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CREATING AND IMPLEMENTING COLLABORATIVE LEARNING
ACTIVITIES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM IN
UPPER SECONDARY SCHOOL

MA thesis

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Abstract

This MA thesis focuses on the implementation of collaborative learning activities in English as a foreign language lesson. The aim of the MA thesis was to create and carry out collaborative learning activities in English lessons, to see how collaborative learning affects students' engagement, and to find out what the possible challenges that may come up while carrying out the activities are.

The first part of this thesis provides an overview of the elements, the importance, and the possible challenges of collaborative learning. The second part focuses on the implemented collaborative learning activities in which students participated. The activities created for the study accompany two student's books: the *Upstream* upper intermediate (B2+) and advanced (C1) language level books. 13 form 11 and 12 form 12 students participated in this study, and the activities were carried out in English lessons over a period of one month. The results of this study show that the students preferred to work with the students they were already more comfortable with. The results also show that the students liked being engaged in meaningful discussions.

Key words: collaborative learning, English as a foreign language

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Introduction

Collaborative learning has become increasingly common in classrooms due to its effectiveness in promoting both individual and group development (Bedel, 2016). It supports the development of critical thinking, encourages interaction between students, and strengthens social skills. Throughout the years, the classroom setting has shifted from a teacher-centered classroom to a more student-centred one, where students engage in problem-solving, teamwork, and communication. These interactions are valuable in foreign language learning, where communication plays a huge role in acquiring and practicing that new language.

Collaborative learning can be defined as a teaching approach where students work together towards a common goal, discussing ideas, and learning through a joint effort. Laal (2013) describes collaborative learning as an umbrella term because it involves various elements. In collaborative activities, students need to listen to different perspectives while trying to articulate and defend their own ideas. While doing collaborative activities, students can communicate with peers, present ideas, exchange beliefs and arguments, question each other's knowledge, give explanations, and engage actively (Laal 2013; Van Leeuwen et al 2019).

Collaborative learning shares similarities with cooperative learning. While the terms are sometimes used interchangeably, collaborative and cooperative learning as approaches can be seen as different. Although the terms have been used from around the same period of time in the 1960s and 1970s, they have been defined differently by scholars (Yang, 2023). Some scholars use them as synonyms, some consider cooperative learning as a subcategory of collaborative learning, and others draw a clear line between the two. Similarly to Laal (2013), Yang (2023) defines collaborative learning as an umbrella term which includes cooperative learning,

team-based learning, peer tutoring, study groups, project-based learning, problem-based learning, and learning communities.

Cooperative learning usually means dividing a task into different parts and assigning those parts to individual students, who work separately and later combine their results. This approach is more structured and teacher-centered. Collaborative learning, however, involves everyone working together towards a shared goal, solving problems together, and depending on each others' input to find new knowledge (Kaendler et al, 2015; Kato et al, 2015).

Several researchers (Kato et al, 2015; Van Leeuwn et al, 2019; Veldman and Kostons, 2019) have highlighted more differences between collaborative and cooperative learning. One of the differences is their structure. Cooperative learning is more structured with highly structured goals and techniques. Collaborative learning, however, seems to refer to a joint activity where the focus is on working with each other and not necessarily interdependently, which makes collaborative learning a broader concept with less structure compared to cooperative learning.

The two approaches also vary in their use for different educational levels. Cooperative learning is largely used in primary education. Collaborative learning is more appropriate at the secondary or higher education levels where students are more able to manage their own learning.

In the context of this thesis, collaborative learning was chosen over cooperative learning because of the emphasis on shared responsibility, student autonomy, and peer interaction. While cooperative learning offers more structure, it may limit students' opportunities for spontaneous discussion or joint problem-solving. In contrast, collaborative learning encourages students to think critically as a group, discuss meaning, and build and share knowledge together. These skills are not only important in foreign language learning but also in real-life communication.

The Estonian National curriculum for upper secondary school highlights the importance of students developing cooperation skills, being active participants, and taking responsibility for their learning (Riigi Teataja, 2024). In the context of learning English as a foreign language, students are expected to understand, use, and mediate the language in various situations. Collaborative learning supports this by giving students opportunities to use English in real-life conversations, for example debating about current issues in the world. Collaborative learning also helps students to think critically, to analyse various viewpoints, to evaluate the sources of information, and to shape argued opinions.

As Alfares (2017) points out, group work in foreign language classrooms helps increase the time students spend speaking the target language and helps them to acquire it. Alfares (2017) emphasises that speaking with peers in a small group helps reduce the anxiety from speaking in front of the whole class. On top of that, it reduces the time students spend passively listening to the teacher and instead, puts them in a place where they have to participate actively.

This thesis set out to create and implement collaborative learning activities in two different upper secondary school class settings. The aim of this thesis was to see how these activities affect student engagement and participation, as well as the challenges that might come up while carrying out the activities. The created activities can be used with the *Upstream* student's books for levels C1 and B2+, which are used in form 12 and form 11 respectively.

The thesis is divided into two chapters. Chapter one explains the nature of collaborative learning and describes how collaborative learning can be implemented in the classroom. Chapter two gives an overview of the study conducted, by describing the method and presenting the results. It also presents the findings of this study in relation to previous research. The thesis ends with a conclusion which summarises the main points.

Chapter 1. Collaborative learning language lessons

The following chapter discusses the main elements of collaborative learning, followed by the importance and possible challenges it may present.

1.1. The elements of collaborative learning

Collaborative learning in English as a foreign language lessons means working in pairs or in groups to achieve a shared goal while sharing their knowledge, learning together, and practicing communicating in English (Oxford University Press, n. d.). Barrett (2020) has mentioned four key points within the area of collaboration: taking personal responsibility; encouraging effective group interaction; managing the sharing of tasks; working towards task completion.

Barrett (2020) states that taking personal responsibility in group work refers to a learner's ability to actively engage in group discussions and activities by taking on a variety of responsibilities. At one point the learner shares their ideas freely with others, and at the other point, they are prepared to defend their own contribution when called upon. Encouraging effective group interactions refers to a learner's ability to listen to others and acknowledge their point of view, even if it does not match up to their own. By doing that, learners can take turns properly while discussing, giving constructive feedback, and putting forward their own ideas in a way that helps the group to achieve the goal. Managing the sharing of tasks refers to a learner's ability to select tasks and sub-tasks and to divide them fairly amongst the group. Working towards task completion refers to a learner's ability to contribute to a certain task. This might entail evaluating multiple options and viewpoints during a group activity. It also involves

effectively recognizing and resolving problems that could come up throughout an activity (Barrett, 2020).

Collaborative work has five clear elements which define collaborative learning. The five elements, originally described in Johnson et al's (1990) work are described in Laal's work (2013: 815-816) include clearly perceived positive interdependence, considerable interaction, individual accountability, social skills, and group self-evaluating.

Positive interdependence refers to group members' need to rely on one another to achieve the goal. If one member does not do their part, the whole group faces the consequences. In order to guarantee the success of group work, the whole team must feel that they are connected with each other, and everyone should understand the benefits of working with others.

