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Methods and Approaches in Teaching English at a Lower- Secondary School Level

Diplomová práce

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Teoretická část práce se zaměří na charakteristiku metod a přístupů ve výuce AJ, jejich vývoj a současné trendy. Pozornost bude věnována i charakteristice žáka 2. stupně ZŠ. Praktická část bude založena na dotazníkovém šetření směřujícím k učitelům i žákům ZŠ. Cílem je zjistit, jak je učitelská veřejnost obeznámena s novými přístupy a metodami ve výuce AJ a současně získat studentský náhled na danou problematiku. Nashromážděné poznatky budou doplněny o přístupy a metody užívané k výuce anglického jazyka jako mateřského i cizího jazyka ve Velké Británii, které by dle autora/autorky, byly aplikovatelné do výuky anglického jazyka na českých školách. Práce bude vypracována v anglickém jazyce.

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucí diplomové práce Mgr. Olgy Vraštilové, M.A., Ph.D., samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne:

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Prohlašuji, že diplomová práce je uložena v souladu s rektorským výnosem č. 1/2013 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

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Diplomová práce se zabývá výukovými metodami a přístupy ve výuce anglického jazyka jako druhého a cizího jazyka na druhém stupni základních škol v České Republice a Velké Británii.

Teoretická část práce charakterizuje nejznámější metody a přístupy ve výuce anglického jazyka, jejich stručný vývoj, hlavní znaky, a současné trendy. Pozornost je věnována i charakteristice žáka druhého stupně základní školy. Praktická část je založena na dotazníkovém šetření směřujícím k učitelům anglického jazyka na druhém stupni ZŠ.

Cílem práce bylo zjistit, jak je učitelská veřejnost obeznámena s novými přístupy a metodami ve výuce anglického jazyka, jaké metody a přístupy jsou aktuálně používány ve výuce anglického jazyka v České Republice a Velké Británii, jaké učební materiály jsou používány a zdali mají vyučující zájem o nové metody a přístupy v ELT.

Klíčová slova: vyučování, jazyk anglický, metoda, přístup, 2. stupeň základní školy

Annotation

Lišková, Michaela. *Methods and Approaches in Teaching English at a Lower-Secondary School Level*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2017. 110. Diploma thesis.

The diploma thesis addresses methods and approaches to teaching English as a second and foreign language at lower-secondary school level in the Czech Republic and Great Britain.

The theoretical part of the thesis describes popular methods and approaches to ELT, their main features, development and current trends in language teaching. Attention is paid to lower-secondary school pupil characteristics as well. The practical part is based on a questionnaire research towards English language teachers at lower-secondary school level.

The objective of the diploma thesis was to determine how is the teaching public aware of the new approaches and methods used in ELT, what methods and approaches are currently being used in ELT in the Czech Republic and Great Britain, and whether the teachers are interested the latest trends in the ELT methodology. The thesis is realised in English language.

Key words: teaching, English language, method, approach, lower-secondary school level

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List of abbreviations

CLL	Community Language Learning
CLT	Communicative Language Teaching
e.g.	For example
EFL	English as a Foreign Language
ELT	English Language Teaching
ESA	Engage, Study and Activate
etc.	Etcetera; and so on
ICT	Information and communications technology
L1	Mother tongue; the first language of the learner
L2	The second language; target language; foreign language
NATECLA	National Association for Teaching English and Community Languages to Adults
SLT	Situational Language Teaching
TEFL	Teaching English as a foreign language
TESL	Teaching English as a second language
Tl	The target language; the second language; foreign language
TPR	Total Physical Response
UK	The United Kingdom

Introduction

The English teaching methodology is a very complex and constantly developing and changing system of theories, hypotheses, assumptions about language and learning, and methods and approaches to teaching. In order to enhance and facilitate the teaching-learning process, the ELT methodology attempts to explore and answer how the language works, how the memory works, and to seek what teaching is and what learning is, what is taught and how, what are the objectives of the teaching-learning process and how to reach them effectively, and how to facilitate and enhance learning. Various methods and approaches that have been developed so far are an attempt to answer these questions.

The thesis *Methods and Approaches in Teaching English at Lower-Secondary School Level* introduces a few of these methods and approaches to the reader in the context of some of the mentioned questions. The thesis tries to determine what methods and approaches are currently being used in English language classes and whether the language teachers are interested in the latest trends in the ELT methodology. The theoretical data about the presented approaches and methods are complemented by the currently used practices of English language teaching at a lower-secondary school level by teachers teaching English as a second and foreign language in the Czech Republic and the United Kingdom that were collected via a questionnaire. The work includes a survey aiming to find out what practices are currently being used in ELT at lower-secondary schools in the Czech Republic and the UK, subsequently comparing both. Only such teachers in the United Kingdom are addressed with the questionnaire who teach English as a second language at lower-secondary school level to provide relevant data for the survey. The survey includes the teachers teaching English as a second language in the UK to gain a greater variety of opinions on the subject matter and to provide a wider choice and inspiration for the reader.

The thesis aims to describe a few of the most significant approaches and methods that appeared until today as well as some of the current trends in the English language teaching. The thesis operates with three key terms: approach, method, and technique. Their definitions and relationships are presented in Chapter two to avoid possible confusion caused by the variety of the definitions of these concepts since various authors define them differently.

The thesis deals with the selected methods and approaches to teaching English at lower-second schools and, therefore, also presents and characterizes a lower-secondary school pupil. The thesis also examines the relationship between the methods and approaches and teaching materials. The reader can also find various possible resources for teachers dealing with the ELT methodology and the latest trends in it as gained from the survey.

The presented approaches, as well as methods, are defined in terms of their principles, understanding of the nature of the language and characteristics of the teaching-learning process, the roles of a teacher and learners, the goals of the language instruction, the ratio of the usage of the target and the native language, the prominence of a particular language skill, and in some cases the teaching environment. The list of the methods and approaches is by no means exhaustive and depicts only a fraction of the whole variety of the ELT methodology.

I have chosen the topic of the thesis concerning the ELT methodology because I myself am looking for the best method and approach to ELT. In order to develop my own teaching and enrich my own teaching practice and hopefully even the reader's knowledge, I decided to look into the subject matter and found it exceedingly interesting and inspiring and occasionally confusing since various authors use different and sometimes even contradictory terminology.

Chapters four and five mainly draw from Richards and Rogers (1986), Larsen-Freeman (2000), and Harmer (1988). The bibliographic references in the text are phrased following the model of Harmer (1988) and Richards and Rogers (1986, 2001).

Theoretical part

The theoretical part of the work introduces the target group of learners since the practical part of the paper is focused on finding out what approaches and methods are mostly used in English language classes at lower-secondary school level in the Czech Republic and the United Kingdom.

The concepts of an approach, method, and technique are defined to avoid confusion because different authors of popular methodology literature define these terms differently. The theoretical part also contains chapter dealing with conditions of a choice of a suitable method and questions the role of teaching materials, their benefits for the teaching process as well as their disadvantages.

1 Characteristics of the target group of learners

The target group of learners in this thesis is the one of younger adolescents. Those are namely pupils of lower-secondary schools since the research part of this work focuses on lower-secondary school pupils. This designation refers to the Czech educational system of primary and secondary schools. Pupils aged approximately from six until nine attend primary schools. Primary schools directly continue in lower-secondary schools with pupils from the age of ten until fifteen. Primary and lower-secondary education is a part of compulsory education.

The factor of age plays an important role in the decisions about what and how to teach in the class and therefore also the choice of teaching methods, procedures, and techniques. A teacher must know about the specification of the target group of learners and take that into consideration. This age group of learners has a great disposition for learning. Apart from a superior ability to learn pronunciation they are much better at understanding and absorbing the language than young learners mainly because of their increased cognitive skills and abstract thinking. They are able to operate in abstract concepts, which is very important in terms of language learning as for example in understanding grammar rules or understanding abstract terms. Their attention span is significantly longer and on that account, the teacher does not have to change activities that often as with young learners. Pupils at the age of approximately ten and on are usually happy to work in groups

in comparison to young learners that prefer working alone. This however greatly depends on individual preferences and pupil's personality, too.

Learners of this age group are often seen as the most difficult or challenging ones because of puberty and all the changing factors around it. Pupils gradually become more aware of themselves and the mistakes they make or might make for instance, which causes them being more reluctant to share their opinions, not to mention speaking in front of the whole class. The pupils are often worried and uncertain about their self-esteem and self-presentation which makes them feel insecure and therefore unwilling to express themselves or participate in the lesson. The teacher then needs to acknowledge this type of inhibitions and work with them to make the learning process happen successfully. Younger adolescents are searching for their identity in the world and their own place as well as opinions. They long for peer approval and belonging into any group, where they can feel secure and accepted.

In the terms of engagement of the pupils, relevance, authenticity, and meaningfulness are the key terms. If the teacher wants their pupils to be engaged, they need to present a topic in a way that is relevant to their pupils' lives and authentic. It is always wise to show that the topics learnt at school are connected to their lives outside of the class, even better when it engages their hobbies and interests which lead to positive motivational belief.

As for the motivation of lower-secondary pupils, the teachers do not have to depend only on extrinsic motivation, as it usually is with younger learners. The motivation of younger adolescents moves from purely extrinsic into intrinsic motivation that includes their own desire to do things without any external influences, such as punishments or rewards. The intrinsic motivation can be positively influenced by the teacher's presentation of the piece of language and his classroom management. It is always good to set up short term goals. Those goals are achievable and when pupils achieve them, they feel successful and motivated to aim for another goal. It is also profitable to include pupils in negotiating those goals to keep them involved and feeling responsible. Topics that are shown as useful, interesting and corresponding with their lives and their own desires and a proper feedback should keep pupils highly motivated and potentially lead to the desire to study more.

Lower-secondary learners are already much more independent and for this reason, it is good to engage them into the classroom management, particularly speaking, to create the classroom rules together with the students themselves. The key thing then is to stick up to those rules at all times and they should work for everyone the same. That should lead

to the classroom environment where everyone feels secure and valued, which is very important for younger adolescents.

Even though the class is made out of pupils of approximately same age, they all are still individuals with different learning strategies, different motivation, personalities, talents, interests, learning preferences and sometimes slightly different language proficiency levels. So on top of the knowledge of the age group specifications, the teacher needs to see each of their students as an individual, even though it certainly is not easy at all.

