair work are explicitly stated. Considering that, only two activities practise free speaking.



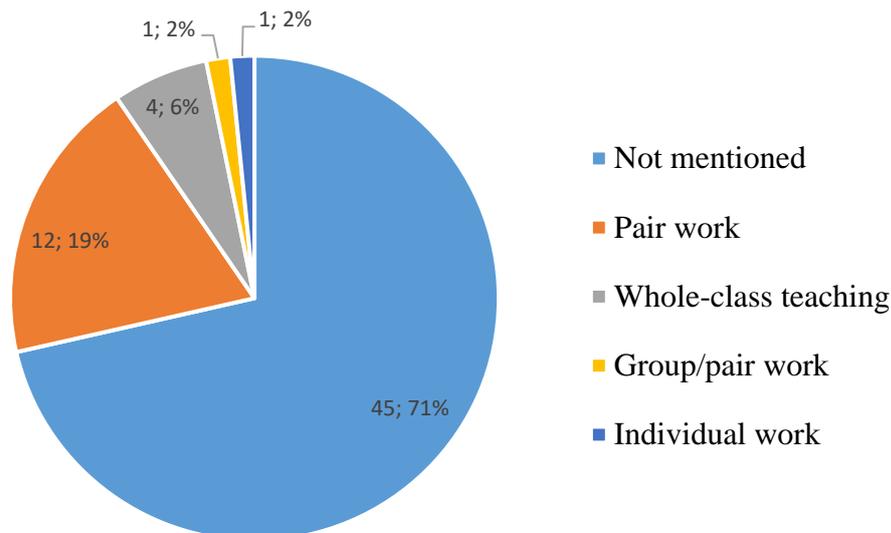
Graph 3: Occurrence of organizational forms in *Motivate! 2* - textbook

### Teacher's book

In teacher's book, there are eighteen exercises with organizational form specified in the instructions. The handbook corresponds with the textbook in the sense that all activities with organizational form included in the textbook are equally managed in teacher's book. Therefore, there are twelve more exercises specified in more detail compared to textbook.

The instructions in teacher's book contain twelve occurrences of pair work, four occurrences of whole class activities and individual work is applied once. There is also one activity that offers a choice between pair work and group work (see *Graph 4*).

Besides speaking tasks, pair work is included in activities concerning grammar and vocabulary; it is used once for training reading comprehension. The one activity proposing a choice between group and pair work is also a speaking task. Whole-class teaching is mainly used for discussions and individual work for one writing activity.



*Graph 4: Occurrence of organizational forms in Motivate! 2 – teacher's book*

### Commentaries

Considering the results in the above illustrated *Graph 4*, it is evident that Unit 2 in *Motivate! 2* works with organizational forms in 29% of exercises. The most used organizational form is pair work followed by whole-class teaching and individual work.

What is worth mentioning is that in twenty-seven cases (which is almost half of the activities), the teacher's book recommends to check the results in whole-class setting. Further five cases propose to check students' work first in pairs and then as a whole class, which consequently means that activities are double-checked making them unnecessarily time-consuming with regard to classroom management. There is one case where the check is suggested to be done just in pairs.

The teacher's book also offers twelve more activities that can be used as warm ups. Eight of them include organizational form to be followed. There are, thus, five more activities designed for pair work, two activities for group work and one activity suitable for pair work or small group work. The number of students in groups is mentioned in all cases and it is three. Remaining four warm up activities do not mention any interaction pattern.

Moreover, the teacher's book provides eight activities for 'fast finishers' and five 'extra' activities. In the former students are usually assigned to write more, rewrite, memorize or correct partner's mistakes, however, no organizational form is explicitly stated. It can be therefore only assumed that students would work individually. Extra activities state

organizational form to a very limited extent. In one activity students should report their results in small groups with the number of members not specified. And the last extra activity refers to progress-check test on the last page of the unit and informs teachers that students can do the test in pairs and then make feedback in teams; again, with the number of members not specified.