Considerable interaction is another element where group members help and encourage each other by explaining and sharing what they have learned and by giving each other feedback. Giving each other feedback is a part of communication. Communication with decision-making, leadership, and trust-building make up social skills which are needed to effectively take part in collaborative learning.

Individual accountability and personal responsibility mean that each member of the group is responsible for completing their fair amount of work and for understanding all of the content that needs to be learned. The final part is group self-evaluating, which includes setting up goals, assessing the performance of the team, and deciding what adjustments to make in order to improve future performance.

Choosing between collaborative and cooperative learning is a factor that teachers must take into account. Teachers need to know their learners' motivation, the purpose of the class,

proficiency, and their degree of autonomy in order to apply collaborative learning so that it would be efficient (Kato et al, 2015).

Another important consideration while implementing collaborative learning is forming groups. Groups can be formed by students, by the teacher, or randomly. When given the opportunity, students tend to choose group members among the students they have already worked with and know with whom they are more comfortable with doing the group work. When groups are formed by a teacher, students could be more productive because teachers know their students and they could use that knowledge to form groups with different learning styles, language level and social skills. Randomly formed groups could offer the chance to work with someone new and to get to know each other better. While all the abovementioned formations have their advantages, it is important to choose the option that is best suited for each lesson. What suits one class, might not be suitable for another. To keep students interested and motivated, it is important to mix these various formations.

1.2. The importance and potential challenges of collaborative learning

Barrett (2020) highlights that being able to collaborate with others is a most sought-after skill that employers are after in a candidate. In the future, students might find themselves working with people from all over the world and from different backgrounds. Collaborative learning can ensure that while working with others, one does not just share information but can support each other in collective thinking. Working collaboratively in groups can also enhance students' independence by encouraging students to teach each other and to learn from others, while in teacher-centred classrooms students might be more dependent on the teacher who does most of the talking (Alfares, 2017). Honkala et al (2015) also notes that collaboration can

enhance academic achievement, student attitude and retention, and students' professional skills. Shubina et al (2022) add that collaborative learning does not only support group learning, but individual learning as well, since students can engage in high-level cognitive processes and co-create knowledge. However, Howe and Zachariou (2019) claim that individual benefits from group collaboration are more related to context rather than guaranteed. Howe and Zachariou (2019) also write that of all the contextual aspects examined, the one that has been most consistently linked to advancement is the sharing of different viewpoints during group discussions.

Collaborative problem solving has several advantages over individual problem solving. The advantages include equally divided activities, applying different perspectives and experiences when searching for solutions, and the support and stimulation from team members which can enhance the creativity and the quality of solutions (OECD, 2015). Moreover, equal participation in collaborative learning is an important aspect to students' achievement, because if students participate to the same extent, they need to use one another's knowledge and skills (Scager et al, 2016). Scager et al (2016) mention that in order for the group work to have meaningful interaction, the groups need to be smaller (3-5 students), and tasks should be open and complex.

Cambridge University Press (2019) has published an introductory guide for teachers and educational managers which is titled *The Cambridge Life Competences Framework*, which includes the benefits of a collaborative learning environment. According to the framework, collaboration helps learners develop social skills they can apply in the classroom and the workplace. It also allows students to experience learning in a new way, and in contrast to

competitive classrooms, it creates a positive learning environment (Cambridge University Press, 2019).

By teachers making adequate instructional decisions, collaborative learning could demonstrate positive effects on cognitive, meta-cognitive, affective-motivational, and social aspects of learning (Van Leeuwen et al, 2019). Van Leeuwen et al emphasize that teachers' instructional decisions are particularly important in collaborative learning, as they have to know the right time to intervene when students encounter problems. On the contrary to positive effect, Järvenoja et al (2019) mention that collaborative learning can also have problems relating to motivational, emotional and cognitive challenges, for example, the problems could be related to group members' lack of interest toward a task or toward working as a group altogether. Problems could also be related to either an inadequate or contrasting knowledge among the group members or to a disruptive reaction within the group.

Collaborative learning is not only useful for students, but to teachers as well. Poom-Valickis et al (2022) argue that if the school management has created favourable conditions, the quality of teaching is positively influenced, which in turn enhances students' learning outcomes. The authors discuss the most important ways how the school leadership affects student learning is by supporting and involving the leader in teachers' professional development. A collaborative learning environment encourages teachers to work together, fosters professional growth, and benefits all members of the school community.

In addition to developing social skills and creating a positive learning environment, collaborative learning has a positive effect on specific language skills as well. Mozaffari (2023) focuses on collaborative writing and brings out that if the process of collaboration is properly implemented, it can improve learners' writing fluency and enhance the grammatical correctness

of the written product. In order to reach the final written product, reading and understanding the material are needed. In English as a foreign language classe, students may face difficulties in understanding the vocabulary, grammar, and text structure. Peer support in collaborative learning is an important feature which could help improve students' reading comprehension (Wahyurianto and Sylvia, 2024). Wahyurianto and Sylvia (2024) specifically mention Collaborative Strategic Reading (CSR), which was developed by Sharon Vaughn and Janette Klingner, and which helps improve students' reading comprehension through four steps. The process in CSR involves activating prior knowledge and analyzing the text before reading it. This is followed by self-monitoring where students could see whether they understand the text or not. The third step is to find out the main idea of the text they are reading, and the last step is to generate questions and review the text after finishing reading. In addition to reading and writing, Bedel (2016) discusses the positive effects of collaborative learning on speaking skills. Bedel (2016) focuses on literature circles and mentions that this type of collaborative learning helps students in their oral language development. In Estonian context, Kollo (2022) has explored students' cooperation in collaborative learning in English language lessons. According to Kollo's (2022) study collaborative learning increases motivation and supports language development. Students also reported that the activities used in that study improved their speaking and social skills.

While having many positive sides, effective collaborative learning does have its challenges. Le, Janssen and Wubbels (2017) have identified possible challenges both seen by students and by teachers, which include unequal individual participation, students' lack of communicative and collaborative skills, and teachers' ability to appropriate group activities and to monitor productive collaboration. The same challenges were observed during the implementation of collaborative activities in this thesis. Van Leeuwen et al (2019) also

emphasize the importance of the teacher in collaborative learning. The authors argue that if the teacher is inadequate in identifying the problems and intervening in time, the whole collaboration process and the resulting learning outcomes could be at risk of failing. This in turn requires teachers to master multiple competences to monitor several groups at the same time, to provide support, and to determine whether it is necessary to intervene with the group work (Van Leeuwen et al, 2019).

Boud and Bearman (2024) raise the question of assessment in collaborative learning. The authors highlight four separate dilemmas in assessment. The first dilemma concerns the thin line between collusion and collaboration. Educators struggle to introduce group activities into assessment due to the difficulty students have in distinguishing acceptable collaboration from prohibited collusion, especially given the inconsistencies across different subjects. What could be accepted in one subject could be prohibited in another subject. Secondly, they address the issue of fairness and effectiveness in assessment. Some group assignments are completed with tension and sometimes there happen to be freeloaders in the group, who get the same mark as everyone else, but in reality they did little or no work at all. The third issue mentioned is assessing the direct learning outcomes relating to teamwork or collaboration. The finished result may not represent anything about how teamwork has contributed to their production or what students have achieved in learning to work as a team. The fourth dilemma that Boud and Bearman (2024) bring out is peer assessment. They state that group activities and the designing of group learning goals are not exactly necessary for social learning through evaluation. Boud and Bearman (2024) give an example illustrating that even when students produce work independently, commenting on others' work can still lead to significant group learning. And if necessary, grading can be based on the quality of input made to the learning of others. The authors strongly advise that, in

order for assessment and curricula to reflect and reinforce one another, collaboration must be made a primary consideration in course design.

