1. Name and scope of the course

Name: Conversational skills in English

Scope: 54h (2 ECTS)

Main contents: The main aim of the course is to improve students’ conversational skills in English. The course includes ten discussion topics and focuses on presentation, argumentation and negotiation. The course does not focus on lexico-grammatical issues (i.e., students will not concentrate on learning vocabulary or doing exercises) or learning of particular content. Instead, the course is focused on speaking and interaction in the English language. Students will practice use of the language in specific situations.

In order to make it easier for students to express their opinions and give argumentation, the teacher will provide vocabulary lists, idioms and phrases. The teacher will also provide extra online materials for those students, who want to also work a bit more on grammar.

The course includes face-to-face meetings, individual homework, and online sessions for peer and group collaboration (collaboration being the main form of work both during face-to-face and online sessions). The course is designed for students who have Level B1 according to the CEFR (Common European Framework of Reference for Languages).

2. Learning Theory

The course is based on collaborative learning theory and on computer-supported collaborative learning (CSCL) learning theory. Such positive effects of collaboration on the learning process as stimulating critical thinking (which is necessary for argumentation of opinions), shared understanding (which is necessary when negotiating), and building social relationship (which is one of the aims of communication in general) were taken into account when the course was being designed. Learning in collaboration is beneficial in this course in particular, because its main aim is to improve and develop students’ conversational skills, which implies that they need to practice communication as much as possible.

It is important to consider that collaboration happens under some conditions (Dillenbourg, Baker &
O’Malley, 1996) that involve group heterogeneity, individual prerequisites, task features and the influences these factors have on each other.

Group heterogeneity has been studied deeply by researchers with the aim of determining the optimal degree of differences between the group members. Evidence demonstrate that if the difference within the group is too small or too big there will be no interaction (Dillenbourg et al., 1996: 9). Also, the kind of task students are asked to do needs to be suitable for collaboration. In fact, not all the task are suitable to be done by two or more persons.

For this course a certain level of language proficiency is required so the difference of language skills between the class members will be appropriate. During the course activities peers will be changed by the teacher for each task in order to trigger interactions. Speaking about the tasks, it can be said that they were designed specifically for this course in such a way that they would make collaboration possible, and even promote it.

Kreijns, Kirschner and Jochems (2003) discuss a number of factors that affect collaborative learning and pitfalls teachers should take in consideration when using CSCL:

1. Social Interaction should not be taken for granted. Giving the tools and the possibility to the students to use them does not automatically mean that the interaction will happen. Interaction has to be planned, organized and be meaningful for the learning purposes.

2. Restricting social interaction to cognitive processes. When designing a learning situation that involves technology, educators should take in consideration the socio-emotional aspects of the group as well. They should take in consideration also the opportunities that the environment gives to support social interactions.

The tasks in the course were designed with a purpose of being meaningful for students in a sense that working on the tasks will always imply students expressing their own opinion and providing arguments for it.

According to Resta and Laferrière (2007) there are at least four motives that should encourage teachers to use technology in collaborative learning. Here these motives are considered with regard to this course.

<table>
<thead>
<tr>
<th>Motives discussed by Resta and Laferrière</th>
<th>Motives applied in this language course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhance collaboration skills and creation of</td>
<td>Including online collaborative activities in the</td>
</tr>
</tbody>
</table>
knowledge can give students access to multiple sources of information, and therefore can give them more material for collaboration. Online collaboration is also supposed to teach students how to listen and interact actively in a dialogue outside of the classroom context.

2. Enhance cognitive performance or foster deep understanding

Using technology during collaboration is also aimed at teaching students how to select necessary and meaningful information from the Internet for a particular context (critical thinking is needed). Students will also make use of authentic materials (such as videos and articles), which will make learning more meaningful and purposeful.

3. Add flexibility of time and space for cooperative/collaborative learning

The flexibility is a very important factor in this course as the students are working or studying during the same time. They will be able to arrange meetings with peers whenever and from wherever is more convenient for them.

4. Foster engagement and keep track of student cooperative/collaborative work

Being involved in peer work will also influence the engagement in the task. Working in pairs or small groups will “force” students in interaction and to be involved in communicating in English. There will not be any “free riders”, because in pairs and small groups interaction and confrontation is likely to involve both or all the participants.

Figure 1. Use of technology in collaborative learning

3. General description of the course

Subject of the course: Ten generic topics in English (e.g., movies, traveling, books, etc.).