## **New Challenges 2**

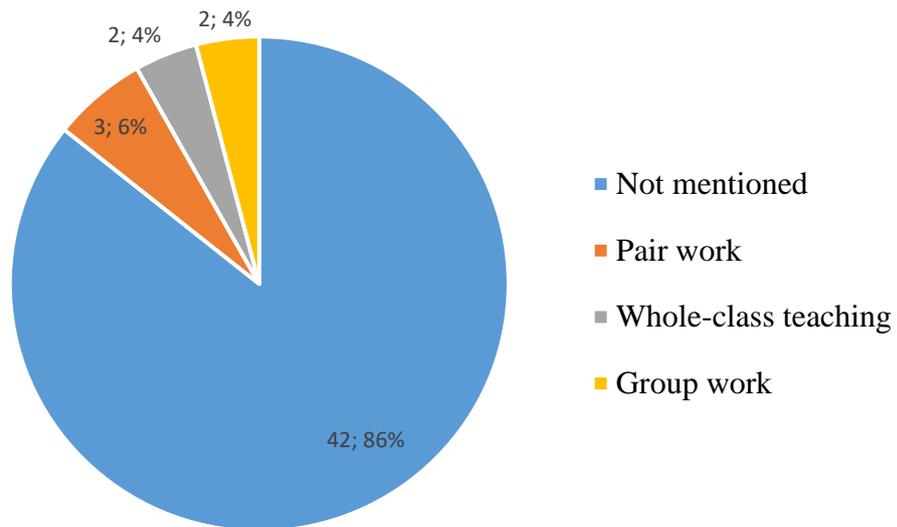
The third analyzed textbook is *New Challenges 2*, a newer version of previous *Challenges* by Pearson publishing house. It is the third publication in five-level English language course for teenagers (with the first being a ‘Starter’ course). The textbook aims at providing challenging activities where students develop their language skills in engaging and motivating way with updated content making it more relevant.

The examined module – Module 2 covers the theme of “Neighbours”. The module consists of forty-nine exercises divided into eight sets with a maximum of nine exercises per set. Some sets, called units, present different subtopics within the module with a mixture of language skills to be developed and some are directly connected to either writing, listening or grammar. The module also contains a ‘Study Corner’ which serves as a progress check concerning new vocabulary and grammar from the whole module.

### **Textbook**

From the total amount of forty-nine exercises, particular organizational form to be followed occurs in seven cases. Pair work appears three times, group work twice and whole class work twice as well. The textbook uses following indications: “Work in pairs”, “Pair work”, “Work in groups”, “The class guess...”, “Tell the class...”. Remaining forty-two exercises do not have any organizational form mentioned in the instructions (see *Graph 5*).

With one exception, all the activities with organizational form given are speaking activities. The exception is one group work which is focused on writing an email.

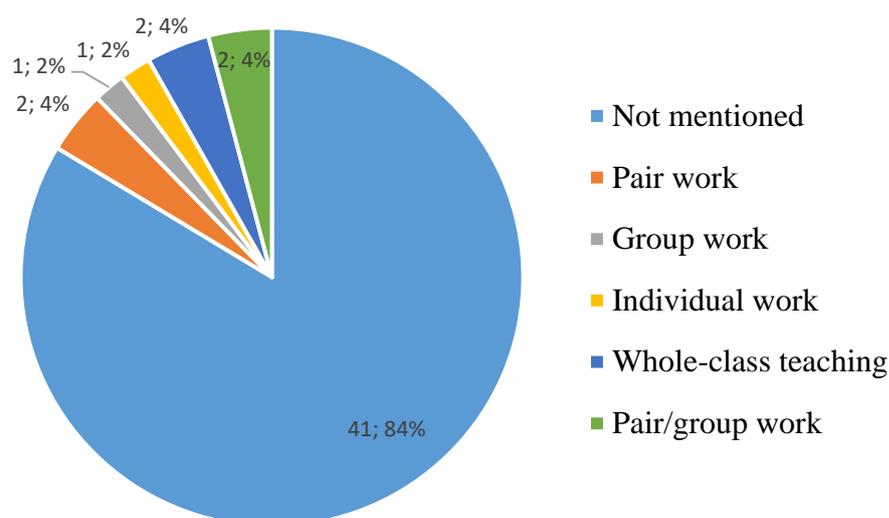


*Graph 5: Occurrence of organizational forms in New Challenges 2 - textbook*

### **Teacher's book**

The teacher's book states eight instructions with mentioned organizational form which is one more than in the textbook. However, again, I identified two exercises that do not correspond with the textbook. These are two activities, that suggest whole class work and group work in the textbook; the teacher's book does not comment on the organizational form at all.