In the following chapters, the recipients of the learning process will be considered and presented without the age specification or focus on a particular age group. There will be only an occasional note about a method employment for a particular age group of learners if the specification of the method, approach or theory requires it. Language learners will be referred to as learners, pupils or students in the following chapters.

2 Approaches, Methods and Techniques

The way in which the target language is delivered essentially affects the pupil's attitude to learning it and without a doubt the result, success or failure of the learning process. Therefore a great number of methods and approaches have been developed so far, as well as a wealth of techniques and procedures, along with language theories and theories of learning, to improve the language teaching. Language specialists, linguists and methodologists were and are constantly and unflaggingly seeking for the best way of delivering the language to the pupils.

But in order to understand the nature of approaches and methods, it is important to clarify the relationship between approach, method, and technique. This chapter is to clarify the previously mentioned and to show how approach, method, and technique are related.

American applied linguist Edward Anthony identified three levels of organization of the language teaching in 1963. He termed those concepts approach, method, and technique and arranged them hierarchically (Richards 1991: 15).

“The organizational key is that techniques carry out a method which is consistent with an approach...An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach...Within one approach, there can be many methods...

A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well” (Anthony 1963:63-7, in Richards 1968:15).

Following Anthony and putting the subject matter in the context of other authors, Richards and Rodgers (1968), Mackey (1965), Harmer (2008), referring to it, and to generally define those terms, it can be stated, that an approach is an overall attitude in the process of teaching and learning. An approach describes the way language works, how the knowledge of the language is acquired and the conditions influencing successful language learning.

A method is an instrument of teaching within an approach, a practical realisation of the overall mood of an approach. The method includes processes happening in the classroom, selection of the content of teaching, teacher's roles, learner's roles, the role of instructional materials and types of tasks and activities employed in the classroom. The method follows the attitude of the approach and fulfils its objectives through procedures that include practices, behaviours, and techniques.

The technique, strategy, and tactic used in the language classroom, is an element contained in a procedure of a particular method. Techniques are a practical realisation of the method that include different practices and activities of all possible sorts, serving the purposes of the method implied. If there are many approaches there are many methods, and therefore, there is an enormous number of techniques used within language teaching and learning. There are, for example, viewing techniques, listening techniques, mixed ones used in the procedures of the certain methods.

Richards and Rogers (2001) proposed a reformation of the concept of a method, where their method relates more to a methodology. Approach, design, and procedure are subordinate terms to the method according to Richards and Rogers. These contradicting ideas about the terminology may cause confusion. Many sources, for example, refer to Grammar-Translation as an approach and others as a method. The definition of the Grammar-Translation Approach or Method is the same in both cases, what differs is the overall understanding of the definitions of approach and method themselves.

For the purposes of this work, let those terms be stated as it has been earlier in this chapter following Anthony's definition (1963) even though some methodologists and methodology books slightly differ in defining them. However covering the whole range of opinions on the subject would only lead to confusion and would not create an intelligible frame for the following classification of major approaches and methods.

3 Classification of approaches

This chapter offers a brief introduction to approaches and methods in English language teaching from the historical point of view. More details of each approach and method will be given in the following chapters.

Richards divides the development of ELT methodology into three major periods. The first period is a period of Traditional Approaches to English language teaching that lasts approximately up to the 1960s. The traditional approaches are followed by Classic Communicative Language Teaching from the 1970s till the 1990s, and from the late 1990s on comes the period of, in Jack Richards phrase, Current Communicative Language Teaching (2006: 6-12).

Traditional approaches like the Grammar-Translation, the Direct Approach, the Cognitive Approach, the Oral-Situational Approach and the Reading Approach refer to the methodology used till approximately the 1960s. Celce-Murcia points out that those traditional approaches are connected not only by the time of their advent but also by employing, for the most part, a structural syllabus. Structural syllabus organizes language teaching around a system of language elements, for example, grammar elements. Approaches and learning materials applying this type of syllabus, therefore, assign the top priority to teaching grammar or structure of the target language. Language learners are usually exposed to one part of its system at a time, with Audiolingualism also focusing on pronunciation to the same extent (2001: 9). The Reading Approach, however, is based on texts and vocabulary with no high regard to grammar. Traditional approaches were, nonetheless, not untouched by reforms as the name might misguide. Increasing demand on language learning and teaching permanently required significant changes.

According to Richards mid-nineteenth century reformers like C. Marcel (1793-1896), T. Prendergast (1806-1886), F. Gouin (1831-1896), and later Henry Sweet (1845-1912), Wilhelm Viëtor (1850-1918), and L. Sauveur (1826-1907) laid the foundations for new innovative changes leading to new development within traditional approaches. This development in methodology was called the Reform movement (Richards 1986: 5-9).

Yet the general dissatisfaction with Traditional approaches and new findings in the fields of psychology, pedagogy, and others gave rise to approaches as the Communicative Language Teaching (CLT) in the 1970s, where grammar or linguistic structure was no longer the central point of learning and was substituted by communicative

competence. Approaches and syllabuses developed in the 1970s and the 1980s are collectively referred to as **Classic Communicative Language Teaching**. Language proficiency was no longer considered to be a mere perfection in the grammar of the target language but mainly the ability to communicate the meaning effectively. Therefore, a different approach to the communicative competence in the second and foreign language learning was introduced within ELT methodology during the 1970s. The development of Communicative Language Teaching led to the formation of ESP movement (English for Specific Purposes). As Celce-Murcia states (2001: 10), new syllabuses such as communicative syllabus, skill-based syllabus, functional syllabus, and notional and task syllabus soon began to appear addressing the language teaching from different points of view than structural syllabus engaged in Traditional approaches.

A great number of new techniques following CLT perspective emerged like fluency and accuracy activities, communicative techniques, information-gap activities, and pair and group work. The 1970s gave rise to the proliferation of methods i.e. Silent Way developed by Gattegno (1976), Community Language Learning by Curran in the same year, Counselling Learning, Total Physical Response by Asher in 1977 and Suggestology, Suggestopedia, and Accelerated Learning by Lozanov in 1978.

Those methods were however broadly questioned for their lack of flexibility, reasoning that there is nothing like a universal or perfect method in language teaching since “the complex circumstances of teaching and learning languages – with different kinds of pupils, teachers, aims and objectives, approaches, methods, and materials, classroom techniques and standards of achievement – make it inconceivable that any single method could achieve optimum success in all circumstances” (Stevens 1977: 5, in Celce-Murcia 2001: 6).

Classic Communicative Language Teaching mediated fertile soil for the genesis of the new phase in teaching methodology that Richards (2006) refers to as **Current Communicative Language Teaching**. The new period arrived with major modifications which Jacobs and Farrell (in Richards 2006: 25-26) describe as eight major changes in approaches to language teaching. These changes are: learner autonomy, the social nature of learning, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment and teachers as co-learners (for detailed characterisation of the eight major changes see Jacobs and Farrell 2003: 10-22).

“These changes in thinking have not led to the development of a single model of CLT that can be applied in all settings. Rather, a number of different language teaching approaches have emerged which reflect different responses to the issues identified above” (Richards 2006: 22). In other words, a great number of approaches and methods have been developed so far and the linguists and scholars did not settle for only one of them. So far introduced methodology, no matter how complex or elaborated, can only answer to certain criteria and demands and follow only particular thoughts about language and learning-teaching process. And therefore it cannot be ultimately applicable and all effective in every context, especially with regards to a demand of the individual approach to every pupil and situation in the classroom.

4 Approaches

A few of the following approaches in this chapter are regarded as methods by several authors who use different or slightly altered terminology like Harmer (2007), Mackey (1965) or Richards and Rogers (2001). Those authors, for example, refer to Grammar-translation approach as a method or rather a series of methods. This work, however, will refer to Grammar-translation, and others, as approaches following Anthony's terminology (1963) and his definitions of an approach and method discussed in Chapter 2. Approaches embody a whole instructional theory of ELT and the nature of the language and refer to general principles and theories concerning the way language is structured and learnt. Nevertheless, "methods fail to address the broader context of language teaching" (Swan 2012: 163). The line between an approach and a method is very thin though thus the following division might not be absolute. Approaches in the succeeding chapters may carry aspects of methods like containing practical realizations of the general beliefs about the language and learning and methods may contain the premises and assumptions about the nature of language learning and the system of the target language. Those overlapping tendencies are the result of the development of those approaches and methods which occurred as a reaction to or expansion of the previously emerged thoughts about language learning.

Quick development of approaches was caused by imperfection or inadequacies seen in those that appeared earlier. Thoughts about language turn obsolete quickly and are substituted by more suitable ones following the perspectives of the language learning theories and new findings in the fields of psychology and findings concerning memory or learners.

Each approach is based on a different view on the nature of the language or different theory about the language and the way people learn and use it. Another aspect of differentiation among the approaches is the purpose of language learning and teaching, the objective. Whether it is for understanding and analysing written texts, ability to communicate in the target language or to accomplish knowledge of other aspects of the taught language. Some of the approaches are contradictory, some evolve from the earlier ones, others develop or improve older approaches.

Obsolete approaches are soon replaced or transformed by new findings, for instance cognitive and behavioural psychology or the influence of emotions on learning. Another distinguishing point in different approaches is expectations concerning the performance of the teacher, the pupil and the final result or objective of the language learning. To put

it simply, it is what is to be taught by the teacher and what is to be learnt by the learner and the expected outcome of the teaching-learning process.

The following list of approaches attempts to summarize the objective of an approach, short introduction to its development, role of the teacher and the pupil, arrangement of the four skills, attitude to mistakes and accuracy, and procedures or techniques applied within the approach.

4.1 The Grammar-Translation Approach

The name of the Grammar-Translation approach gives out a perfect understanding of its main objective. The G-T approach implies methods, procedures, and techniques employing deductive attitude to grammar instruction and translation from target language to student's first language and vice versa. Techniques used within this approach are for instance translation, grammar drills, and vocabulary memorization.

The roots of the Grammar-Translation approach reach out as far as teaching Latin more than five hundred years ago. It was Latin back then that played the role of the international language of the communication, education, and religion in Europe. Latin language, however, lost its dominance in the sphere of communication and education and was substituted by modern languages like French or English later on. The approach to teaching those modern languages remained almost the same, though. "By the nineteenth century, this approach based on the study of Latin had become the standard way of studying foreign languages in schools. A typical textbook in the mid-nineteenth century thus consisted of chapters of lessons organized around grammar points. Each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences" (Richards 1986: 2).