While collaboration may help trigger some students' interest, it can also decrease other students' willingness to engage in a collaborative learning process. Shubert et al (2020) argue that learning situations differ and while some students' interest may rise, other students might get the opposite reaction. They also bring out that collaboration might create personal issues between students and affect their emotional experience.

Emotion regulation could become a challenge as well in collaborative learning. Järvenoja et al (2019) highlight that in a self-regulated learning process, emotion regulation is a central part of it, and it becomes particularly important when challenges may arise. When learning collaboratively, students, while regulating their own emotions, have to be aware of each other's reactions as well. The authors bring out that challenges are a part of collaboration and during collaboration, students engage in both individual and group-level regulation to address the challenges and maintain the perfect ground so that the group could function.

Research shows that collaborative learning can enhance students' engagement, communication skills, and improve language proficiency. However, the implementation of successful collaborative learning depends on group dynamics, the teacher, and the learning environment. These results make collaborative learning an approach worth implementing in language lessons.

Chapter 2. Collaborative activities to accompany *Upstream* student's book

The following chapter gives an overview of the collaborative activities that were created and carried out in January 2025, as well as students' opinions about the created activities and group work.

2.1. The aim of the study

The aim of this study was to create and implement collaborative activities in English language lessons in English language lessons in upper secondary school to see how the activities affect student engagement and participation. The activities created were used along with two of the *Upstream* student's books. Upper intermediate (B+) language level student's book was used in form 11 and the advanced (C1) language level student's book was used in form 12.

2.2. Procedure

Before carrying out the collaborative learning activities, a parental consent form was sent to the parents because the students were under the age of 18 (Appendix 1). The participants of this study were 13 students from form 11 and 12 students from form 12. The activities were carried out in the students' English lessons where, according to their English teacher, they do a lot of group work and where the students like to do various speaking activities. The activities chosen for this study were created based on the teacher's descriptions of her students. Before creating these activities, the author of this thesis observed both classes and took notes over the course of three lessons. The author of the thesis gathered ideas for the activities from the internet

and from the student's textbooks. Some of the activities were taken from the student's books, but they were adapted to be suited for the collaborative learning activities.

The two forms had their lessons in two different classroom settings, which is important to mention when carrying out the activities. One of the classrooms was an auditorium type of classroom where students were seated in long rows of tight seats. The auditorium itself was spacious enough for students to move around in the classroom while carrying out the collaborative learning activities. The other classroom resembled a conference room with a round table in the middle of the room and students were seated around the table. The classroom was small, there was not enough room to move around. In order to make room, the school's halls were used, allowing students to communicate and interact more freely without any interruptions from others.

The students in Form 11 participated in five different collaborative activities and students in form 12 participated in six activities. The activities were carried out in English lessons during a one-month period and during the completion of one unit. Form 11 had started with unit 9 - *Planet issues* and form 12 had started with unit 5 - *Our changing world* with their regular teacher. The lessons where the activities were carried out lasted 70 minutes.

The activities were carried out during the teacher's training practice. The practice started with the author of this thesis examining the student's book in both of the forms. The examination of the books gave certain ideas about what activities to create and how to carry out the activities.

The number of the activities carried out in the lessons was affected by several factors. First, the duration of the lessons made it possible to carry out some of the activities that were more time-consuming. Second, the students' regular teacher mentioned prior to the training practice that role plays and group work are frequently used in their lessons. The author of this

thesis tried to keep the lessons structured the same way, so that the students would feel more comfortable with the new teacher. The activities were used together with the *Upstream* student's book and were planned to develop collaboration skills and different language skills. An activity plan was created for each activity ([Appendix 2](#) and [Appendix 3](#)). Some of the activities were used in both forms, but were somewhat changed in accordance to the current topic of the unit. For example, role plays were used in both forms, but the scenarios and roles were modified to be in accordance with the specific theme covered in each form's current unit.

The questionnaire at the end of the one-month period was compiled in Estonian to ensure that the students understood the questions and statements. The questionnaire was sent out via Google Forms platform. The questionnaire used in this thesis was the same as Regina Roostar's defended Master's thesis (2022) *Designing and implementing cooperative learning activities in English as a foreign language classes* since the two topics are related to each other and the author of this thesis determined that the questions which were used in the other thesis could be applied to the current study. The questions gave an insight on the students' thoughts and perceptions on the collaborative learning activities. All of the students who participated in this study answered the questionnaire and gave valuable information about the formation of the groups and their preferences on activities that were carried out.

2.3. Group work activities in the student's books *Upstream C1* and *Upstream B2+*

The students that were a part of this study use the *Upstream* series student's books. Form 11 uses *Upstream* level B2+ and form 12 uses *Upstream* level C1. The books include reading, writing, listening, and speaking activities while also incorporating vocabulary and grammar development. The books include some variations of group work, for example discussions in pairs

and the overall description of presenting something to the entire class. In some of the activities, there is nothing about mentioning whether the activities should be carried out in groups, pairs, or individually. Both books include similar group activities throughout, even though the topics of the units are different.

Both books include pair and group activities, but these tend to be short and do not offer enough real-life tasks that could be more engaging to students, for example compiling a list about a text, and presenting it to the class; or discussing the relation between pictures and texts. The books include pair discussions that are related to reading texts or speaking tasks but these discussions do not require students to work together towards a shared goal. They also include some problem-solving activities, but they are not always structured to ensure equal participation. The books include some examination-style speaking activities as well, but the goal of these is individual assessment and not teamwork. These activities have some aspects of collaborative learning, but some modifications could be made or new activities could be made to fully exploit the potential of collaborative learning so that students could share responsibility for learning outcomes and share their knowledge. For example, in unit 5 (“Our changing world”) of the *Upstream* C1 level student’s book, there is a discussion-based activity where students are asked to discuss how technological advancements have changed different aspects of life. Students are asked to compare past and present developments and predict future changes. This activity encourages critical thinking about technological progress and provides an opportunity for speaking practice. On the other hand, it does not define how students are supposed to complete it in groups, which may lead to unequal participation. What is more, this discussion does not include a reflection where students could assess their teamwork or communication. Another example could be taken from *Upstream* B2+ level student’s books from unit 9 - *Planet issues*

where there is a problem-solving activity where students are asked to imagine they are environmental activists, and to discuss the most pressing environmental issues in their country and to propose solutions, with a follow-up task to prioritize the most urgent problems. This activity encourages real-life problem-solving skills, but it again does not require a final solution or a report, one student may take control of the conversation, while others take a passive role and agree without fully engaging.