The instructions in teacher's book contain pair work and whole-class work both twice, individual work and group work each once. Then, there are two exercises that offer a choice between pair work and group work. In both of these activities, the number of students in each group is given (three to four). *Graph 6* summarizes the findings.



Graph 6: Occurrence of organizational forms in *New Challenges 2* – teacher's book

### Commentaries

The above illustrated graphs show that *New Challenges 2* does not work with organizational forms in the textbook in 86% of exercises and in teacher's book in 84% of exercises. Nevertheless, all interaction patterns are represented almost equally.

The teacher's book, in most cases, does not suggest any form of checking unlike previous publications. It also does not contain almost any other tips that would specify the tasks in the textbook. There are only two suggestions detected from the instructions considering the subject matter. One is that in specific pair work activity students should change their partners and the other is that remaining student should join any pair to create a group of three. Some exercises (eleven occurrences) have only the answer key or audio script without any instructions. There are four extra activities for the whole module. One of them is an additional writing activity that suggests that students work individually and then in groups of three to four people to compare their reviews. Remaining three activities do not mention any interaction pattern being only a reminder for teachers to write, for example, some of the new vocabulary on the board.

### Project 3

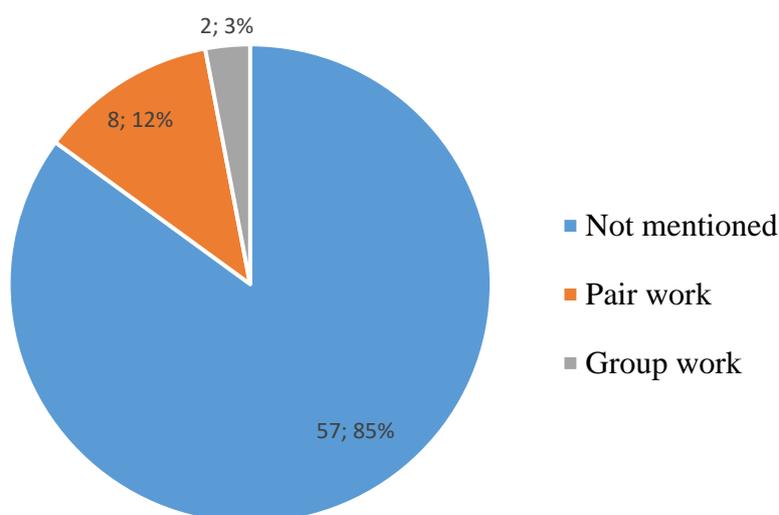
The fourth analyzed textbook is *Project 3*, the third publication in five-level series by Oxford University Press. The fourth edition retained the trusted structure and exercises and aims at developing all four language skills preparing learners for the real world.

The analyzed unit – Unit 2 deals with the topic “The future” and comprises forty-two exercises. Most exercises are further divided into different sub-activities. Therefore, the total number of tasks is sixty-seven. The unit has eight sections with first four focused on developing language skills, grammar and vocabulary. The other four sections include culture, CLIL, revision and a project.

#### Textbook

In the textbook, there are ten exercises out of sixty-seven with given organizational form. The indications are following: “Work with a partner”, “Work in a group of...”, “Interview your partner”. Organizational form with the most occurrences (eight) is pair work followed by group work in two cases. Remaining exercises do not suggest any particular interaction pattern (see *Graph 7*).

Activities suggesting pair work are focused on various language skills; there are four speaking tasks, two reading tasks and two writing tasks. Group work is implemented in both cases as a role play. The exact number of students in one group (six) is mentioned only in one of these exercises.