The G-T approach views language teaching as teaching explicit rules and making students practice them by translation from one language to another and vice versa. It is characterised by its focus on translation sentences and texts from the target language into the native language of the students or the other way round. The teacher uses the native language of the learners while explaining grammar and giving instruction to pupils. Communication in the target language is not the main objective of the G-T approach, understanding grammatical structures and ability to translate and understanding of parsing is. As it was originally used for teaching classical languages, the accuracy is all important

and the pupils are expected to give correct answers. If a mistake occurs it needs to be corrected.

Harmer (2008: 63) states that the G-T gives very small if any consideration of the spoken language and pronunciation. Studying grammatical rules and morphology, doing written exercises, memorizing vocabulary and translating texts from TL into the L1 are the main means of language teaching within this approach.

The main objective of language learning within the Grammar-Translation approach is to learn the language for the purposes of reading literature written in it and also to “benefit from the mental discipline and intellectual development that result from foreign-language study” (Richards, Rogers 1968: 3). The G-T approach approaches language learning through thorough analysis of its grammar rules. Understanding of those grammar rules is applied and practiced via translating texts or separate sentences from the target language into student’s mother tongue and the other way round. Therefore the basic unit of teaching and language practice is considered to be the sentence. “It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language” (Richards, Rogers 1986: 4).

Vocabulary is preselected by the given sentences or texts and memorized through bilingual word lists in the target language that is equipped with their equivalent in the mother tongue of the language learners and followed by translation exercises. The main focus of the G-T approach is based on reading and writing skills with almost none or very little attention to speaking and listening. In other words, learners are to study vocabulary in the form of lists of isolated words and they practice them only via translation exercises. Grammar is taught deductively where the teacher gives detailed explanations of the grammar in the mother tongue of the pupils with the main focus on the inflection of words, form, and parsing. Elaborate texts are introduced to learners and read and translated very early in the language instruction. Texts, however, only serve as examples of grammatical structures and material for translation without much regard to the context of the texts. Separate sentences are often used for drill exercises in translation from T1 into L1 and vice versa. Apart from rules about language instruction and techniques used, discipline plays an important role within this approach. Learners are supposed to develop their foreign language skills as required by the principles of the G-T approach and on top of it to develop their intellectual capacity.

“Textbooks consisted of statements of abstract grammar rules, lists of vocabulary, and sentences for translation. Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated. These sentences were constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication” (Richards, Rogers 1986: 2). Pupils’ activity during the language lesson is controlled by the teacher who has a dominant role in the classroom and is organizer and mediator of all activities.

The Grammar-Translation approach dominated foreign language teaching for more than hundred years from the 1840s to the 1940s (Richards, Rogers 1968: 4), and prevailed in language teaching for a very long time even after many newer views on language and teaching were introduced. The first distinctive and clearly organised reaction to the Grammar-Translation approach was the Direct Approach.

4.2 The Direct Approach

At the end of the 19th century so-called natural principles began to be applied by scholars and linguists in foreign language teaching. Those natural principles were named after more naturalistic ways of teaching and learning, in the terms of considering foreign language learning to be very similar to first language acquisition, in other words, the natural way of learning the language (Richards 1986: 9). Relying on the principles of acquisition, scholars believed that foreign language teaching should be stripped of translation and usage of a learner’s mother tongue using a number of visual aids, gestures, and demonstration. Those premises were the stepping stone for the Reform Movement mentioned in chapter 3.

The Direct Approach was developed in stark contrast to the Grammar-Translation approach regarding usage of the students’ native language and translation in language teaching. The Direct Approach was trying to answer new demands on language learning. There were more opportunities to travel in Europe that led to higher demands on the communicational aspects of language learning and learner’s ability to communicate in the target language.

The Direct Approach or The Direct Method as referred to by Mackey was built upon many new ideas including F. Gouin’s. Gouin (1831-1896) following the modern psychology and applying it to language learning introduced several new principles including visualization, engagement of senses in learning, the association of ideas, centres of interest and acting

out sentences, for Gouin the basic unit of speech. In 1880, at the same time when Gouin first published his ideas about language teaching, a few new aspects were introduced in the field. They were descriptive phonetics and physical activity in the classroom (Mackey 1965: 143-144).

The increase of new views on second and foreign language learning and general criticism of Grammar-translation approach resulted in the extensive polemic between scholars in many Western countries. “The great debate on this method, called the Phonetic Method or Reform Method, ended in something of a compromise; combining with some of the principles of Gouin, it gave rise to the Direct Method movement” (Mackey 1965: 145).

The target of this approach is to enable learners to communicate in the target language. Therefore and in contrast to the Grammar-Translation Approach, only the target language is allowed in the classroom and usage of mother tongue is forbidden. This opened a possibility of having a teacher who is not familiar with their students’ first language.

Richards and Rodgers summarized the principles of the Direct Approach as follows: “Classroom instruction was conducted exclusively in the target language; only everyday vocabulary and sentences were taught; oral communication skills were built up in a carefully graded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes; grammar was taught inductively; new teaching points were taught through modelling and practice; concrete vocabulary was taught through demonstration, objects, pictures; abstract vocabulary was taught through association of ideas; both speech and listening comprehension were taught” (2001: 12).

Simply speaking values of the previous methods were abandoned in favour of active usage of the language and search for the meaning. Accuracy was still of a very high importance. Target language was considered the only acceptable language to be used in the classroom as a response to prevailing usage of translation promoted by Grammar-Translation Approach. And the main objective of this approach was to enable learners to communicate and even think in the target language. This led to L2 dominance in the classrooms for dozens of years after. L1 was considered to be inadequate means in teaching to the point where the employment of a mother tongue in any way in the classroom was made a taboo of. Teachers, therefore, have to have a high proficiency in the target language or be native speakers of the language learnt by students. Instead of explaining the language to learners or translating they are required to demonstrate it instead

to provide the language learners with an immediate association between the meaning and the form in the target language.

Grammar is to be taught inductively which means that learners encounter a piece of language including targeted grammar elements or example sentences first and then they can infer the general rule. Learning occurs through a lot of dialogues, conversations, acting and role playing and is supported by numerous pictures, gestures, expressions and other visual aids. With this, learners are no longer only passive receivers in the language learning process. However, the teacher is still the main director of lessons. Texts are read for pleasure. They are not analysed, though. The target culture is usually explored through series of situations or conversational topics. Within the Direct approach, all four skills are valued from the beginning with speaking being seen as fundamental. Vocabulary lists memorizing is no longer in existence. Pupils broaden their vocabulary using sentences instead, which is more natural and offers also an example of the use of the word and highly valued association.

The ultimate version of the Direct Approach, or the so-called “old ‘Direct Method’ requirement that all language teaching should be mediated through the target language caused generations of teachers to go through contortions to avoid translation, and to forbid their students to use bilingual dictionaries” (Swan 2012: 164). On the grounds of this condition and other weaknesses of the Direct Approach, it did not lack criticism.

The Direct Approach, therefore, transformed mainly in the USA into Audiolingualism later during the 1920s and 1930s (see Chapter 4.5). More details about the Direct Approach are to be found i.e. in Celce-Murcia (2001) or Harmer (2008).

4.3 The Reading Approach

Celce-Murcia defines the Reading Approach as a reaction to the Direct Approach because there were not enough teachers with the proficiency high enough to teach the language in the way the Direct Approach intended. For the Reading Approach reading was the most suitable skill in language learning since not many people could actually travel abroad at that time. At the same time, there were not enough teachers of English language who mastered the target language enough to use the Direct Approach effectively (2001: 6).

The Reading Approach considers reading as the most usable skill in language learning and therefore emphasizes the reading comprehension skill. This approach reflects the need

for the society to understand the written word more than spoken one as there were fewer opportunities to use the target language orally. Therefore the attention of teachers and learners focused on teaching the target language in such a way to enable students to understand mainly written texts as the principal source of information.

The language learners, as Celce-Murcia mentions, learn only the grammar and vocabulary useful for reading comprehension (2001: 6). Grammar is taught only to such extent which is demanded by the texts read. The vocabulary input is also highly controlled in order to provide the learners with the most frequent and useful vocabulary at the beginning. The basic vocabulary serves as a platform for further vocabulary learning as the learners approach more demanding texts. Translation from the mother tongue to the target language and vice versa is again considered to be an adequate classroom technique as it was with the Grammar-translational Approach. Since only reading comprehension skill is given attention and grammar and vocabulary is taught to the extent required by the reading skill teacher do not need to be highly orally proficient in the target language.

The appearance and spread of the Reading Approach were caused, as it was mentioned before, by inefficiency of the Direct Approach seen at the time. It was the result of project called the Modern Foreign Language Study that took place in America in the 1920s. The conclusions of the project were clear. Trying to teach the oral proficiency of the target was considered a waste of time since it was almost impossible to do in, for example, two-year courses. Reading comprehension of the target language was, on the other hand, seen as perfectly achievable goal even for shorter courses. The technique used within the new approach was mostly silent reading (Mackey 1965: 148-149). Texts are presented in shorter parts with a list of vocabulary to be pre-taught or learnt while reading. There are usually a number of pictures accompanying the text offering better understanding.

New approaches were developed as a reaction to the Reading Approach such as the Audio-Lingual and the Oral-Situational Approach. Both approaches reacted to the lack of emphasis on speaking-listening skills in the Reading Approach and while Audiolingualism became dominant in the United States during the 1940s, 50s and 60s, the Oral-Situational Approach was developed and dominant at the same time but in Great Britain.

4.4 The Oral-Situational Approach

This approach causes some confusion throughout methodology publications because this particular approach is referred to by different titles. The Oral-Situational Approach is also being addressed as *Oral-Based Approach*, *Oral Approach*, *Situational Language Teaching* or *Structural-Situational Approach*. Patterson points out that it is necessary to not mistake the Oral-Situational Approach with the “obsolete Direct Method”. The Direct Method according to Patterson missed the greater context of language learning (Patterson 1964: 4 in Richards, Rogers 1986:31-32).