Based on these reasons the author of this thesis aimed to enhance learning by integrating more structured collaborative learning activities to encourage students' deeper engagement with the target language, to ensure equal participation, to enhance teamwork and social skills, and to apply real-life context to the activities.

2.4. The collaborative learning activities and results of the study

This section focuses on the description of the created and implemented collaborative (CL) activities and the analysis of the questionnaire.

2.4.1. Activities and their modifications

The activities created for this thesis were mostly based on the student's books used in the lessons but some activities were slightly modified. The following subsection will describe the modifications and activities.

In form 11, the idea for activity one (see [Appendix 2](#) - Activity plan 1; Discussion about the most pressing issues facing our planet) was taken from the student's book. In the book, there were many similar tasks for discussion, but for this activity, a discussion question was presented

to the students and they were given time to answer that question, first in pairs and then with the whole classroom.

Four activities were designed by the author of the thesis (see [Appendix 2](#) - Activity plans 2, 3, 4, and 5). Activity 2 (Role play) was planned after reading the text in the student's book. The student's book had three discussion activities about the text (1. To give a short speech from points gathered from the text; 2. To describe a typical day in Antarctica if you were in scientist's shoes; 3. To write two diary entries about the text). The activity students were given however, was modified. In addition to reading the text, the students watched a *youtube* video about Roald Amundsen. Based on the text and the video, students were instructed to write five questions they would like to ask Roald Amundsen. After writing the questions, students carried out a role play where both of the partners could ask their questions and the other one could imagine themselves to be Roald Amundsen and answer the questions. For Activity 3 (Creating a poster), the topics for the poster were taken from the student's book. The original task had two questions: Which environmental problems can you see in the pictures? Which one are you most concerned about?. The task was followed by four pictures and six different topics. The activity that was created based on this was that the topics were randomly chosen by groups and the groups gathered to create and design a poster. When finished, the posters were introduced to others by using world cafe activity. The topics were as follows: air/water pollution, nuclear power, deforestation, endangered species, rubbish, and global warming.

For Activity 4 (explaining the vocabulary in rotating pairs), the author gathered various terms from the book, related to the current topic of the unit (Planet issues), and put them all on a handout that was given to the students. The terms and their explanations were mixed and before

the activity, students had to match the term with its correct explanation. After doing that, the students could start the activity that was described to them.

Activity 5 (making a campaign to save one endangered species) was compiled after doing some research online about what problem-solving activities could be thought of with the topic of Planet issues. The internet was used again to search for some endangered species to show to students so that they could gather ideas for the activity.

In form 12, Activity one (discussion about computers thinking like humans) involved a discussion question that was related to the current topic of the unit (Our changing world) that students could discuss first in pairs and then as a whole class. For Activity 2 (designing a robot), the student's book was used. After reading the text in the student's book, two discussion questions followed it: 1. Discuss what applications of AI you would like to see in the future. Think about: education, work, entertainment, homes, travel, medicine, finance; 2. Design a robot, present it and describe its function. The two discussion questions were slightly combined and the students were given the task to design a robot in groups that had a certain field which could use the help from a robot. After creating and designing the robot, the students walked around the classroom introducing their robot to everyone.

Activity 3 (role play) was carried out after the students read a text from the book and they were shown a video from *youtube* about the life of Alan Turing. This idea was similarly used in form 11, but students had different texts and videos. After watching the video, students wrote five questions that they would like to ask from Alan Turing. A role play followed, where one of the students took the role of Alan Turing, and the other one of a reporter trying to do a story about his life. Students carried out the role play twice, switching roles after finishing. The role

play had a follow-up task as well, where students had to write an article for a newspaper about the interview.

Activity 4 (creating a poster and sharing via world cafe method) was again similar to form 11 where students had to create a poster. The topics for the poster were taken from the students' book, but the topics belonged to a different task. The task in the book had students look at the title of the unit and think about the changes that the pictures would represent, followed by topics to think about (transport, natural disasters, technology, environment). The task was not given to the students in the same format as in their textbook. Instead, the topics were used to create a poster, where students had to include positive aspects of the given topic, negative aspects, and what could be done to find a solution for the negative aspects. After designing the poster, students shared their ideas using a world cafe activity.

Activity 5 (explaining vocabulary in rotating pairs) was based on the vocabulary from the student's book. The terms were taken from the current unit and were compiled into a handout with explanations. The explanations were mixed and students had to match the term with its correct explanation. After completion, students formed pairs in order to complete the activity.

Activity 6 (the debate) was created after searching ideas on the internet for collaborative learning activities. Before creating this activity, the author of this thesis asked advice from the students' regular teacher. The idea for the debate was presented to their teacher and she advised some modification: to simplify the wording of the topic and how to carry out the debate so that students would not get discouraged from actively taking part in it.

2.4.2. Creating and implementing collaborative activities

The activities were designed by considering the principles of collaborative learning. The activities focused on clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills, and group self-evaluating. Each activity incorporated these elements in various ways.

The groups were formed differently throughout the lessons. In pair work, the author of the thesis directed the students into pairs. While doing group work, the students formed the groups themselves. In form 12, Activity 6 (the debate) required the whole class to be divided into two opposing teams. This was done through a discussion between the author of the thesis and the students. In both forms, the vocabulary explanation activity in rotating pairs (Activity 4 in form 11 and Activity 5 in form 12), the students got to choose their first partner and as the activity progressed, the partners changed as well.

Table 1 gives an overview of the activities that were carried out, the way the groups were formed, and the CL elements that were implemented in each of them in form 11. The table shows that out of five activities, the students formed the groups for three activities and the teacher formed the groups for two activities. The pairs in the vocabulary explanation activity were formed by the students at the beginning of the activity, but as the activity progressed, one of the partners rotated, allowing each student to work with a different partner. The activities in the table are in the order they were implemented in the English lessons throughout the one-month time period.

Table 1. Collaborative activities that were carried out in form 11.

Activity number	Type of the activity	Formation of pairs/groups	CL elements				
			Positive interdependence	Considerable interaction	Accountability and responsibility	Social skills	Group self-evaluating
1	Discussion about the most pressing issues	the teacher	√	√	√	√	
2	Role play	the students	√	√	√	√	
3	Creating a poster	the students	√	√	√	√	√
4	Explaining vocabulary	pairs - the students; group - randomly	√	√	√	√	
5	Problem-solving campaign	the teacher	√	√	√	√	√

Table 2 gives an overview of the activities, the formation of the groups, and the collaborative learning elements in form 12 English lesson settings. The table shows that the students formed the groups for three activities, the teacher formed the groups for two activities, and the opposing teams for the debate were formed through a joint discussion with the students. For the vocabulary explanation activity, the pairs were formed similarly as in form 11. The students were allowed to form initial pairs, but as the activity progressed, the pairs changed by rotation. The activities in the table are in the order they were implemented.

Table 2. Collaborative activities that were carried out in form 12.