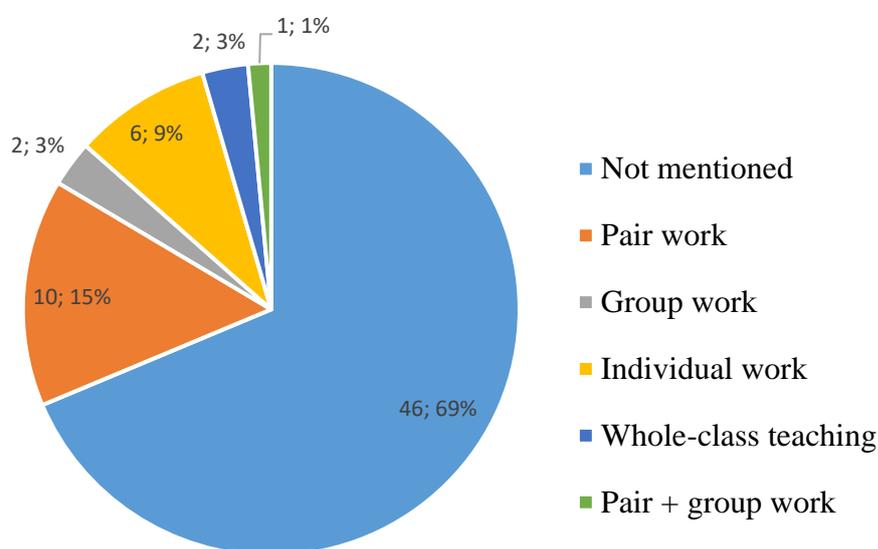


*Graph 7: Occurrence of organizational forms in Project 3 - textbook*

## Teacher's book

The teacher's book contains twenty-one exercises that specify the instructions with organizational form explicitly mentioned. Every exercise with organizational form included in the textbook corresponds with the instructions in the teacher's book.

There are ten activities for pair work, six for individual work, two for group work and two for the whole class (see *Graph 8*). There is also one activity that combines pair work and group work. It is a project task on the final page of the unit. As mentioned above, pair and group work activities mostly aim at developing speaking skills. On the other hand, individual and whole-class work are focused on reading, usually combined with introducing and consolidating new grammar.



*Graph 8*: Occurrence of organizational forms in *Project 3* – teacher's book

## Commentaries

The results indicate that *Project 3* works with specific organizational forms in 31% of all exercises with pair work and individual work being the most frequent. Group work and whole-class teaching are both used twice.

In nine cases the teacher's book recommends to check students' work in a whole-class setting with the indications being "Report/check/share with the class." As in *Motivate! 2*, *Project 3* also suggests to check some of the exercises (nine occurrences) first in pairs and then as a whole class creating thus double-checking. Pair work, as a way of checking, is stated only once.

The teacher's book offers ten optional extra activities. However, none of them specifies the interaction pattern to be followed even though one activity is labelled as "opportunity for peer teaching". There are also four revision idea tasks. Two of them include organizational form, specifically group work, and aim at developing speaking and writing skills. Both tasks suggest the number of students in a group; in the first one three to four and in the second four to five.