Learning outcomes: After the completion of the course students are expected to be able to:

- Initiate and support conversation on the topics discussed during the course and other topics;
- Express, argument and defend own point of view on the issues and topics discussed in the
Negotiate about the issues discussed in the course and other issues, and come to a compromise in a problematic issue;

React spontaneously on remarks and questions.

Content of the course: The course will include twelve face-to-face lessons, and each of them (except for the first and the final ones) will be devoted to a particular topic. The first topics are going to be relatively easy ones (e.g., favorite books, food), and while the course proceeds, the topics will get more difficult (e.g. dreams, superstitions).

1. Presentation and introduction of students, teacher and course, icebreaking activities;
2. Books;
3. TV series;
4. Food and drinks;
5. Bureaucracy (bank, post office, etc.);
6. Arts;
7. Traveling;
8. Idioms and sayings;
9. Dreams and plans;
10. Superstitions;
11. Projects;
12. Final conversational exam.

Implementation of the course:

- The course is held in Open University;
- Face-to-face meetings (1.5 hours once a week);
- Individual work and assignments (2 hours per week);
- Online pair or group collaboration (1 hour per week).

Course materials:

- Videos, links to extra grammatical exercises, links to reading materials and useful sites provided via Edmodo;
- A webquest (link provided by the teacher);
- Handouts provided by the teacher (vocabulary, set expressions, idioms and phrases);
- Worksheets provided by the teacher;
- Materials produced by students.
The teacher will make use of ready digital materials available in the Internet (videos, grammatical exercises, reading materials, sites). Other materials will be prepared by the teacher specifically for this course (webquest, handouts, worksheets).

*Edmodo* will be used for material delivery, document and course management; *Skype* and *Google Drive* will be used for online work in pairs and groups.

For full information about the place and role of technological tools in this course, see technological script.

4. Description of the target group

**Target group:** Adults who are willing to improve conversational skills in English (this includes university students and working people). The required level of proficiency is B1 (CEFR).

It is taken into account that many of the students might be on work or might have tight study schedule at university. Therefore, the individual and online sessions are a flexible part of the course, where students can choose the time that fits the best themselves.

The topics covered in the course fit well for developing conversational skills from the B1 level.

5. Pedagogical model

**Pedagogical model:** The pedagogical model used in the course is based on the ideas of the *jigsaw* pedagogical model.

The jigsaw technique includes the following steps:

1. Each of the students in a “home group” gets a subtopic;
2. Subtopic “experts” from each group get together in an “expert group”, where they discuss their subtopic together;
3. Experts return to their “home groups” and teach their subtopic to the rest of the “home group”;
4. Each student is individually assessed on all the subtopics (Weidman & Bishop, 2009).

Working this way, students come back to their “home groups” and share their own piece of information with the rest of the group. After all the members of one “home group” have shared their
information, everyone in the group is able to “put all pieces together” and complete the “puzzle”.

In this course, the basic principle is that during face-to-face sessions students work in different pairs or groups from those they were working in during online collaboration. Students in face-to-face discussion groups are from different online collaboration groups in order to bring different perspectives/ aspects/ thoughts/ interests together and stimulate further questions and discussions, which would contribute to group cohesion and interdependence. Since students are not actually learning any content as such, they do not have to “put all the pieces” together in order to complete a “puzzle”. The main reason for mixing the groups is to trigger further discussions and interactions.

In this course, students are mainly going to work the following way (with variations depending on the actual learning assignments):

1. Each student is working individually with materials provided by the teacher.
2. Students get in pairs or groups of three. All pairs or groups are working on the same topic, but each pair/ group works on it from a particular perspective, or works on a specific subtopic within the general topic (materials studied by each student individually during step 1 are directly connected to what they are doing in their pairs or groups during step 2);
3. Students are mixed into new pairs or groups of three. They continue discussing the topic, but now different subtopics or perspectives are brought together, which prompts further interaction.

Therefore, in this course, it can be said that from the previously described four steps of jigsaw model, basically steps 1, 2 and 3 are used:

1. Students study specific material individually;
2. Students work in pairs or groups online and become “experts” in their own subtopic or perspective;
3. In classroom students are mixed into new pairs or small groups, where all the members present their ideas and products, this way, “teaching” or presenting to the rest of the new small group different subtopic or perspective.