“The origins of this approach began with the work of British applied linguists in the 1920s and 1930s. Two of the leaders in this movement were Harold Palmer and A. S. Hornby, two of the most prominent figures in British twentieth-century language teaching. Both were familiar with the work of such linguists as Otto Jespersen and Daniel Jones, as well as with the Direct Method. What they attempted was to develop a more scientific foundation for an oral approach to teaching English than was evidenced in the Direct Method. The result was a systematic study of the principles and procedures that could be applied to the selection and organization of the content of a language course” (Palmer 1921; in Richards, Rogers 1986: 31).

The Oral-Situational Approach was fully adopted into English language teaching by the 1950s (Richards, Rogers 1986: 34). The Oral-Situational Approach draws from the Reform Movement and its naturalistic principles and the Direct Approach, however, benefits from the new findings of British linguists and language teaching specialists. The major difference from the Direct Approach and naturalistic principles is the systematic foundations in applied linguistic theory and practice elaborated by the Oral-Situational Approach. Celce-Murcia considers the Oral-Situational Approach as a reaction to the Reading Approach and its deficiency in oral-aural skills (2001: 7). It was because the Reading Approach focused only on the reading comprehension and oral proficiency was almost completely abandoned.

The Oral-Situational Approach relies on the structural syllabus just like the Grammar-Translation Approach and other traditional approaches. The structural view of language, as was mentioned before, is based on an arrangement of the fundamental language structures and sentence patterns of the target language that are organised according to their sequence

of presentation to a language learner. The basic structure of the Oral-Situational Approach is a sentence. Learners learn those sentence patterns in prepared situations and context.

One of the main features of the Oral-Situational Approach is that the spoken language is dominant. It precedes reading and writing. Speaking is the primary skill. Namely, the target language is presented and practiced orally first and after the basics of lexical and grammatical forms are established learners encounter it in written form through reading and writing. The language instruction and all the classroom communication is solely in the target language. Approach to grammar instruction is highly systematic and is sequenced from easier to more complex and is first practiced orally in prepared situations before being presented in written form. Furthermore, grammatical rules are to be induced instead of being explicitly explained.

Another significant feature of the Oral-Situational Approach and an aspect that differentiates it from the previous approaches is also vocabulary and grammar control. In other words, it was the list of the most frequently used vocabulary that is essential for understanding most of the texts. “Harold Palmer, Michael West, and other specialists produced a guide to the English vocabulary needed for teaching English as a foreign language, *The Interim Report on Vocabulary Selection* (Faucett et al. 1936), based on frequency as well as other criteria. ...Palmer, Hornby, and other British applied linguists analysed English and classified its major grammatical structures into sentence patterns (later called “substitution tables”), which could be used to help internalize the rules of English sentence structure” (Richards, Rogers 1986: 32). This systematic stance on the grammatical and verbal content of the language instruction became the framework of the established Oral-Situational Approach.

Richards and Rogers present the principles of the Oral-Situational Approach. It is the selection, gradation, and presentation (Richards and Rogers 1986: 33). Selection refers to the vocabulary and grammar control and ensures that essential vocabulary is covered. Gradation relates to order of the forms presented from simpler to more complex, and presentation represents the techniques used in language instruction and in practice in the classroom.

Apart from the key feature of the oral orientation of the approach as the title oral-situational indicates, the other most significant one is the situational aspect. Language is being taught and practiced in simple everyday situations. The target language and its grammar that is practiced through sentence patterns in context. Controlled sentence patterns are orally

practiced in situations designed to offer as much opportunity to practice as possible to create desirable language habits following the behaviourist habit-learning theory.

The objective of the Oral-Situational Approach is to develop all four basic language skills, precisely speaking, listening, reading and writing. These skills are, however, treated structurally which means that there is a controlled selection of the sentence patterns within this structured approach. Accuracy is all important and errors have to be avoided to prevent the creation of bad habits.

The main features of the Oral-Situational Approach are that language occurs in context, only the target language is to be used in the classroom and the target language and the mother tongue of the students' needs to be kept separated, the main goal of the language learning is to be able to communicate and therefore the spoken language is primary. The foreign and second language learning is considered to be very similar to the acquisition of the native language and language learners need to overcome the habits of their native language.

The role of the teacher is a controller of all teaching-learning processes in the classroom. Learners are more passive at the beginning of the learning process. They simply listen to the teacher and repeat without much understanding of the content. Pupils participate more actively in the classroom later on. Many textbooks were created following principles of the Oral-Situational Approach. Richards and Rogers (1986: 31) mention, for example, *Streamline English* by Hartley and Viney (1979), *Access to English* by Coles and Lord (1975); *Kernel Lessons Plus* by O'Neill (1973), and many textbooks by L. G. Alexander for instance.

4.5 Audiolingualism

Audiolingualism is a modification of the Direct Approach and the Reform Movement that has the nature of an oral-based approach as well. Audiolingualism was developed in the USA in the 1920s and 1930s and became dominant from the 1940s till the 1960s. Larsen-Freeman points out its base in structural linguistic and behavioural psychology that is based on conditioning, shaping, and reinforcement (Larsen-Freeman 2000: 35).

This American oral-based approach emphasises the speaking and listening (oral and aural) skills that were left out by the Reading Approach to which it was in opposition to. In other words, reading and writing are postponed for the benefit of listening and speaking.

Therefore, pronunciation is practiced from the very beginning. Audiolingualism emphasises usage of pattern drills and conversation activities. The communicative ability itself, as the latter Communicative approaches, is not the main aim. The Audiolingual approach strongly separates the native language of the learners and the target language. It is to overcome the habits of the mother tongue because both languages have separate linguistic systems that could interfere with each other. The teacher analyses and compares both languages and infers possible difficulties the learners might experience due to the interference of the habits from the mother tongue of the learners. Grammar is taught inductively without explicit explanation of the grammar rules of the target language. And vocabulary does not play an important role at the beginning and therefore is limited. The language is taught and learnt through dialogues and imitation where errors are to be avoided as much as possible.

According to Richards and Rodgers, this approach considers learning a language as a habit formation. “By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is viewed as a verbal behaviour. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in the written form. The meanings that the words of a language have for the native speaker can be learned only in linguistic and cultural context and not in isolation” (Richards, Rodgers 2001: 57).

Audiolingualism, following features of behavioural psychology, is using the stimulus-response-reinforcement model to induce desirable language habits. This approach largely relies on various types of drills to form the required habits in the target language and to reinforce them through practice. The drill in this context, however, is not a mere repetition of a piece of utterance. A certain small aspect of the drilled piece of language is being changed or substituted which provides learners with a continuous learning opportunity, and the design of such drills prevents language learners from making mistakes at the same time. A typical audiolingual drill then could consist of an exemplary sentence as: “There is a cat in the garden”. This sentence is to be repeated by the learners several times and then the teacher suggest a change of a certain part of the sentence, for instance *a dog* or *a tree* instead of *a cat*, or *in the field* instead of *in the garden*, so the sentence turns into and is uttered by students as: ‘*There is a dog in the garden., There is a tree in the field.*’.

Drills of the sentence patterns and highly controlled habit creation exercise were, however, limiting in the sense of a greater context of the language and its situational use in the real life. “Much Audiolingual teaching stayed at the sentence level, and there little

placing of language in any kind of real-life context. A premium was still placed on accuracy; indeed Audiolingual methodology does its best to banish mistakes completely. The purpose was habit-formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement” (Harmer 2008: 64).

The sentence patterns serve as a structure of the language where every part of speech has its particular and incommutable place. Learners memorize patterns through the stimulus-response-reinforcement model of drills. On the other side, the language is often repeated in those drills without much regard to the meaning or the context.

Learning materials and activities are being carefully prepared and controlled. Therefore, the teacher does not have to be proficient in the whole range of the target language apart from the high proficiency in pronunciation, structures, and sentence patterns so they could serve as a good example for the pupils to imitate and create the desirable habits. The teacher’s role is to serve as a model of the target language for the language learners and to control, direct and conduct the language learning process in the classroom. They are also there to offer information about the culture of the target language. The classroom is teacher-centred, which means that all communication and all activities are initiated and directed purely by the teacher. Students respond to the teacher and can interact among themselves in chain drills or question-answer drills, nonetheless, still under the control of the teacher. The language learners listen and repeat after the teacher and eventually encounter the piece of language in written form.

The objective of the Audiolingualism is in Larsen-Freeman phrase to ‘overlearn’ the target language which enables the learners to use it automatically without stopping to think (Larsen-Freeman 2000: 43). And the language instruction should result in the ability to communicate in the target language. To achieve this objective following techniques are being used by the Audiolingual approach as summarised by Larsen-Freeman (2000: 47-49): the dialog memorisation, backward build-up drill (also called the expansion drill), repetition drill, chain drill, transformation drill, question-and-answer drill, use of minimal pairs, complete the dialog, and grammar game.

To summarise, the Audiolingual Approach view language learning as a habit formation. The purpose of the language learning is an ability to communicate in the target language. Pupils first listen to the language, then repeat it and eventually encounter it in written form which sequences the basic skills from listening and speaking till reading

and writing. Errors have to be avoided at all costs to prevent a creation of undesirable language habits.

11.1.1 Presentation, Practice and Production Procedure

The Presentation, Practice and Production, or the PPP procedure is in Harmer's phrase 'a variation on Audiolingualism' (Harmer 2007: 64). The PPP is an ordered sequence of techniques that grew out of Audiolingualism in a new modified form which places the language learning in specific situational contexts. Presentation, practice and production procedure replaced the stimulus-response-reinforcement model of Audiolingualism.

The first stage of the PPP procedure is a presentation of an aspect of the target language in a context that is familiar to the learners. The aspect of the target language is presented in a familiar situational context. This helps learners to associate the piece of language with reality and the actual meaning and usage. The second stage consists of practicing the aspect of the language until everyone is familiar with it. This stage uses a number of activities that are prepared and controlled by the teacher. The third stage of PPP procedure encourages language learners to use the new language by producing the sentences and utterances of their own without much of the teacher's intervention.

The PPP procedure uses repetition, choral repetition, cue-response drills and other reproduction techniques as the stimulus-response-reinforcement model. The cue-response drill, however, carries more meaning than a simple substitution drill since it is associated with a given context. In cue-response drills, the teacher gives learners cues and they are to use the cue to practice the desired piece of language. The language is presented by a teacher in the context of a certain situation, practiced through repetition and cue-response drills and then produced by learners using the newly learned piece of language. The situational context plays important role in PPP procedure because communication occurs differently in different situations.