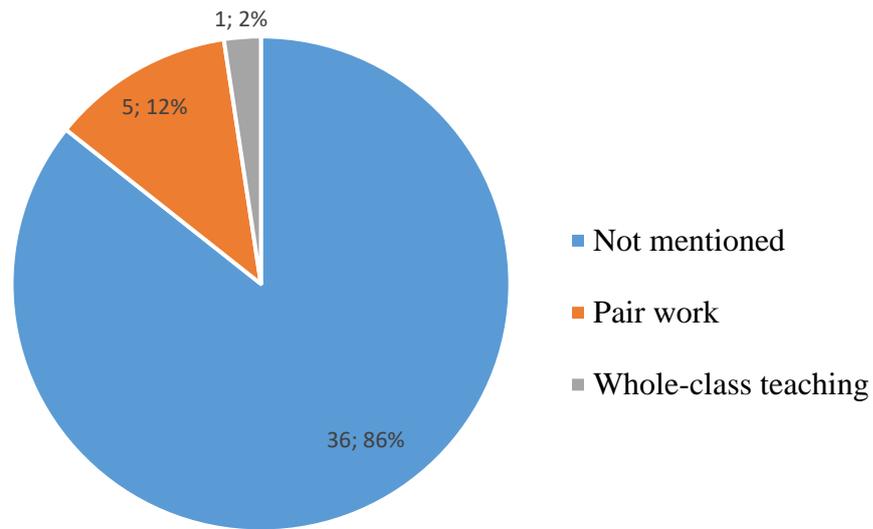
## **Your Space 2**

The fifth and the last analyzed textbook is *Your Space 2*, originally published by Cambridge University Press. This textbook is the second edition in four-level series designed for lower secondary students. The Czech edition published by Fraus publishing house considers most common mistakes of Czech learners in the Cambridge exams and the English grammar is also being presented in comparison to Czech. Overall, *Your Space* focuses on grammar and vocabulary, simultaneously developing communicative competence.

The topic of Unit 2 is "Travel". This unit is divided into three sections each focused on different subtopic. There are forty-two exercises targeting at all four language skills, grammar and vocabulary. There is neither a revision section, CLIL activities nor project.

### **Textbook**

From the total amount of forty-two exercises, six of them specify the organizational form in the instructions with all being focused on developing speaking skills. There are five occurrences of pair work and one case of whole-class work. The marking for pair work is in all cases "Work in pairs" and whole-class work is indicated by "Tell the class...". The remaining thirty-six activities do not state any interaction pattern to be followed (see *Graph 9*).

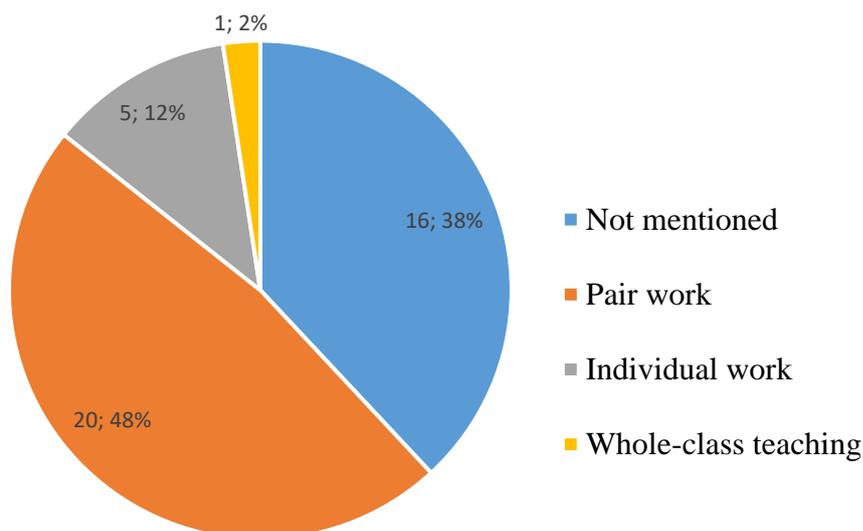


*Graph 9: Occurrence of organizational forms in Your Space 2 - textbook*

### **Teacher's book**

In the teacher's book, there are twenty-six exercises with given organizational form. All the patterns in the textbook are equivalent to those in the teacher's book and twenty more are specified in more detail.

The most used organizational form in the teacher's book is pair work with twenty occurrences. The activities focus predominantly on speaking, grammar and vocabulary. Individual work is suggested five times and whole-class teaching once. The tasks for individual work usually develop writing skills in combination with new grammar. *Graph 10* summarizes the findings.



Graph 10: Occurrence of organizational forms in *Your Space 2* – teacher's book

### Commentaries

The results show that *Your Space 2* mentions organizational forms in 62% of all exercises which is the biggest percentage of all analyzed publications. Almost a half of all exercises (48%) suggests that students work in pairs, other patterns to be followed are individual work and whole-class teaching. However, it can be observed that *Your Space 2* does not include any activities focused on group work. I detected only one activity that suggests group work as a form of checking after students worked individually. Considering the checking, there are nine cases of double-checking; students first compare their answers in pairs (or groups once) and then in the whole-class setting. Another twenty instructions suggest checking by “Check answers” with no organizational form mentioned. However, there are also two examples where the form (whole-class setting) is evident: “Elicit ideas from around the class” and “Student read the sentences to the class”.