Activity number	Type of the activity	Formation of pairs/groups	CL elements				
			Positive interdependence	Considerable interaction	Accountability and responsibility	Social skills	Group self-evaluating
1	Discussion about computers thinking like humans	the teacher	√	√	√	√	
2	Designing a robot	the teacher	√	√	√	√	√
3	Role play	the students	√	√	√	√	
4	Designing a poster	the students	√	√	√	√	√
5	Explaining vocabulary	pairs - the students; group - randomly	√	√	√	√	
6	Debate	the students and the teacher	√	√	√	√	√

The activities were used over a period of one month, once or twice a week. Activities differed in duration. In form 11 three activities (Activities 1, 2 and 4) were shorter and lasted about 20-30 minutes. Two activities (Activities 3 and 5) were more time-consuming and lasted about 40+ minutes. In form 12 three activities (Activities 1, 3 and 5) were shorter and lasted about 20-30 minutes, while three activities (Activities 2, 4 and 6) lasted about 40+ minutes.

The students participated actively in pair and group activities. The active participation was monitored throughout the activities. The author of this thesis listened to group discussions and most of the time moved around the classroom. However, it can be stated that following the

feedback of the supervisor of the teacher training practice, moving around in the classroom could have been more frequent.

Forming groups with different students proved to be one of the most difficult tasks. The students were prone to form groups with the students they always tend to choose. When groups were formed by the teacher, the students might not have been very pleased but if the students had any problems with the group, they did not mention it.

In both forms, there was one activity that needed the help of the students' regular teacher as well. In form 11, the vocabulary explanation activity (Appendix 2 - Activity 4) needed pairs. Since there was an uneven number of students in the classroom, the teacher offered to lend a hand. In form 12, the debate (Appendix 3 - Activity 6) needed some assistance. The division of groups had no difficulties, but during the search for information and deciding who would say what, the group had a setback. Some tension arose within the group and the teacher stepped in to help solve the problem. During the argumentation part of the debate, the teacher stayed with one group to assist the communication within the group.

In terms of collaborative learning elements, positive interdependence was achieved by structuring the activities in a way that required all the students to work together and rely on one another. Each activity required active communication and group discussions, whether it was how to present an idea to the classmates or how to create questions and/or statements.

Individual accountability and responsibility was ensured by having each student of the group contribute. For example, creating the posters and the campaign required either one of the students to describe the idea behind the creation of the poster, or required each of the students to say something that was put in the campaign. If one student in the group failed to do their part, it would have been difficult for them to say or to add anything relating to the work that had been

made. Group self-evaluations were accounted for by post-activity feedback discussions on how the group work progressed and what could be done differently in the next group activity.

2.4.3. Students' opinions and potential challenges of group work

After participating in collaborative activities, the students filled in a questionnaire which was aimed at finding out their views on the activities that were carried out and on the dynamics of group work, including group size and how the groups were formed. The questionnaire consisted of seven open-ended questions and 11 statements about group work. The open-ended questions were about the activities in which the students participated. The possible responses to the statements were "Always", "Often", "Rarely" and "Never". The students filled in the questionnaire electronically right after the teacher trainee's one-month-period practice ended.

According to the questionnaire results in form 11, seven students out of thirteen found creating a poster (Appendix 2 - Activity 3) to be the most interesting activity. The explanations ranged from getting new knowledge from groupmates to getting to divide tasks between group mates in order to be more productive. Two activities were mentioned equally as being the least useful of the five activities: role play (Appendix 2 - Activity 2) and vocabulary explaining (Appendix 2 - Activity 4). The students explained their answers by saying that these activities did not seem to be useful for them. What was brought up with the role play was that students found either their partner being at a lower English language level and therefore could not speak as much as they would have liked or not being confident in themselves to talk as fluently as they would have wanted.

As for the question of the group size, nine students out of thirteen answered that they preferred to be in a larger group in order to have better discussions and more ideas. This question

proved to be controversial as it asked whether students preferred to be in pairs or in bigger groups. While the majority answered bigger groups, there were students who preferred working in pairs, but the explanation that was given stayed the same. The explanations “it is more fun” and “it is better to share ideas” were given to both of the options. When compared to the findings of Roostar’s (2022) results, some similarities can be mentioned. In both questionnaires, students answered that working in groups is more fun, and that group work allows students to discuss and share ideas.

The students were asked what were the positive sides of the activities and the majority of students answered that communicating with others was the most positive aspect. The other options that were mentioned were acquiring new knowledge, getting closer to the classmates that one would hardly speak to, and being more social. When asked about the negative side of these activities, the only thing that was mentioned by one student was that there was not enough time.

Form 12 had the same questions but the activities that were carried out there were changed to match their current unit. The activities remained practically the same in principle, the only completely different activity was the debate (Appendix 3 - Activity 6) in form 12 and problem-solving activity (Appendix 2 - Activity 5) in form 11. In form 12, five students out of twelve found that the debate was the most useful and four students found that creating a poster was the most useful.

According to the results, the debate proved to be the most useful, yet the least liked activity. When five students answered that the debate was the most useful, four students answered that the debate was the least liked activity. The students explained their answer by saying that the collaboration between the group members was either unfair or the personalities in the group did not work together well enough to complete this activity effectively. The same

explanations were mentioned in Roostar's (2022) thesis: that students either do not participate equally or disagreements arose in the group. One of the possible solutions for this could be to change the formation of the groups.

When asked about the students' preference about being in pairs or in larger groups, the answers were evenly divided. Three students had no preference, five students preferred to work in pairs and four students preferred larger groups. The explanations varied for students that liked to work in pairs, being in the comfort zone with just one partner was mentioned a couple of times, and working with only one partner was easier to work with than in a bigger group. When asked about whether it mattered who was the students' partner, only one student answered "no". The other students answered with some sort of a preference to a partner, whether it be a close friend or someone who feels comfortable speaking English. This answer was also similar to Roostar's (2022) answers. Both of the questionnaires revealed that the majority of the students deemed important who they are working with in a group because collaboration with some students is better than with others. Question 5 that asked about the preference in forming groups had the same results: the majority of the students (11 students from both of the forms) preferred forming groups themselves to letting the teacher choose, and to randomly forming the groups. Roostar (2022) had the opposite results, in her thesis, the majority of the students said that they would like to form groups randomly or to let the teacher decide.

The students brought up getting closer with each other, practicing communication, and enhancing social skills as positive sides of the activities. Form 11 students had no negative sides to bring out about these activities, but in form 12 there were students who wrote some negative aspects as well. Students wrote that some of the classmates spoke quietly, they could not express themselves in English as much, and some of the activities were useless.

By comparing the two classes, it can be seen that by implementing collaborative activities the students feel that their social skills improve and students are able to get closer with each other. Since a questionnaire was not conducted prior to this practice, it is unclear whether the students' opinions have changed during this period. At the same time difficulties between group members tend to arise when students cannot get to work with the same partner or group they are used to working with.

The author of this thesis, however, felt that some activities that were carried out should have needed more time. Since the author of the thesis had not carried out a debate (Appendix 3 - Activity 6) before, time management could have been better. The lesson where the debate was carried out continued in the students' break time and the author had to finish the debate earlier in order for the students to make it to the next lesson. It was a shame that the debate was cut short because the students were actively engaged with discussions and the arguments created even more room for discussions.