Presentation, practice and production procedure, however, after its significant success in the late 1960s, 1970s and 1980s, started to receive great criticism under the new influences of humanistic and learner-centred approaches. One of the main arguments was that the PPP procedure was way too teacher-centred. "Michael Lewis suggested that PPP was inadequate because it reflected neither the nature of language nor the nature of learning" (Lewis 1993: 15, in Harmer 2007: 66). This criticism gave a rise to several alternatives to the PPP

procedure such as ESA which stands for Engage, Study and Activate or TBL, Task Based Learning.

4.6 The Cognitive Approach

The Cognitive Approach, or the Cognitive Code Learning, appeared as a response to the Audiolingual Approach and its behavioristic features (Celce-Murcia 2001: 7). “Attention of linguists and language teachers was drawn towards the ‘deep structure’ of language and a more cognitive psychology. Chomsky’s theory of Transformational-generative Grammar focused attention again on the rule-governed nature of language and language acquisition rather than habit formation. This gave rise in the 1960s to Cognitive Code Learning where learners were encouraged to work out grammar rules deductively for themselves” (McKendry 2003: 4). The Cognitive Approach is, in Skehan’s phrase, a ‘psycholinguistically’ based approach that combines a study of memory and linguistic system of rules and forms of language (Skehan, 1998: 43).

The language learning is no longer considered a habit formation, but a controlled acquisition. The Cognitive Approach stresses out the responsibility of the learners of their own learning. Pronunciation is not so stressed anymore and perfection is not seen as possible, rather unattainable. Reading, writing, listening and speaking are all of the same importance and vocabulary is to be taught again. The teacher views mistakes as an inevitable part of the learning process (Celce-Murcia 2001: 7). Grammar is to be taught inductively according to Nunan (2003: 6), and also deductively according to Brown (2001: 24). In contrast to the Audiolingualism, the Cognitive Code Learning pronunciation does not play dominant role anymore and mistakes are acceptable part of the language learning process. All four skills, reading, speaking, writing and listening, are attended to the same extent and are to be in balance.

The Cognitive Approach is based on the findings of the cognitive psychology. Atkinson and Skiffirin (1968) present the memory model as viewed by cognitive psychology of two basic stages: short-term memory and long-term memory. Short-term memory has limited capacity in contrast to the long-term memory and both systems interact with each other. This scheme was converted into a scheme of the working memory and long-term memory. The working memory receives input and releases output and interacts with the long-term memory since its capacity is limited as it was mentioned before (Skehan 1998: 44).

The Cognitive Code Learning works with the memory in previously explained manner. Input and output are processed within the working or short-term memory and based on the interaction with the long-term memory. The Cognitive Code Learning focuses on the transfer between working and long-term memory based on a greater context of the language learning.

The Cognitive Code Learning, however, did not appear as an attractive way of language teaching for long. Its orientation on learning rules and patterns did not offer much more than drills used by previously introduced methods. Even though the cognitive psychology view on memory was a significant step forward in the field of psychology itself it did not meet with much success in the field of second and foreign language teaching. Therefore, many new alternative methods such as Suggestopedia, the Silent Way, and Total Physical Response (See Chapters 5.1, 5.2 and 5.3) developed from the Cognitive Approach building up on its hypotheses and findings adding new specific alterations.

4.7 The Communicative Approach, CLT

CLT or Communicative Language Teaching is one of the broader terms in ELT methodology, therefore definitions might vary. “The real problem when attempting to define CLT (or the Communicative approach as it was originally called) is that it means different things to different people. Or perhaps it is like an extended family of different approaches” (Harmer, 2007, p. 69). It is, therefore, possible to consider CLT, The Communication Approach as an umbrella term for many methods, procedures or techniques which are focused on communication and whose aim is to enhance the ability to communicate in the target language even though their particular details vary.

Those approaches within CLT often differ greatly. All of them, nevertheless, share the concept of how the language works and how it is used. The primary goal of language teaching and learning of the Communicative Approach is clearly communication and the ability to communicate. Therefore language learners are being taught how to agree, disagree, apologize, buy a train ticket together with tenses or reading comprehension. In the Communicative Language Teaching communication is the goal as well as means of the language instruction. The target language, therefore, becomes the main vehicle of the classroom communication and is used in real situational context. The language learners are using the target language in order to communicate rather than learning about it.

Many approaches and methods that appeared before the Communicative Approach aimed to do the same, to teach the language learners how to communicate in the target language efficiently. However, the results were often more than just insufficient. Despite an extensive knowledge of the language system, grammar and vocabulary, even pronunciation, the language learners were often unable to communicate effectively which proved that there is more to communication than a mere knowledge of the rules of the target language and its vocabulary. Hymes pointed out that communication required more than linguistic competence. It required communicative competence which led to the turn in the methodology of language teaching in the late 1970s and early 1980s (Hymes 1971 in Larsen-Freeman 2000: 121).

The communicative competence refers to ability to deliver and negotiate the meaning, understanding the intentions of the speakers, accurate choice of the content of the communication as well as the form. Both the content and the form of communication refer to the knowledge of the interlocutors when a particular linguistic form is appropriate to use in correspondence to the content of the utterance and what to say in correspondence to the situation. Language forms are taught to be used in communication and it is noted that a linguistic form can be used in several different contexts and situations. Larsen-Freeman notes that in order to enable the students to communicate effectively it is necessary for them to learn many different forms, meanings and functions and their usage in a particular social and communicative context. In other words, various linguistic forms can be used to execute a single function and the other way round. One linguistic form can perform various different function based on the context (2000: 128).

Savignon proposed a model of the components of the communicative competence. According to Savignon the communicative competence of the language learner consists of *grammatical competence*, *discourse competence*, *sociocultural competence*, and *strategic competence*. All these components of the communicative competence are interrelated. Grammatical competence includes linguistic forms, and ability to use and recognize the lexical, morphological, phonological, and syntactic features to express, interpret and deliver the meaning. Grammatical competence, however, “does not include the ability to state rules of usage. One demonstrates grammatical competence not by *stating* a rule but by *using* a rule in the interpretation, expression, or negotiation of meaning” (Savignon in Celce-Murcia 2001: 17). Sociocultural competence refers to the social rules and understanding of the social context of the communication. Strategic competence deals

with the coping strategies used in cases of encountering some limitations or limited knowledge in unfamiliar contexts. Discourse competence refers to the interconnectedness of the spoken or written text (in Celce-Murcia 2001: 17-18).

Coherence and cohesion play an important role in communication as well, therefore, the language learners have to be aware of these aspects of discourse and use them appropriately serving the purpose and situational context of the communication and its participants.

Fluency and accuracy in the target language are expected from the teacher who observes and facilitates the activities and mediates the communications. Larsen-Freeman defines the roles of the teacher as of a facilitator, advisor, motivator and observer. The main responsibility of the teacher then is to “establish situations likely to promote communication” (2000: 128-129). The teacher provides space and opportunities for communication and everything that is done in the language classroom is done in order to encourage and train communication in authentic real-life situations. The teacher mediates opportunities to use the language in real communicative events in real social context and monitors students’ performance and progress and provides feedback. The feedback serves as a way to monitor student’s own progress as well as a motivation and an opportunity to correct errors that occurred in the particular communicative event. Mistakes are considered to be part of the learning process and are not corrected immediately since it would disturb the communication. Littlewood (1981) offers another role of a teacher, the communicator, who participates in communicative activities alongside students (in Larsen-Freeman 2000: 129). The teacher as it is obvious from the mentioned roles does not hold a dominant role in the classroom in contrast to the teacher-centred approaches and methods such as the Grammar-Translation Approach, for instance. The teacher sets up situations that students are likely to encounter in real life. Students' motivation to learn then comes from their desire to communicate in meaningful ways about meaningful topics which relate to their lives and experience.

“A major strand of CLT centres around the essential belief that if students are involved in meaning-focused communicative tasks, then ‘language learning will take care of itself’” (Harmer 2007: 69). Students are therefore often involved in role plays, group or pair work, acting the language in different social situations, which emphasizes the social function of the language. The desire to communicate and the purpose of communication are on that account essential in Communicative Language Teaching and the content

is superior to form. Appropriate usage of linguistic form is, nevertheless, essential in delivering the meaning in communication.

Harmer presents a scale between communicative and non-communicative activities in the Communication Continuum, which shows that not all CLT activities have to be entirely communicative and content centred. Activities closer to non-communicative end of the Communication Continuum do not have to have communicative desire or purpose, can be form focused instead of content focused, use only one selected language form or are controlled by teacher or limited by materials used (2007: 70). For example, an activity focused on practicing future tense forms, where pupils are asked to walk around the class asking each other about their plans for the next weekend belongs to the group of activities closer to the non-communicative side of the scale, since it is form focused. Nevertheless, the communication is still a very important part of the activity. Activities on the communicative side of the communication continuum then have a communicative purpose, are content focused, use variety of language forms or are not controlled by teaching materials or the teacher.

Fully communicative activities feature according to Morrow (1981) three significant signs. These features are information gap, choice and a feedback (in Larsen-Freeman 2000: 129). Truly communicative activity should be definable by these three signs. Chain drills and grammar drills are not considered to be truly communicative activities despite the fact the students speak in them. The language learners have to follow prescribed contents, sentence patterns or use particular vocabulary which results in restricted choice of linguistic forms and subject matter, therefore, it cannot be regarded as a fully communicative activity. A conversation event that occurs over a piece of information known to both interlocutors is meaningless from the point of the real communication because it lacks the communicative intent. The communication according to CLT theory should also serve as means of delivering and negotiating the meaning. Without possibility to receive response from the other participant of the communicative event, the communication is not fulfilled. Thus a truly communicative activity needs to occur on the basis of one of the participants trying to receive a piece of information from the others and the other way round, language forms used are chosen by the speakers appropriately to the situation and subject matter and the speaker expects to receive a meaningful response.

Activities and techniques used by the Communicative Approach do not have to be completely communicative as it was already mentioned before in connection

to the communicative continuum. CLT uses a great variety of techniques such as games and simulations simulating real communicative events offering purposeful communication. CLT uses group and pair work as much as possible because it increases the number of opportunities to communicate. Activities focused both on fluency and accuracy are used. Other typical CLT activities are role-plays, problem-solving games and information gap games.