The teacher's book, besides specifying activities from the textbook, audio scripts and answer key, also includes three extra activities for the whole unit. These provide some suggestions for mixed-ability classes and are divided into two parts. The first part contains an extra activity for fast finishers and the second part offers scaffolding ideas for the weaker ones. However, no particular form how to manage these activities is being mentioned.

## Key Findings

From the above mentioned results, it is evident that both English language textbooks for lower secondary students and their corresponding teacher's books incorporate organizational forms in the task instructions; however, to a very limited extent. Even though classroom interaction and maximizing STT play a significant role in language lessons and help to reach the objectives, textbooks and teacher's books do not provide a sufficient support.

Analyzed publications with organizational forms specified in the instructions in more than a half of the exercises are *Impact 1* with 52% and *Your Space 2* with 62%. Remaining publications (*Motivate! 2*, *New Challenges 2* and *Project 3*) work with interaction patterns in 19% - 31% of all tasks. During the research, all grouping arrangements, with respect to theoretical background, were identified. Overall, the most frequently used form is pair work, either directly in individual activities in textbook and/or in teacher's book or as form of checking. Other forms (individual work, group work and whole-class teaching) are suggested more or less equally (between 2% and 12%). Interesting is that *Impact 1* does not explicitly incorporate any whole-class teaching activities and *Your Space 2*, on the contrary, does not include any activities for group work.

This chapter provided the results of the research. Analysis and commentaries with appropriate graphs that summarize the findings were given to each of the selected publications. Based on the conducted research, the following chapter offers some implications to be considered.

## V. IMPLICATIONS

This chapter provides suggestions for pedagogical implications based on the results of the research in connection with the theoretical background concerning the implementation of various organizational forms in English language lessons. The chapter also discusses possible limitations of the conducted research and suggestions for further research.

### **Pedagogical Implications**

The research provided the analysis of selected textbooks and teacher's books for lower secondary students/teachers concerning organizational forms. Considering the theory, organizational forms play a crucial role in achieving lesson objectives as they represent a framework in which the classroom interaction happens (Kasíková & Vališová, 2011). It is therefore necessary for teachers to know all the possibilities they have to make the interaction in class the most effective.

The findings indicate that the publications work with different interaction patterns only partially. The majority of analyzed textbooks uses various groupings in about 15% of all exercises within one unit. Even though the teacher's handbooks clarify some more, 38% (*Your Space 2*) - 84% (*New Challenges 2*) of exercises remain unspecified. It is therefore up to teachers to decide which organizational form is the most appropriate for those activities to prevent students from working individually or as a whole class all the time.

Another aspect teachers need to consider is the frequency of using particular grouping arrangements. The research shows that the most used form is pair work either during the activity itself or as a form checking. Even though pair work supports the interaction among students and maximizes STT, it should not be overused. According to Case (2011) teachers should not forget the purpose of particular organizational form. Therefore, the consideration of other forms, for example group work, is suggested to make students motivated and engaged.

In conclusion, teachers should also reflect on how the pairs or groups are formed and which classroom layout is appropriate. Just a few handbooks mention to group students according to their abilities or to change partners during pair work. *Impact 1* is also the only one that considers different seating arrangements (circle, facing lines). Based on the theory, various grouping techniques and layouts are essential for increasing students' interest and motivation.

## **Limitations of the Research**

Even though the research shows a number of substantial results, there are some limitations that need to be taken into account. The most important one is the validity of the conducted research. Although the analyzed material was selected according to publishing houses to obtain a variety of ways different publishers deal with the subject matter, the sample may be considered as small. Czech schools use numerous English language textbooks, also by different publishers, therefore the results cannot be generalized to all textbooks used in Czech lower secondary education. The limitation also extends to the fact that only one unit in each textbook was examined.