“Tasks or problems that can be completed by one student with the requisite skills [...] are more likely to limit the participation of students without those skills” (Webb, 2009: 11). Since learning outcomes are focused on such language skills as negotiation, supporting conversation, argumentation, and reaction to remarks - the tasks presented in the course are designed in such a way that different perspectives are brought together for promoting exactly these skills. It is impossible to obtain these skills working individually.
**Learning assignments:** The course is going to be structured in such a way, that by each lesson, i.e., each topic, students will get tasks to work individually and in pairs or small groups. In this case, students will come to each lesson with some ideas in their minds, and will bring some thoughts for new discussions. The course will start with the introductory lesson, and after that lesson the students will get homework on the topic “Books”. So, the second lesson will be devoted to discussions about books, and after that the students will get homework on the topic “TV series”, and so on until the end of the course.

<table>
<thead>
<tr>
<th>Topics of the lessons</th>
<th>Face-to-face sessions (90 minutes per week)</th>
<th>Individual tasks for the next lesson (120 minutes per week)</th>
<th>Task for work in pairs/groups for the next lesson (60 minutes per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation and introduction of students, teacher and course, icebreaking activities</td>
<td>During the first lesson the teacher will introduce himself (herself), the course (the practical structure of it, the time of face-to-face sessions, individual and collaborative work, technological tools that will be involved, etc.), course topics and course assessment (30 minutes). Presentation of students and icebreaking activities will take place (60 minutes).</td>
<td>Students need to look for information about two books they have read and particularly liked. They need to search information about the plot of the book and a brief background of the author. The student will also dedicate some time thinking of the reasons they chose the book and what they enjoyed the most about it. Students are welcome to take notes if they want to, but they do not need to submit anything to the teacher (120 minutes of individual work).</td>
<td><strong>In pairs</strong> students need to discuss the books they chose during the individual phase and share the basic information they found (the author’s background and books’ plot). After this the students will discuss and choose the book they both consider interesting (out of those they chose and described individually). They should together create a brief presentation to the class about the one book they chose (the author’s background, book’s plot and the argumentation why this particular book is worth reading) (60 minutes for work in pairs via Skype).</td>
</tr>
<tr>
<td>2. Books</td>
<td><strong>Skills to be developed:</strong> presenting a story (plots of the books) and Students have trailers/episodes of some TV series to watch (one tv</td>
<td></td>
<td><strong>In pairs</strong> students need to discuss a trailer/episode and share their</td>
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</table>
**Argumentation** (the reasons of choice).

This first presentation will be recorded. For each pair the presentation will last about eight minutes (five minutes for introducing the books and three for discussion and questions from the group and the teacher) (70 minutes).

After the group presentations the teacher will give a list of well known novels (e.g. classics, fairy tales, best sellers, etc.) and will ask the students to discuss and express their own opinions about them in newly formed groups of three (20 minutes).

### 3. TV series

**Skills to be developed:** discussion, argumentation and negotiation.

The students now perform a role play in newly formed groups of three. In turn, one of the members in each group is the “producer” of the TV series and he or she wants to shoot only one TV series, so he or she needs to approve one of the suggested ideas and deny series per pair, and general information about the particular TV series. The teacher will provide vocabulary lists so that student are able to express their thoughts without much difficulties. They are welcome to take notes, but they do not submit anything to the teacher (120 minutes of individual work).

Students are “organizing a thematic dinner” in groups of three (teacher will pick a different “theme” per each pair). They will have a webquest task for the next lesson. This webquest will include individual parts of a task, where each student will need to seek particular information. One of them will look for their impressions. They need to come to the conclusion who are the main characters, what is their role in the show (main character, hero, antagonist, etc.), what is the main story about (the teacher will provide a special worksheet where those points will be identified) (60 minutes for work in pairs via Skype).