Students are motivated to communicate by, in Harmer's phrase, the 'information gap' (2007: 70). The information gap stands for the lack of information, or knowledge necessary to finish the task. A simple, communicative, pair activity of asking about a train timetable and tickets whilst one of the learners has the desired information and the other does not is a perfect example. The learner has the desire to communicate to fulfil the task unlike in activities where students are made to communicate in order to obtain information obvious to both. The communication then occurs for the sake of the form, not the content or purpose.

All four skills are engaged from the very beginning, which means that activities may include reading, listening, speaking and writing at the same time.

Principles of the CLT classroom are the cooperative relationships among students, real context communication, social context of communication, communicative strategies, negotiation of meaning and usage of authentic materials (Larsen-Freeman 2000: 125-129). Following Celce-Murcia the Communicative Approach is also process oriented, task-faced, inductive, discovery-oriented and has collaborative nature focusing on the interpretation, expression, and negotiation of the meaning (2001: 8, 13)

In summary, the Communicative Language Teaching considers language as a system for communication and, therefore, the objective of CLT is to teach the language learners to communicate in the target language, or in other words, communicative competence. CLT uses activities such as role-play, simulations, information gap activities, jigsaw activities and other activities that engage purposeful, meaningful communication and have collaborative nature. Errors are a natural part of the learning process and all four skills, reading, writing, speaking and listening, are presented from the beginning. Grammar and vocabulary are taught for the purposes of the effective communication. The target of the teaching-learning process is effective communication, therefore, students, need to master various language form and semantic notions.

The philosophy of CLT gave birth to many different teaching methods including Notional-Functional Method, Teaching for Proficiency, and Proficiency-Based Instruction.

5 Methods

Methods used in teaching English as a second and foreign language are as numerous and diverse as approaches mentioned in the previous chapter. Given the nature of the methods and approaches, it is not surprising to find out that the number of methods even exceeds the number of approaches. Therefore, it is not possible to offer a complete list of all methods as it was with the approaches in the previous chapter of this paper. Following chapters introduce the most relevant and interesting methods chosen by the author of the work.

The development of different methods along with new directions of language teaching differ in the way they address fundamental concepts of language teaching such as the goal of language teaching, understanding of the basic nature of language, selection of the target language content, the role of the native language following an approach, the role of a teacher, principles concerning the memory, and, besides other things, also the individual circumstances of each target group of learners.

A method is an artificial system that comprises the general principles used in the language classroom. Methods differ according to their view on language teaching materials, content of teaching, roles of the teacher and learner and the type of activities and tasks. Methods can be categorized according to orientation to student-centred, teacher-centred and content-centred methods. They can be distinguished by the level of dominance of the teacher who can be highly controlling and dominant or liberal and the teacher's and student's roles. Methods are also highly selective when it comes to the content of teaching because "no method can teach the whole of a language" (Mackey 1965: 161). Every method must somehow choose a fraction of the target language. And this selection of language intended to be taught is one of the aspects of method differentiation and reason for appearance of so many methods. Every method is limited to teach a certain part of language. Allen and Campbell (1965: 6) state that mainly the goal of the language teaching plays a key role in defining a method.

For the success or failure of learning often depends on the choice of a method, their knowledge is essential to every language teacher. The method determines what piece and how is the selected piece of language being taught and learnt. "For the method is all-important" (Mackey 1965: 138). There are however, views, as presented by Mackey (1965:138) that oppose the previous rendition of a method. Those views state that it is not the method

but the learner and his qualities that determine the success. Those views consider methods of very small influence if any.

The third view on this matter states that the teacher himself is the only important determiner and that the methods are only as good as the teachers using them. Methods are simply considered to be instrument in the hands of the teachers.

The following chapters aim to introduce methods and their key aspects concerning the selection and content of teaching, roles of the teacher and the language learner, the type of tasks and activities used and their possible applicability to teaching English at lower-secondary school level in the Czech Republic.

5.1 Total Physical Response

Total Physical Response is together with Krashen and Terrell's *Natural Approach*, Windz and Reed's *The Learnables*, and *The Lexical Approach* by Michael Lewis a method that emerged from so-called Comprehension Approach that emphasizes listening comprehension (Larsen-Freeman 2000: 107). The Comprehension Approach is based on results of research about language learning in the 1960s and 1970s. The hypothesis stated that the language learning should begin with listening and understanding first before producing the language (Winitz 1981 in Larsen-Freeman 2000: 107).

The author of Total Physical Response is James Asher who based on his research came to conclusion that the easiest, least stressful and fastest way to learn the target language is through being exposed to it (Larsen-Freeman 2000: 108). In such way, the language learning resembles the first language acquisition.

Asher's hypothesis considers that a human brain is biologically programmed for language acquisition. For this reason, the understanding (comprehension) comes first and the production later (Morretta and De Fransisci 2014, 111-112). The listening skill is, therefore, trained first and reading, writing and speaking is presented at later stages.

Asher considers the language learning to be very similar to the native language acquisition. The effectiveness of the first language has been proved by all of us learning to speak in our mother tongue. Asher expects the second language learning to be very similar to it. The acquisition is based on being exposed to the language and learning to understand it and follow commands given. The production of the language comes later and is strongly

connected with active performance of the language. “Asher sees Total Physical Response as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning” (Richards and Rogers 1986: 91). The right-brain hemisphere is concerned with the nonverbal behaviour and creativity. Morretta and De Fransisci point out that the fastest way of learning the target language is when a “linguistic output is acquired through the use of the kinaesthetic system associated with sense of sight, hearing and touch.” Such learning is called the multisensorial learning and it combines all possible sensors to improve the effectiveness and speed of learning (2014: 98-99).

The method of Total Physical Response is based on learning by doing. The language is presented as a set of instructions and commands that are always accompanied by active behaviour as instructed. As a result, the memory is activated. Students do not speak at the beginning. Their understanding of the language is to be developed first. The students listen to the teacher speaking in the target language who gives them commands while performing the command as an illustration to facilitate the understanding. Pupils observe the action and then perform the command with their own bodies. The teacher repeats and renews the commands until the students reach proficiency high enough to give the commands themselves. Learning is easier when the learners feel successful, therefore, TPR focuses on supporting the feelings of the success of the learners (Larsen-Freeman 2000: 111-113). The main language input is the teacher’s commands and instructions towards the language learners. Imperative sentences are widely used. The students focus on listening comprehension at the beginning without being forced to speak until they are ready. They observe the commands and the actions of the teacher and then silently perform them. The language is not presented as single words or separate grammar rules but in larger meaningful language units. These units are not memorized but learnt by performing them physically so the right-brain hemisphere is involved in the learning process. Every step of the language instruction in TPR is carefully sequenced in order to avoid students’ failure. As a result, the language learners experience success in the learning process and are encouraged to learn more.

Total Physical Response is strongly relying on the principles of the first language acquisition. Asher defines three processes that form the language learning. Pupils develop listening comprehension at early stages of learning and are able to understand even complicated utterances. They are not able to imitate these utterances at this stage yet. The second process consists of physical responses to verbal commands. These two processes

create a base so the speech can evolve “naturally and effortlessly out of it” (Richards and Rogers 1986: 90). The process of learning resembles the previously mentioned model. During the first stage the learners are silent listening to the teacher and looking at the teacher’s actions that follow the speech. Later on, the language learners show their understanding by performing the commands. Larsen-Freeman notes that the teacher has to encourage the students’ flexibility of understanding by renewing the commands that are often humorous. After proving the understanding of various commands the students encounter them in written form and learn how to read and write them. Eventually, it is the students orally producing the commands. (2000: 113-114).

In TPR vocabulary and grammar play more significant role than other fields of language and the spoken language is of greater importance than written language and therefore is emphasized (Larsen-Freeman 2000: 115).

The objective of Total Physical Response is to help the language learners to enjoy the learning process and so relieve their anxiety and reduce the stress that often accompanies learning and discourages learners from getting over the beginners level (Larsen-Freeman 2000: 113). The students will start speaking when they are ready without any pressure on them to make them produce in the target language as soon as possible.

The teacher’s role is a role of a director at the beginning and students copy the nonverbal examples and later verbal commands. Asher, despite defining the teacher’s role as a director, and pupils’ roles as actors directed by the instructor, states that the teacher should rather provide opportunities for students to learn by exposing them to the target language instead of teaching them. The target language will eventually get internalized into so-called cognitive maps in the minds of the students (Richards and Rogers 1986: 94). Only major mistakes are corrected otherwise mistakes tolerated in the learning/teaching process. The teachers should, however, according to Asher use also other methods in their classroom in combination to TPR. In combination with other methods, TPR seems like a very resourceful method to be used in English language classes at schools in the Czech Republic.

In summary Total Physical Response introduces language to the learners the same way as it is done with the acquisition of their mother tongue. The focus is given to comprehension in the first stages and to motoric learning through nonverbal actions. Understanding precedes production. The right-brain hemisphere is engaged in this type of learning. Learning should be enjoyable at all time so the stress from learning itself is reduced and fear of failure avoided. Imperatives are the most commonly used form of instruction. Commands are firstly given

and by teacher, repeated, modified and performed by pupils. This way, acquisition will proceed naturally. Eventually, pupils are able to produce the commands themselves. The meaning has greater importance than form of the language and the target language is used from the very beginning with occasional help of the mother tongue or pictures. Errors are tolerated at the beginning and should be corrected after the student gains a confidence and a certain level of proficiency.

5.2 The Silent Way

Another method that has an alternative base like Total Physical Response developed in the 1970s and 1980s is the Silent Way. The founder of the method, Caleb Gattegno, constructed the method on a belief that learning should be based on discovering and creation of the language by the learner rather than memorizing and repeating what the teacher says. As Richards and Rogers mention Gattegno believes that the second language cannot be learnt in the same way as the mother tongue in contrast to Total Physical Response that tried to assimilate the second language learning to the mother tongue acquisition (1986: 102).

Gattegno's method appears to have some basic principles in common with the Cognitive Approach. The Silent Way did not originate directly from the Cognitive Code Learning but it shares the principle that "teaching should be subordinate to learning" (Larsen-Freeman 2000: 53-54). Learning should be always dominant over teaching which means that the language learners should be as active as possible and the teacher's activity, especially speaking, should be limited. The teacher, therefore, remains silent most of the time using gestures, signs, pictures, colours and charts.