The original idea for this thesis was to realize classroom observations to identify the actual situation in schools concerning organizational forms. However, the situation with pandemic did not allow to conduct such research. The intention was to examine English lessons, how and to what extent teachers use different grouping arrangements in comparison with what is suggested in the textbook. An alternative could be a questionnaire that would detect teachers' opinions on how the organizational forms are dealt with in textbooks and teacher's books they use; if they are following the suggestions given in or if they need to create their own activities or procedures due to the lack of support in the teaching materials.

## **Suggestions for Further Research**

As indicated above, the research could be extended to more textbooks to reduce the generalization aspect of the analysis. There are more publishing houses that provide English textbooks for Czech lower secondary education that were not included in this research. Or, incorporating more than one textbook by each publisher would make it possible to study if the approach to organizational form differs throughout the same publishing house. It would be also convenient to study the whole textbook instead of one unit to get a more complex view of the subject matter.

Another suggestion for further research is to combine this analysis with other methods. The exemplary situations in textbooks do not have to correspond with the real circumstances in language classes. First, teachers may use some other materials in their classes that provide more opportunities for implementing various organizational forms. And second, even though textbooks and teacher's book suggest to follow particular interaction pattern, teachers may not comply these recommendations and manage the activities in a

completely different way. To reduce such distortions and make the research more authentic, it would be worthy to compare the gathered data from textbooks and teacher's books to observations in English classes.

This chapter connected the findings from the previous chapter with the theory, providing thus specific implications for teaching as well as limitations of the research and suggestions for further research. The next chapter concludes the whole thesis.

## VI. CONCLUSION

Effective classroom management techniques are one of the crucial components for achieving lesson objectives. Students being actively involved and motivated is a fundamental step to successful learning. This work deals with the topic of organizational forms in English language classes in lower secondary education. The primary aim of this graduate thesis was to analyze textbooks for teenagers with corresponding teacher's books to determine the way and the extent each publication works with different interaction patterns.

The theoretical chapter provided information necessary for the subsequent research. Four types of classroom interaction were identified, namely whole-class teaching, individual work, pair work and group work. All mentioned patterns were then described in detail focusing mainly on their characteristic features, functions, advantages and disadvantages.

The results of the conducted research showed that both textbooks and teacher's book for lower secondary schools work with individual organizational forms only to a limited extent providing therefore insufficient support for the teachers. From the analyzed material, teacher's books *Impact 1*, and *Your Space 2* are the ones with the best results considering the number of activities with interaction pattern included in the instructions. *Impact 1* is also the only student textbook that mentions the form to be followed in about a third of all exercises. Remaining textbooks suggest various groupings only marginally with predominant occurrence of pair work.

Even though interaction plays a key role in second language acquisition, it is mainly up to teachers how they handle it. If they do not find the support in the teaching materials, it is important they know how to manage the students without it. They should be aware of the importance of their decisions and how they affect the students.

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## SUMMARY IN CZECH

Diplomová práce se zabývá tématem organizačních forem ve výuce anglického jazyka a je rozdělena na dvě části, a to na teoretickou a praktickou. Teoretická část poskytuje čtenáři fundované informace týkající se organizačních forem s ohledem na organizaci třídy. Jsou zde vybrány a déle rozpracovány čtyři hlavní organizační formy: frontální výuka, samostatná práce, práce ve dvojici a práce ve skupině. Důraz je kladen zejména na popis jednotlivých forem, jejich užití, výhody a nevýhody. Vysvětlena je také tematika zabývající se zasedacím pořádkem a rolí učebnic v hodinách anglického jazyka vzhledem k její blízké souvislosti s daným tématem. Praktická část této práce obsahuje výzkum, který byl proveden pomocí analýzy daného obsahu. Předmětem výzkumu bylo analyzování učebnic anglického jazyka a s nimi souvisejících učitelských příruček pro druhý stupeň základních škol, konkrétně jakým způsobem vybrané učebnice a příručky pracují s organizačními formami výuky. Výsledky ukazují, že jak učebnice, tak korespondující učitelské příručky se zabývají interakčními vzorci jen velmi omezeně, čímž neposkytují učitelům anglického jazyka dostatečnou oporu.