In groups of three students have a Google document, where they share their findings. Their task now is to create a coherent plan of a thematic dinner, including the dishes, their ingredients and recipes, when they are served, how, and where, and who is the target group of the dinner (the teacher will provide a worksheet with the points students need to cover in their plan). Students are
the other, *explaining* the reasons. The other two should present the plots of the TV series (as if those TV series are not shot yet) and try to convince the producer to accept their suggestion, *explaining* why “their” ideas are better (90 minutes).

recipes, the other one for where to find the necessary products, and the third one will take care of how and where and in what order to serve the dishes. In the webquest page all the necessary links will be provided to students, and what they will need to do it to choose the *necessary* information out of provided sources and organize it (120 minutes of individual work).

welcome to use imagination and add special decorations and images to the document. After they are done, they will send this plan to the teacher via Edmodo as a group (60 minutes of collaborative work).

| 4. Food and drinks | **Skills to be developed:** reaction in social situation in English.  
The teacher will print out the dinner plans. The groups will be mixed into new groups of three. In each group (in turns) one of the members (the designer of the dinner) will be the host, and the other two will be the guests who came to the dinner. The guests will be asking questions and information, and the host will be answering them using imagination. The teacher will scaffold the dialogues with scripts (90 minutes). | **In pairs** students should gather the information and create an easy to read (maybe also visually appealing) document in Google Drive. They should submit this document to the teacher via Edmodo (60 minutes of work as a pair). |
|---|---|---|
### 5. Bureaucracy (bank, post office, etc.)

**Skills to be developed:** Information seeking (e.g. asking questions) and interaction.

The teacher will organize role play activities where pairs will be reorganized into new pairs. In turn, one will be the employee and the other one the client. The teacher will also provide scripts in order to scaffold the dialogues (45 minutes).

At the end of the conversation, the student will get back to their "home pairs", and each pair will give a little presentation about the services provided by a particular. The teacher will be asking questions from the pairs (45 minutes).

Each pair gets a specific topic either about movies, music or painting (three different topics about movies, three different topics about music, and three different topics about painting). Each student watches a video on his or her topic. The teacher will provide vocabulary lists so that students do not have difficulties expressing their thoughts. The teacher will also provide a worksheet with some questions students answer individually. They do not need to submit anything to the teacher, but are welcome to take notes (120 minutes of individual work).

### 6. Arts

**Skills to be developed:** discussion & negotiation.

Students from different pairs but within the same field of art (music, movies or painting) get into groups of three (so now there are six groups of three - two movie groups, each pair gets a destination to study about (particular cities around the world). Students watch videos about the cities individually, check out the vocabulary lists provided by the teacher, and read an

In pairs students discuss together and make a list (about ten points) about why this type of art is popular among people, what its good features are. They should also try to illustrate their arguments by facts they have learnt from the videos. They should also discuss their personal experiences in these arts (if any). They should take notes, but they do not submit anything to the teacher (60 minutes for work in pairs).

In pairs students discuss and make a plan of a “tourist trip” around the city they have been studying about. They should take tourists to three places in the city, including one historical site, one restaurant, and one entertainment site.
| 7. Traveling | Skills to be developed: presentation. Students get into groups of six, so that in each group “guides” from six different cities are presented. In turn, each “guide” then leads an imaginary trip, while other five are “tourists” (90 minutes). | Students will be now working in groups of three. Each group will receive a list of five sayings from a particular country or culture. Individually students will reflect on the sayings, thinking what values are emphasized in those sayings, if there are equivalent sayings in article online (the link provided by the teacher) (120 minutes of individual work). | They should discuss, who is the target group of the trip (kids, or family couples, students). The trip should be planned as a one-day excursion around the city. In Google Drive each pair will make a brochure to be given to the “tourists”. After it is done, students submit it to the teacher as a pair (60 minutes of work in pairs). In groups of three students choose one saying they want to work with. They will be making a little comic strip reflecting the saying (it can be presented literally, or metaphorically). Students are welcome to use ready pictures from the Internet, or take pictures themselves, or draw. A comic strip of three pictures is enough. Students need to |
| 8. Idioms and sayings | Skills to be developed: argumentation, presentation.  
The teacher prepares handouts with all the strips. In turn each group presents their comic strip to the class. The other students try to guess the saying. Each group explains why they decided to represent the saying this particular way (90 minutes). | Students write a short essay (150 words) about their dream or plan (it can be real or if someone is shy it can be just some imaginary one), and submit it to the teacher via Edmodo. The teacher will make it clear that the students should be ready to talk about this dream and discuss it with the rest of the group in the classroom, so it should not be something confidential or personal (120 minutes of individual work). | In pairs students get a worksheet with generic questions to discuss from the teacher (e.g., Is it good to dream? What should you start with if you want to make your dream come true?) (60 minutes of work in pairs). |
| 9. Dreams and plans | Skills to be developed: providing advice.  
Students from different pairs get into different pairs. Each pair gets a paper with a “dream” by some of their classmates. They read it and discuss together the questions provided by the teacher, their native language (the teacher will provide a worksheet with hints) (120 minutes of individual work). | Students write a short essay (about 150 words or more) where they talk about the superstition they knew or heard (or maybe even have). They send it to the teacher who will help them correct grammatical and lexical mistakes. The teacher In pairs students can talk about their own opinions about specific superstitions, and discuss the social and cultural background, results, and effects of that superstitions (60 minutes of work in pairs). |
| 10. Superstitions | **Skills to be developed:** discussion and negotiation.  