Since the author of this thesis was carrying out a teacher training practice at that time, some of the students, albeit mentioning the usefulness of the activities, mentioned that they would have liked the activities more if their own teacher could have carried them out. One possible explanation for this might be the lack of personal connection between the author of this thesis and the students. The students might not have been that comfortable with an unknown figure in front of their classroom and that might have affected their level of engagement and enjoyment of these activities.

Several limitations should also be acknowledged. Firstly, the study was conducted in one school with a specific group of students, which may limit the generalization of the findings. Secondly, the study lasted a short amount of time. The study was carried out in the time frame of

a month and collaborative learning activities were not implemented in every lesson. Another challenge that the author felt that arose was that the practice and the activities were carried out with students who were not familiar with the trainee and vice versa. The only previous familiarization happened before the actual practice period with observing the two different forms. The author of this thesis found that the activities could have been even more useful and better managed if the parties involved would have known each other beforehand.

Further studies could explore how collaborative learning impacts different language skills, such as writing and listening, over an extended period. Additionally, research could examine how different grouping strategies affect student engagement. It would also be valuable to compare the effectiveness of collaborative learning in various class sizes and technological resources.

2.5. Discussion of the results

The results in this thesis can be compared to the literature on collaborative learning. The implemented activities were created to keep in mind the essential elements of collaborative learning, such as positive interdependence and individual accountability, which were outlined by Johnson (1991) and Laal (2013: 815-816). These elements were visible in the students' opinions about communication and task division inside the groups, particularly during the poster-creation activity. The activity allowed students to be engaged and to share responsibility, which may explain why it was the most liked activity in form 11. This aligns with the study of Scager et al (2016) who emphasized that positive interdependence enhances student engagement and shared responsibility.

In contrast, the mixed results in the debate activity in form 12, being the most useful and least liked activity, highlights a result mentioned by Järvenoja et al (2019) and Bedel (2016). Järvenoja et al (2019) and Bedel (2016) both mention that dynamics within a group can affect the effectiveness of collaborative learning. While some students found the debate useful, others felt that uneven participation made the activity pointless because some of the students did not contribute to the process as much as the others. These results reflect the concerns that were raised by Le Ha et al (2017) as well, since they pointed out that students themselves see unequal involvement and conflicts to be the main obstacle in collaborative learning.

This thesis' findings for formation of the groups also confirms Roostar's (2022) findings that familiarity and comfort between students play a huge role in collaboration. However, while Roostar (2022) found that the majority of students preferred teacher-formed or randomly formed groups to student-formed groups, in this thesis, the majority of the students preferred the groups that were formed themselves. This finding supports the research that was made by Van Leeuwen

et al (2019) that emphasizes the importance of familiarity and safety in student-formed group environments.

Another positive aspect of the collaborative activities were that they improved communication and closer connection with classmates. This supports the findings of Poom-Valickis et al (2022) and Howe and Zachariou (2019) who highlight that in addition to academic skill, collaborative learning also helps improve connection between the students. This can be mentioned even among the students who did not like certain activities.

However, some limitations in the collaborative learning process emerged. One obstacle can be language proficiency in English as a foreign language lessons. This could be more prominent in activities that require spontaneous speaking, for example the role play and the debate. This concern is described in Wahyurianto and Sylvia's (2024) study where they raise the problem of balanced interaction between differently proficient language level students in English as a foreign language class. In this case, teachers need to be vigilant and support or intervene in the activities.

The importance of teacher competence is mentioned by Kaendler et al (2015), saying that effective implementation of collaborative learning depends on the teacher's ability to monitor group dynamics, to manage time, and to intervene if required. Time management became a problem in this study as well. In the debate activity, the students could not reach the full potential of their discussion and were cut short. Furthermore, as the activities were conducted by a teacher trainee, the lack of a comfortable teacher-student relationship might have influenced the students' engagement. The students in the study noted that they would have enjoyed the activities more if they had been conducted by their regular teacher. This issue is reflected by Barrett (2020) and Mozaffari (2023) in their studies about the importance of teacher-student

relations in collaborative learning.

Due to the short duration of the study (one-month-period) and the fact that there was not a questionnaire filled before the time period, the change in students' perceptions and skills was limited. Boud and Bearman (2024) argue that in order for collaborative learning to be truly meaningful, long-term practice of it is required.

Despite the challenges, this thesis and the other studies conducted before, highlight the role of collaborative learning in language development and the improvement of social skills in English as a foreign language lesson. The implementation of collaborative learning should be continued in the classroom because collaborative problem-solving is a key competence in the 21st century (OECD, 2017).

Conclusion

Collaborative learning in foreign language classrooms is a good method of how to make students more autonomous and how to make lessons more learner-centred. Collaborative learning is based on five key principles that are discussed in Laal (2013: 815-816). They are as follows: clearly perceived positive interdependence, considerable interaction, individual accountability, social skills, and group self-evaluation. These five elements also distinguish collaborative learning from cooperative learning, which tends to be more structured and teacher-directed. The importance of student autonomy and the support of the teacher were discussed by Kaendler et al (2015) and Van Leeuwen et al (2019) who noted that a successful collaborative learning process needs careful task design, thoughtful group formation, and timely teacher intervention.

The author of the following thesis created and implemented collaborative learning activities in upper secondary school with forms 11 and 12. The activities were created to accompany the students' book that was used in the mentioned forms, and they were the *Upstream* series level C1 which was used in form 12 and level B2+ which was used in form 11.

The results of this study indicate that collaborative learning activities positively influence students' participation and willingness to communicate in English, since the majority of students deemed the collaborative activities implemented in this study fun and useful. The results from the questionnaire also showed that the students found meaningful discussions and the fun between the group members an important aspect of the activities.

While having positive effects, collaborative learning does have its challenges. On the one hand, collaborative learning fosters critical thinking, and supports both individual and social development (Shubina et al, 2022). On the other hand, it may result in uneven participation,

conflicts, or emotional disengagement (Le et al, 2017; Järvenoja et al, 2019). Some challenges arose from carrying out the activities described in the current thesis as well. Group dynamics played a significant role in the effectiveness of the activities. Furthermore, the language level of the students also had a huge part. With students being less proficient in English as their partner or too shy to contribute as much as they would have liked, the activities did not have the hoped outcome. Another challenge was the time factor. Although most of the students did not give feedback on the lack of time, the author of this thesis found that some activities needed more time to be carried out so that students could have communicated longer with each other. Despite these challenges, the overall feedback indicated that students found the activities enjoyable and beneficial for improving their language skills.

This study is not without its limitations. The study was conducted over a short period of time. The relationship between the substitute teacher and the students might again have affected the students' willingness to open up and they might have acted differently if their regular teacher had carried out the activities. Furthermore, the change in students' opinions towards collaborative learning could not be measured with this thesis on the account that a pre-questionnaire was not carried out by students.

Future research could explore the long-term influence of collaborative learning on specific language skills, for example reading, writing, and speaking. Different grouping strategies and their influence, and classroom environment on group work could also be explored.

In conclusion, the study shows that collaborative learning is beneficial for many various aspects of learning. It also demonstrates that collaborative learning is an effective approach for enhancing engagement, interaction between students and language acquisition in English as a foreign language classroom. While student's books provide a solid foundation, they sometimes

need additional and real-life learning experiences to help students with their language learning and critical thinking. By incorporating more collaborative activities into the lessons, teachers can create a more student-centred learning environment which helps to prepare students for using English in authentic contexts.