The Silent Way uses the partial similarity among different languages to its benefit. The method uses these similarities to help the learner to create a base for further learning of the target language. Therefore, the language instruction should work with similarities between the target language and the first language of the students at the beginning. In such case, the language learners proceed from known to unknown. Gattegno (1976: 7) highlights the importance of silent awareness and active trial (in Richards and Rogers 1986: 102). In Harmer's words students take responsibility for their own learning while the teacher takes responsibility to organize the process of learning (Harmer 2007: 69). The teacher despite being silent most of the time is very active.

The role of the teacher resides in providing the pupils with the basic practical grammar and pronunciation so they can continue learning independently and in assisting the pupils in their own production of the target language by using aids like Cuisenaire rods or coloured phonemic chart. Cuisenaire rods are colourful wooden blocks. Each block has a different colour and size and can stand for different language aspects, such as word stress, phonemes, comparatives, words, tenses or phrases. The teacher sets up activities and situations, gives clues and hints, listens to the speech of the students and encourages cooperative communication in classroom.

The objective of the method according to Larsen-Freeman is to enable the language learners to express themselves, their feelings, wishes, and thoughts in the target language. To do so, they have to develop their own 'inner criteria for correctness' and independence from the teacher (2000: 64). Richards and Rogers state that the general goal of the Silent Way is to provide the beginning level learners with basic oral and aural proficiency and the target proficiency is close to the native fluency in the target language. Students, therefore, learn pronunciation and prosody from the very beginning as well as basic practical grammar (1986: 103-104). The language learners then become independent, responsible for their own learning and rely on themselves after they reach the basic proficiency in the target language.

The teaching process focuses on progress at the beginning, and only later on strives for perfection. The teacher does not speak. If the teacher speaks it is not to act as an example but to give clues. These clues are often given non-verbally using various teaching aids. The most common is using association of colours with sounds or other language elements. The language instruction, however, always starts with sounds associated with different colours. Cuisenaire rods are often used for these purposes. Students are encouraged to cooperate and while they interact the teacher monitors them carefully in silence.

A lesson using the Silent Way method follows a standard format. The first part of the lesson is reserved for pronunciation and prosody. The second part of the lesson focuses on the linguistic structure of the language, sentence patterns, and vocabulary. Practice follows where the teacher models an utterance and asks a pupil to try to produce it and then creates a situation where the students can practice (Richards and Rogers 1986: 110). All lessons parts widely use teaching aids associating shapes or colours with different language elements as mentioned before. Native language can be used in the lesson to give instructions if necessary but translation is to be avoided, therefore, the focus is on perception. All four skills are considered to be important and are taught at the same time.

Many authors (Richards and Rogers 1986, 2001; Larsen-Freeman 2000) agreed that the Silent Way is very challenging method for teachers to teach because the teacher's activity is very different and seemingly limited.

In conclusion, it is important to mention again that learning is superior to teaching. Students build up their autonomy and rely on themselves and each other in the learning process in order to become independent from the teacher. The teacher closely observes the students' behaviour and offers help only when necessary. When the teacher speaks it does not serve as a model of the language, it is to give clues and most of the time the teacher is silent but still very active. The language is considered to be a tool for self-expression. All four skills are developed at the same time and emphasis is put on pronunciation and melody of the language. The Silent Way method is against memorizing and repetition. Students are to discover and use the target language themselves without imitating the instructor.

5.3 Suggestopedia

Methodologists always aim to find a way to improve, accelerate and facilitate the language learning/teaching process. TPR facilitates learning by involving right-brain hemisphere through physically performing the language and The Silent way accelerates and facilitates learning by limiting the teacher's speaking and allowing students to speak. Suggestopedia is therefore sometimes also called the Accelerated Learning.

Suggestopedia claims to accelerate the learning process twenty-five times by using "a specific set of learning recommendations derived from Suggestology" rather than learning by conventional methods (Richards and Rogers 1986: 142). The author of the method, Georgi Lozanov, developed Suggestopedia, or Desuggestopedia as referred to by Larsen-Freeman (2000) on the basis of the study of "nonrational and nonconscious" influences that affect people. Lozanov also got inspired by raja-joga from which he used and modified the use of rhythmic breathing and techniques that enable to alter states of consciousness and concentration (Richards and Rogers 1986: 142). Lozanov's method works with those influences and tries to seize control over them in order to facilitate the language learning.

Suggestopedia is built up on the beliefs and theories of the Affective-Humanistic Approach and same as the approach is concerned with the environment of teaching and well-being of the learner. The aim is to make learners feel comfortable and relaxed in order

to lower their affective filter. All actions taken are in order to desuggest the learner's barriers to learning and to evoke positive emotions. By doing so, they will be able to use more of their mental capacity. Suggestopedia aims to reach the best outcomes of learning by working with positive feelings and by desuggesting any possible limitations or negative associations with studying.

As Larsen-Freeman states the teacher needs to be able to discover such limitations and psychological barriers of their students and try to desuggest them in order to facilitate and enhance the learning process. The teacher is an authority. Suggestopedia believes that the students learn better from someone they respect and trust (2000: 81).

Learning occurs in a playful and positive atmosphere and should be always fun. Techniques should be changed often in order to avoid boredom. The classroom is carefully decorated in bright colours with many posters with pictures as well as grammar and vocabulary on the walls that serve for, in Larsen-Freeman's phrase, "peripheral learning" (2000: 81). The positive non-threatening, relaxed and friendly environment is crucial together with the therapy based on suggestion and desuggestion. Such learning conditions enhance learning greatly and allow students to use their full potential without inhibition. Calming positive music and visual art are used during the lessons to facilitate the learning process.

Suggestopedia widely uses drama, role-plays, songs, dialogues and other communicative and game-like activities. Richards and Rogers point out the advantages of using background music in the classroom especially in terms of learning intonation and rhythm in case the linguistic material is presented with the background music allowing both to blend into each other and so facilitate learning. Such combination indicates two spheres of learning, conscious and subconscious, and suggesting the necessity of harmony of both. The subconscious sphere is influenced by the atmosphere and environment and the language instruction is aimed for the conscious sphere (1986: 145-146).

Students and their feelings are in the centre of interest of the method. They are asked to use English names and act as different people which might help them feel more relaxed and secure. Larsen-Freeman even points out that pupils can use various material aids which are to be found in the classroom to support their new identities such as hats and masks (Larsen-Freeman 2000: 81).

The students in the classroom "exist in a child-parent relationship with the teacher (Lozanov calls this 'infantilization')" (Harmer 2007:68). In such a role, the learner can regain

the self-confidence and spontaneity which they had when they were little (Bancroft1 972: 19 in Richards and Rogers 1986: 145). The teacher interacts with the whole class as well as with individuals and uses pantomime and the first language of the students if necessary, as well as translation of the texts and dialogues used. If mistakes occur they are to be gently corrected by the teacher in order to avoid negative emotions on the student's side.

Suggestopedia gives priority to vocabulary learning and communicative speaking hence grammar is taught only marginally and for the purposes of communication. Teaching is focused on using the language rather than on teaching linguistic forms.

In conclusion, Suggestopedia aims to facilitate and enhance learning by desuggesting psychological barriers of the language learners and by positively affecting their subconscious mind. Therefore, even the classroom equipment and atmosphere play important role. Teaching occurs at both levels of the learner's mind, conscious and subconscious. The classroom procedures consist of music and visual art sessions, dialogue practice, role-plays and communicational activities. Activities used should be varied to avoid repetition and thus reduced attention. The teacher should be a respected authority who can be trusted by the students.

In regards to the demanding character of the method, it might be difficult to use it in practice. Its aspects are, nonetheless, still applicable in regular language classes.

6 Current trends in ELT

language teaching has a very long history and its methodology went through immense changes and constantly keeps on changing and developing until today. As old methods and approaches turn obsolete they are immediately substituted by new ones based on revolutionary theories; new findings in various fields like psychology or neurology and new hypotheses. Each of the emerging approaches either deny or develop the previous ones and eventually inspire an appearance of new ones.

The last decade of the 20th century brought many new findings such as Gardner's theory of Multiple Intelligences (1993), and approaches and methods not based on teaching for communication but through communication. For example, Participatory Approach and Content-Based methodology (Awasthi 2007: 62).

There are several distinct tendencies in the current ELT methodology. It is its focus on the pupil, a deviation from structure syllabus to more creative ways of teaching, the use of modern technologies, communicational focus, and eclecticism. The current ELT methodology centres around learners and their needs. The teacher is no longer a dominant figure in the language classroom. The teacher's role is now a facilitator who facilitates the language learning process instead of leading it and encourages the pupils to take responsibility of their learning. As Awasthi states, teaching is now more about "equipping learners with appropriate learning strategies to take the responsibility for self-direction" (2007:63). Students are learning how to do things themselves and how to find and work with information instead of memorizing it.

Awasthi also mentions *Networking* as one of the greatest improvements in ELT methodology now. Networking refers to the possibility of sharing information and enriching one's experience via the Internet and through e-communication (Underhill 2004, in Awasthi 2007:63).

The learner-centred tendency of current teaching practice is perfectly mirrored by holistic and affective-humanistic approaches. A affective-humanistic approach focuses on the individual needs of learners, their interests, fears, and language barriers. Moreover, the current methodology is also typical for its eclecticism which means that various methods are combined and mixed together in order to gain the best of them all. Among the latest approaches in ELT belong Technology Enhanced Teaching, Creative Writing, and Mastery Learning Resources by Benjamin Bloom (1982).

The development of ELT methodology does not end here either. It is a continuous process of development that searches for an absolute and ultimate method. It constantly tries to facilitate, enhance and optimize the teaching-learning process through different methods, strategies and approaches.

7 The choice of a method

Linguists, teachers, psychologists and other experts in language teaching developed a great number of approaches, methods, and techniques to be used in the language classes and to make the teaching-learning process as effective as possible. Their work, however, ends there and it is up to the practicing teachers to choose and implement a method that is the most consistent with their own understanding of the language and teaching-learning process, and with the requirements and individual needs of their classes.

The choice is certainly not an easy one and requires a profound knowledge of available methods and the ability to implement them successfully. There are many criteria of choice of the method: what to teach and how, how to sequence the skills, what are the goals of the instruction, what are the time demands and how much time is given for the lecture or the course, what methods are available to be used in the classroom, who are the students, who is the teacher and where does the language course take place.