Students get into new pairs and continue discussing superstitions. The teacher will scaffold dialogues with the help of scripts (40 minutes).  

The teacher initiates a discussion about one superstition, after what students in pairs express their viewpoints regarding to that superstition (20 minutes).  

The teacher discusses common grammatical and lexical mistakes made by students, provides extra material, and students do some exercises at the lesson (30 minutes). | In **groups of three,** students get a task to work as a project team and solve some problem (problems given will be easy to solve, and students will be welcome to use imagination and creativity). Individually, each student will be asked to read about the background of the problem and think of solutions (the teacher will provide a worksheet with directions for students) (120 minutes of individual work). | In **groups of three,** students will have a shared Google document where they will describe their project plan (the teacher will provide the worksheet with necessary details about the plan). Students will submit the ready document to the teacher via Edmodo (60 minutes of collaborative work). |
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<tbody>
<tr>
<td>11. Projects</td>
<td><strong>Skills to be developed:</strong> presentation and negotiation.</td>
<td>The teacher will give students topics and questions. The topics</td>
</tr>
</tbody>
</table>
Each “project team” presents their project plan (each student should speak a little, if someone does not, the teacher will ask him or her questions after the presentation of the plan). Other students discuss the suggested solutions within their “project teams”, and after the discussion they give feedback (positive or negative), comments and questions (90 minutes).

Each group’s presentation will be recorded.

12. Final conversation exam

Teacher will prepare topics and write them on exam cards. Students will pick a random card with a topic. A student and the teacher will have a conversation about the chosen topic, where the student will be asked to express his or her opinion on the topic, give argumentation, answer and discuss the questions the teacher will ask. Each student’s exam will last about 5 minutes (90 minutes).

Figure 2. Contents of the lessons

**Formulation of groups:** The whole group will consist of 18 students. The formulation of the groups for
discussions in classroom (two or more students) and formulation of peer groups for online work (two or three students) is decided by the teacher (online collaboration pairs and groups - according to students’ different background, interests, and viewpoints; classroom groups - on the principle of mixing students from different online collaboration pairs or groups).

**Structuring and schedule**: The duration of the course is three months (twelve lessons). Face-to-face lessons will take part in the evening once a week. Skype meetings, collaboration in Google documents and time for individual work is decided by the students.

### 6. Tutoring and teacher’s behavior

The teacher will play the role of *guide and facilitator*. The teacher is responsible to make learning materials available on the platform and in class and to coordinate all activities (that is, give directions for work in classroom and outside of the classroom). The teacher also will assist the students in vocabulary, administer the evaluations, give feedback and comments to the students. It will be also always possible for students to contact the teacher via the learning platform in case they have questions or difficulties.

Teacher will also provide instructions which help students to have skills about **communication**, **explaining**, and **reasoning**. For example, taking turns in speaking, engaging in active listening, making and responding to suggestions, expressing and requesting ideas and opinions, explaining and evaluating ideas, and so on (Baines et al, 2008). Teacher can assist students on how to apply those skills in the classroom when they discuss and negotiate in groups. The teacher will start implementing that already at the introductory lesson, and continue during the whole course.

Teacher also will use **reciprocal questioning** and **structured controversy** when the group members have discussions in the classroom. In reciprocal questioning, a teacher can train students to ask questions from each other about the topic they discussed, which contributes to their thinking and comprehension. In structured controversy, a teacher can divide students into groups and ask them to think and discuss specific issues on different side, present their viewpoint, and debate with other groups. The structured controversy helps students to practice speaking skills.