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Appendix 1. Parental consent form

06.01.2025

Lugupeetud lapsevanem.

Järgneva kuu jooksul olen praktika raames andmas inglise keele tunde Teie lapsele ning palun nõusolekut kaasata Teie laps enda magistritöö uurimusse.

Uurimuse eesmärgiks on luua koostöisele õppele suunatud tegevusi õpiku juurde ning neid tundides läbi viia. Õpilaste roll uurimuses on uurimuse lõpus täita küsimustik ning osaleda inglise keele tundides läbi viidavates paaris- ning rühmatöodes. Mingeid lisakohustusi uurimusega seoses ei kaasne. Uurimus on anonüümne - õpilaste nimesid magistritöös ei kasutata.

Uurimust viib läbi Põlva Kooli Vaste-Kuuste Maja inglise keele õpetaja ja Tartu Ülikooli anglistika osakonna magistrant Elis Rosenthal. Uurimus toimub inglise keele tundide ajal 2025.aasta jaanuarikuu jooksul.

Tänan Teid koostöö eest!

Lugupidamisega

Elis Rosenthal

elisrosenthal@vkuuste.edu.ee

Annan nõusoleku uurimuses osalemiseks.

JAH

EI

Lapse nimi:

Lapsevanema allkiri:

Kuupäev:

Appendix 2. Activity plans for form 11

Activity plan 1 - Discussion

Topic	Can be used with Unit 9 - Planet Issues <i>What are the most pressing issues facing our planet today?</i>
Language skills	Speaking, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills
Learning objective	Students express their opinions. Students improve listening and critical thinking skills. Students enhance vocabulary related to planet issues. Students practice teamwork and collaboration through discussion.
Preparation	Divide students into pairs
Materials	A list of global issues
Time	10 min pair discussion 10 min whole class sharing ideas and discussion
Description	Students work in pairs and look at the list of global issues. Then, students choose one that they think is the most pressing issue we face today. If students think the most pressing issue is not one of these in the list, they speak about the issue they thought about. After discussing in pairs, students share their ideas with the classroom. Students discuss the topics other classmates brought up. Did they agree or disagree with the other topics?

Activity plan 2 - Role play

Topic	Activity can be used with unit 9 - Planet issues Text from the book - The Antarctic: Key to Planet Earth Speaking after reading the text.
Language skills	Speaking, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills
Learning objectives	Students form questions about the topic. Students ask the questions. Students answer the questions.
Preparation	Preparing a video about Roald Amundsen to watch
Materials	Video, notebook
Time	10 min video 5 min for preparing questions 10 min for role play
Description	Students watch a video about Roald Amundsen. After watching, they will think of five questions that they would like to ask Roald Amundsen based on the video. When the questions are formed, students will do a role play where one of them is a reporter and the other one is Roald Amundsen after discovering the South Pole. What would you like to ask him?

Activity plan 3 - Doing a poster and presenting it using world cafe activity

Topic	Activity can be used with unit 9 - Planet issues
Language skills	Writing, speaking, reading
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills, group self-evaluating.
Learning objectives	Students find materials related to the given topic. Students divide tasks and collaborate with group members Students introduce their prepared poster to others
Preparation	Write out the topics (in wheelofnames.com) to draw between groups
Materials	White paper, pens/pencils
Time	25 min to find materials and to prepare a poster 15 min to introduce poster to three other groups
Description	Students are divided into groups of three or four. Students get a paper where they can prepare a poster. Students either stay in the classroom or go into the hall to find materials based on their topic. Students decorate their poster and choose a member from their group who stays with the poster to introduce it and write down new knowledge from other groups. Students go around the classroom listening to other groups' prepared presentations. The students who move have to add some of their own ideas to improve others' posters.

Activity plan 4 - Explaining and guessing vocabulary in rotating pairs

Topic	Activity can be used with unit 9 - Planet issues Vocabulary
Language skills	Reading, speaking, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills
Learning objectives	Students understand vocabulary related to the topic. Students explain vocabulary with their own sentences.
Preparation	Make a handout with vocabulary and its definition in English from this unit.
Materials	Handout with vocabulary
Time	10 min
Description	<p>Students are divided into pairs. Every student gets a handout with terms about planet issues and their explanation on them.</p> <p>Students go into the hall where there is room to make a circle. The pairs stand facing each other with one partner standing with their back in the circle and the other opposite, facing the center of the circle.</p> <p>First, students describe the words on the handout. When both students have described one word to each other, one of the partners moves one step to the right where another student is waiting. Then, the process of explaining words starts again.</p>

Activity plan 5 - Problem-solving activity

Topic	Activity can be used with unit 9 - Planet issues Making a campaign to save one endangered species
Language skills	Speaking, writing, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills, group self-evaluating
Learning objective	Students find materials relating to their topic. Students prepare a poster and a slogan about the topic. Students present their ideas. Students ask questions about the campaign.
Preparation	Students are divided into groups of 4-5
Materials	Paper, pens/pencils
Time	15 min to find information related to the topic 2 min introduction to the campaign as a whole group 10 min to ask questions about the campaign
Description	The group chooses an endangered animal to which they would like to do a campaign for. Students find information about the animal, its population, why are they endangered, what can be done to boost their population. Students introduce their campaign with each of the group members getting to say something. Classmates prepare two questions of their own that they would like the answer to based on the presentation. One of the group members stays with the campaign while the other students go around and ask their questions from other groups.

Appendix 3. Activity plans for form 12

Activity plan 1 - Discussion

Topic	Activity can be used with unit 5 - Our Changing World <i>What do you think the world would look like if computers could think like humans?</i>
Language skills	Speaking, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills
Learning objectives	Students express their opinion. Students improve listening skills and develop critical thinking skills. Students enhance their vocabulary related to the topic. Students practice pair work and collaboration.
Preparation	Divide students into pairs.
Materials	
Time	5 min pair discussion 10 min whole class discussion
Description	Students work in pairs, discuss the question and share their ideas with it. After sharing in pairs, students share their ideas with the class. If they disagree with others' opinion, they explain their own point of view.

Activity plan 2 - Designing a robot

Topic	Activity can be used with unit 5 - Our Changing World
Language skills	Speaking, writing
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills, group self-evaluating
Learning objectives	Students are able to introduce their ideas.
Preparation	Divide students into groups of 3-4.
Materials	Paper, pens/pencils
Time	15 min to design a robot 10 min to walk around the class and to introduce
Description	Students design a robot in some field. It can be related to medicine, education, transport or another field that they can think of. What can your robot do? What is it designed for? Students introduce their robot to other classmates. Each member of the group says something about their designed robot.