During the whole course, the teacher is expected to monitor and have a comprehensive understanding of individual students’ competences, abilities and characteristics. They should be taken into account by the teacher when he (she) is assigning students into different groups.
In classroom, the teacher will monitor small group progress and intervene if it is necessary; the interventions are kept to the minimum. There are three situations which indicate that teacher’s intervention is needed: when no group member can answer the given question, when students have problems in communication with each other, and when some of the students dominate in the work of the whole group, not allowing dialogue to happen. A teacher then can ask open-ended questions to redirect students’ discussions in the group. It is important that the teacher carefully listens to discussions in the group before any interventions. It is also important to note that the teacher should preferably provide low levels of help content, since giving few directives seems to be more beneficial for students’ work. It is preferable that the teacher will focus on providing more process-related help (Webb, 2009: 11-17).

One of the models, described by Siemens and Tittenberger (2009) in their “Handbook of Emerging Technologies for Learning”, the one called “curatorial learning” (by Siemens), can be related to teacher’s role in the context of this course. This model treats a teacher as an “expert learner”, who, instead of providing knowledge, creates a space for creation and exploration of knowledge. The learners are free to explore and interpret things autonomously, but when the learners engage with the subject matter, the curatorial actions of the teacher make key concepts of a discipline clear for the learners. In case of this course it would not be key concepts as such, but mainly process-oriented help and directions for further interactions.

7. Evaluation

Process evaluation: Process evaluation will include evaluation by the teacher, peer students, and self-evaluation. All pieces of evaluation will make up the final grade.

Final grade will therefore consist of the following components:

- **teacher evaluation** (60%) of:
  - presentation about books (lesson 2) - 10%
  - presentation about arts (lesson 6) - 10%
  - presentation of project plans (lesson 11) - 10%
  - final exam - 30%

- **peer evaluation**: after two Skype meetings in pairs students will provide evaluation of each other in pairs, and submit their evaluations to the teacher (one meeting in the beginning of the course, and one meeting of the end of the course). Therefore, each student will be evaluated by two different peers, and will evaluate two different peers him or herself. For that the teacher will give a special table with criteria, which will be filled out by students.
Each evaluation will be equal to 10% of the final grade (20%)  

- **self-evaluation**: during the course each student’s presentations will be filmed three times - in the beginning, in the middle, and in the end of the course. The videos will be provided by the teacher to individual students together with a special table including criteria for self-evaluation. Each student will fill out the table and submit it to the teacher (20%)

**Traces that students leave to the virtual learning environment**: The course will include some individual and collaborative tasks where students will have to submit the result to the learning platform (Edmodo). Such tasks will be topical individual essays (about dreams, and about superstitions), and results of online pair or group work (plans of a dinner event, comic strips, project plans, brochures from offices, plans of a tourist trip).

Therefore, both *formative* (evaluation of students’ performance at certain phases of the course; peer evaluation; self-evaluation) and *summative* evaluation (final exam) will be used for assessment.

After all forms of evaluation, teacher will coordinate those results and give students the final grade alongside with the *feedback* about their learning progress and outcomes, commenting on different phases that have been evaluated.
Appendices

Appendix 1. Table to be filled out for peer evaluation

Please, evaluate your peer’s work during the Skype meeting. Mark the box with the corresponding grade for each of the criteria (1 is the worst evaluation, 5 is the best evaluation).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes initiative in supporting conversation</td>
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<tr>
<td>Clearly expresses his/ her opinion on the topic</td>
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<tr>
<td>Provides sufficient arguments supporting his/ her point of view</td>
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<tr>
<td>Negotiates about a problematic issue in a polite way</td>
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<tr>
<td>Discusses and looks for a compromise in a problematic issue</td>
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<tr>
<td>Asks spontaneous questions and gives remarks</td>
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<tr>
<td>Reacts on spontaneous questions and remarks correspondingly</td>
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</tbody>
</table>

Appendix 2. Table to be filled out for self-evaluation

Please, evaluate your own presentations recorded during the course. Put the corresponding grade for each of the criteria (if applicable) for each of the presentations (1 is the worst grade, 5 is the best grade).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Presentation 1 (lesson 2)</th>
<th>Presentation 2 (lesson 6)</th>
<th>Presentation 3 (lesson 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression of opinion is clear</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Clear statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to find needed words in the flow of speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of confidence when speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear argumentation of the opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References

- Weidman, R., Bishop, M.J. (2009). Using the jigsaw model to facilitate cooperative learning in an online course. *The Quarterly Review of Distance Education, Volume 10 (1)*, pp. 51-64.