Activity plan 3 - Role play

Topic	Activity can be used with unit 5 - Our Changing World The life of Alan Turing
Language skills	Writing, speaking, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills
Learning objectives	Students form and answer questions related to the topic. Students are able to use gathered knowledge to write an article.
Preparation	A text has been read from students' book p 100-101. A video has been prepared.
Materials	Youtube video, notebook, pen
Time	10 min to watch a video 5 min to write down questions 10 min for role play 15 min to write an article
Description	Students watch a video about Alan Turing. After watching, they write five questions that they would like to ask from Alan Turing based on the text and the video. Students act out a role play with a partner, where one of them is Alan Turing and the other one is a reporter trying to do a story about your life. After finishing with the role play, students write an article for a newspaper about the interview.

Activity plan 4 - A poster and world cafe sharing

Topic	Activity can be used with unit 5 - Our Changing World Topics to choose - transport, technology, environment, national resources
Language skills	Writing, speaking
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills, group self-evaluating
Learning objectives	Students find materials for related topics. Students are able to introduce their ideas and posters. Students give constructive feedback to each other.
Preparation	Students are divided into groups. Students have been given a topic by random.
Materials	Paper, pens/pencils, phones for searching materials
Time	15 min to search materials and to choose who from the group is going to introduce their work. 10 min to introduce posters and give feedback to others' work.
Description	Students find materials for their poster. The poster should include: positive side, negative side, and what could be done to find a solution for the negative side. Students choose a member from their group who is going to introduce their poster to others. One member is going to stay with the poster and introduce their work while the rest of the group goes around the classroom and listens to the work the others have done. After one of the group members has introduced the poster, the other groups give feedback to it and suggest possible ways to make it better.

Activity plan 5 - Explaining vocabulary

Topic	Activity can be used with unit 5 - Our Changing World
Language skills	Speaking, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills
Learning objectives	Students know necessary vocabulary. Students explain words using their own sentences.
Preparation	A handout has been prepared with necessary vocabulary and their explanations in English. Students have been divided into pairs.
Materials	Vocabulary handout
Time	10 min
Description	<p>The activity will be carried out in the hall where there is more room. Each student gets a handout with terms related to the changing world listed with their explanations.</p> <p>The class is divided into pairs. After forming pairs, students stand facing each other where one of the students stands with their back to the center of the circle and the other one stands facing the circle. Students start explaining the words and the partner tries to guess the word. When both students have explained their word, the partner facing the center of the circle moves one step to their right where another student is standing, thus creating new pairs.</p> <p>The activity ends when the original pairs are facing each other again.</p>

Activity plan 6 - A debate

Topic	Activity can be used with unit 5 - Our Changing World Technology - a friend or an enemy to the environment?
Language skills	Reading, speaking, listening
CL elements	Clearly perceived positive interdependence, considerable interaction, individual accountability and personal responsibility, social skills, group self-evaluating
Learning objectives	Students find materials with related topics. Students are able to present arguments with their gathered information.
Preparation	Students are divided into two opposing teams.
Materials	Phone for gathering materials
Time	20 min to find materials supporting their argument 2 min for presenting arguments for each team 2 min fo counter-arguments for each team
Description	Students find materials to support their argument. Then they choose a team member who is going to present their arguments to others. Students present their arguments while the other team listens and notes down things they would like to argue about. Then the other team presents their arguments. One team presents their counter-arguments while the other team tries to defend their ideas.

Appendix 4. Student questionnaires

Palun vasta rühma- ja paaristööd puudutavatele küsimustele. Oma vastustes, lähtu allolevatest tegevustest, milles viimase kuu aja jooksul inglise keele tundides osalesid.

Aitäh vastuste eest!

Õpetaja Elis

1. Milline viiest tegevusest oli su lemmik? Miks?
2. Milline viiest tegevusest meeldis sulle kõige vähem? Miks?
3. Kas sulle meeldis töötada pigem paaris või suuremas rühmas? Miks?
4. Kas sinu jaoks oli oluline, kellega sa samas rühmas/paaris töötasid?
5. Millisel viisil paaride/gruppide moodustamine sulle kõige paremini sobis?
6. Rühmas/paaris töötades said kõik liikmed võrdselt avaldada oma arvamust.
alati/sageli/harva/mitte kunagi
7. Rühma/paaristööde ajal oli rühmaliikmete omavaheline suhtlemine sõbralik.
alati/sageli/harva/mitte kunagi
8. Rühma/paaristööde ajal jagasime ülesanded omavahel võrdselt.
alati/sageli/harva/mitte kunagi
9. Rühma/paaristöid tehes oli kõikide liikmete arvamus võrdselt oluline.
alati/sageli/harva/mitte kunagi
10. Rühma/paaristöodes keskendusid kõik liikmed võrdselt ülesandele.
alati/sageli/harva/mitte kunagi
11. Rühma/paaristöodes tegelesid kõik liikmed aktiivselt ülesande lahendamisega.
alati/sageli/harva/mitte kunagi
12. Rühma/paaristöid tehes rühmaliikmed aitasid üksteist.
alati/sageli/harva/mitte kunagi

13. Otsuseid tegid rühmaliikmed rühma/paaristööde ajal ühiselt.

alati/sageli/harva/mitte kunagi

14. Rühma/paaristöodes vastutas igaüks talle antud ülesande eest.

alati/sageli/harva/mitte kunagi

15. Rühma/paaristöodes oli kõikidel liikmetel ühine eesmärk.

alati/sageli/harva/mitte kunagi

16. Mis olid sinu jaoks nende tegevuste plussid?

17. Mis olid sinu jaoks nende tegevuste miinused?

18. Kas osalemine nendes tegevustes on muutnud sinu arvamust rühmas töötamise kohta?

Kuidas?

Resümee

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Elis Rosenthal

Creating and implementing collaborative learning activities in English as a foreign language classroom in upper secondary school

Koostööpõhiste tegevuste loomine ja läbiviimine inglise keele tundides gümnaasiumiastmes (magistritöö)

2025

Lehekülgede arv: 57

Annotatsioon:

Käesolev magistritöö keskendub koostööpõhise õppimise rakendamisele inglise keele tunnis.

Käesoleva magistritöö eesmärgiks oli luua ja läbi viia koostööpõhiseid tegevusi inglise keele tundides ning näha, kuidas õpilased teevad koostööd ning milliseid raskusi võib kaasa tuua koostööpõhiste tegevuste läbiviimine.

Magistritöö esimene osa annab ülevaate koostööpõhiste tegevuste põhimõtetest ja olulisusest, lisaks koostööpõhiste tegevuste raskustest. Töö teine osa keskendub praktilisele uurimusele, kus on kirjeldatud läbiviidud tegevusi ning mille lõpus vastasid õpilased küsimustikule. Tegevusi rakendati koos *Upstream* B2+ ja C1 keeletasemele mõeldud õpikutega. Uurimuses osales 13 õpilast üheteistkümnendast ning 12 õpilast kaheteistkümnendast klassist. Tegevused viidi läbi inglise keele tundides ühe kuu jooksul kui praktikant viis läbi õpetajakoolituse praktikat. Uuringu tulemustest selgus, et õpilased töötasid meelsamini gruppides, kus olid koos juba varasemalt koostööd teinud õpilased ning õpilased tundsid ennast mugavalt omavahel gruppides arutledes.

Märksõnad: koostööpõhine õppimine, inglise keel võõrkeelena

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[Autori allkiri]

Elis Rosenthal

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