The teacher defines the goals and chooses a method in order to fulfil the designated goal. It can also happen the other way round, though. The teacher follows a chosen approach and method and adapts the goals set up by them. The time donation, space and the number of the language learners is given by the teaching system in the Czech Republic. The number of the students might vary from very small groups of up to 10 learners to large groups of over 30 students. There are approaches and methods that are suitable even for large groups. On the other hand, there are methods and approaches that are more fit being used with smaller groups so the teacher is able to give individual attention to all students.

Another aspect that needs to be considered is how much time is the teacher willing to spend preparing the lessons and what are their resources. Suggestopedia, for example, demands that the classroom itself is decorated in bright colours and walls are covered in pictures and posters and the teacher is required to use music and visual aids during the lessons. The personality of the teacher plays an important role in the choice of the method, too. Is the teacher rather dominant, talkative, active, or focused on linguistic system of the language, subject-focused or learner-focused? The teacher's personal beliefs concerning the language and teaching play a key role when choosing a method.

Mackey attends the choice of suitable methods and approaches from the point of the learners. "The suitability of a method to a learner depends on his age, his aptitudes, his second-language level, his interest, the time he can devote to language learning, the size

of the group with whom he practices the language, and the culture group to which he belongs” (1965: 325). The language learners are perhaps the most important criterion in choosing methods. The key aspects are the age, interests, individual needs, learning styles, and learning styles of the students. Ehrman and Oxford (1990) state several major style dimensions relevant to L2 learning: sensory preferences, personality types, desired degree of generality and biological differences (in Celce-Murcia 2001: 360-361).

It is clear that there are many factors influencing the choice of the approach and the method, be it general possibilities of the course, personal preferences of the teacher or the individual needs of the language learners. Methods can be combined and with many of them it is even desirable as long as they are implemented well.

8 Methods and teaching materials

Are course-books, textbooks and workbooks helpful tools in the teaching process or do they rather distract teachers and pupils from the main objective of the classes? A textbook should be an effective tool in the foreign language class, which provides a sophisticated and well prepared framework for teaching, including plenty of interesting and relevant material that serves as a frame and source for both teachers and students. Or is it a vehicle taking the responsibility for the teaching-learning process away from the teacher?

Swan expresses concern about the “ready-made” textbooks removing the responsibility of the decision making about teaching from the teachers. “The danger with ready-made textbooks is that they seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the knowledge that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately, this is rarely the case. Even with the best teaching materials, it is an inefficient approach – no course book contains exactly what is required for a particular individual or class” (Swan 2012: 42).

It indeed may happen that the original intent of the teacher is changed by the textbook that used in the classroom in the end. Thus the approach or a method initially intended to be applied in the particular teaching-learning process might get lost or overwhelmed by the given textbooks and its instructions, procedures, and activities. Simply following a textbook saves a lot of preparation time for the teacher. Moreover, every course book set contains in addition to a textbook and workbook teachers also teacher’s book with various instructions for attractive activities and a number of CDs with audial recordings nowadays. Furthermore, many computer programs working with interactive boards, tablets and numerous audio-visual materials used in the language classes have emerged currently. Those interactive programs offer whole lesson plans and activities for almost anything. They do not, however, reflect on the individual needs of the class or learners. It remains a responsibility of a teacher. Billows also points out that the teacher “should not confuse his role with the role of the textbook by identifying himself with the textbook” which would lead them to teach everything without making necessary changes and to merely interpret the textbook (1961: 57).

Swan also points out that the contents of the textbook are not the key aspect of language learning process, the activity of the learners is (Swan 2012: 43).

The practical part of this paper questions the usage of textbooks in the questionnaire trying to find the most frequently used type of textbook both in the Czech Republic and in the United Kingdom.

Summary of the theoretical part

Languages, as well as teaching, are dynamic entities that are constantly changing and evolving. Therefore, the teaching methodology has been constantly developing without stopping. Scholars, applied linguists, psychologist and teachers themselves have been looking for answers concerning the structure and the nature of the language, the possibilities of teaching and learning, and their perfection. Many various approaches to teaching languages and methods were developed as a result. Some of them are already obsolete but still significantly contribute to the development of the teaching methodology.

The objective of the theoretical part of this paper was to list and define fundamental methods and approaches to teaching English as a second and foreign language and to clarify the relationships between the terms approach, method, and technique. The approach describes the way the language works and the nature of the teaching-learning process, whilst a method is a practical realization of the particular approach and employs various techniques.

The theoretical part looks into several approaches that, according to the author, had the greatest influence on the language teaching methodology and tries to present their main features as well as their historical development. The mentioned approaches are the Grammar-Translation Approach, the Direct Approach, the Reading Approach, the Oral-Situational Approach, Audiolingualism, the Cognitive Approach, and the Communicative Language Teaching. The author also chose to present three methods, Total Physical Response, the Silent Way and Suggestopedia for their very specific conception of teaching and inspiring features.

The methodology of ELT is a very complex and extensive system of theories and principles that constantly develops, studies and compares a great number and a great variety of methods and approaches to teaching the English language. This diploma thesis could not cover all or not even half of all the existing approaches and methods due to their voluminous character. Only a few of them could have been described to offer at least a brief look into the ELT methodology. The discussed approaches and methods were chosen by the author for their significance in the ELT methodology development and their applicability to teaching at lower-secondary schools in the Czech Republic, and for their interesting and inspiring features.

Since the development of the ELT methodology is a continuous process, one of the chapters also presents modern trends in ELT such as Technology Enhanced Teaching, Creative Writing or Networking. Current teaching practices are more learner-centred

and focused on equipping learners with learning strategies instead of making them memorize data. The language is taught through communication instead of for communication and the learner is led to be responsible for his/her own learning.

Since the practical part of this work is concerned with the English language teaching practice at a lower-secondary school level and methods and approaches used there, the target group of learners was defined as well as the role of teaching materials and conditions of the choice of a method.

Practical Part

The practical part of the dissertation is based on research carried out by the author of this work. The theoretical part of the dissertation introduced several different approaches and methods used in teaching English language, as well as the specifics of the target group of language learners at a lower-secondary school level. The research develops the introduced methodology of the theoretical part by questioning and exploring currently applied methods and approaches to teaching English as a second and foreign language at lower-secondary schools in the Czech Republic and the United Kingdom.

9 Aims of the research

The aims of the research are to create a general model of teaching practices used in English language classes, based on the researched data, and to find out and identify what possible methods and approaches to teaching English as a second and foreign language are currently being used by teachers at lower-secondary schools both in the Czech Republic and the United Kingdom, subsequently comparing both. The research also questions the level of interest of the teachers in new trends of the ELT methodology.

The original plan for the practical part also included a research questioning the learners' view on the used methods and approaches to ELT. This part of the research, however, was not carried out because the author came to the conclusion that it would not offer a valid source of information for the subject matter of this dissertation project. Such study would be more beneficial in a work that would be focused on pupils and their contentment with the current teaching practice and would be a pupil-centred. This work is focused on the methodology of the language teaching and its current usage by English language teachers.

10 Researched sample

As it was already indicated before, the research's aim was to find out what methods and approaches are currently being used. Therefore, the survey was aimed at the teachers of English language at the lower-secondary school level in the Czech Republic and the teachers of English as a second language at the lower-secondary school level in Great Britain. The teachers of English language from the UK were addressed in order to get an extra view on the current teaching practice and the methodology used, and to possibly enrich the findings of the study with different teaching practices a methods used in a very different environment where the target language of the instruction is also the first language of the majority of the population. The author of the thesis considered the comparison of the findings from both countries as possibly very interesting and hoped it could bring inspiring and thought-stimulating results.

In order to gain as much material for the survey as possible, a great number of schools and individual teachers were addressed and asked to fill out the electronic questionnaire. They were addressed via email or other social media. Approximately forty-eight schools and teachers from the United Kingdom were contacted and asked to participate in the survey. Over 180 schools and teachers were addressed in the Czech Republic.

Altogether 140 respondents completed the electronic questionnaire. There were 116 completed questionnaires from the Czech Republic and twenty-four from the UK. There were no questionnaires that would have to be for any reason excluded from the research, therefore, all of the completed questionnaires could be used in the survey evaluation. The research took place from the 17th of March 2017 till the 24th of April 2017.

11 Survey method and its limits

An electronic questionnaire was chosen as a survey method for this work. Such research tool offers possibilities to address respondents even at a great distance and also facilitates the subsequent analysis and evaluation of the collected data. The questionnaire was created by the author of this diploma thesis on the web page *survio.com* and the respondents were sent a link that would direct them straight to the questionnaire.

To facilitate the completion of the questionnaire for the teachers from both the Czech Republic and the United Kingdom, two language versions of the questionnaire were created. One version was in the Czech and the other in English language. The Czech version was meant for the teachers teaching the English as a foreign language at lower-secondary schools in the Czech Republic. The version in the English language was sent to the respondents teaching English as a second language at a lower-secondary school level in the United Kingdom.

The Czech version of the questionnaire was created in order to facilitate the process of completing the survey for the Czech teachers and to avoid the possibility that the teachers would not want to bother with reading the questionnaire this long in English. The Czech version was created not because the author would fear that the teachers from the Czech Republic would not understand the questions in English but to make it as easy for them as possible and as fast as possible to receive as many completed questionnaires back as possible.

Two language versions of the questionnaire also facilitated the subsequent process of categorization and evaluation. The English version (see Appendix A) of the questionnaire was sent solely to the teachers teaching in the UK, therefore, the category of the place (see question number one, Appendix A) was given to begin with and so the rest of the answers got automatically categorized accordingly, and so it was with the Czech questionnaire (see Appendix B). The Czech version of the questionnaire is to be found here: <https://www.surveio.com/survey/d/A5E2Y3T2D9F2D8O7X> and the English version of the survey here: <https://www.surveio.com/survey/d/D0J9Y2R6M9P1O9H3X>. Each school and teacher who were asked to participate in the survey were sent one of these links according to their native language.

A questionnaire as a research method has its limitations, naturally. There are several factors that might limit the overall validity and the general value of the findings to a certain

extent. Firstly, it is the number of completed questionnaires collected from the research. The author attempted to get the research sample of teachers as big as possible, which would provide more data to be analysed so that the results could be generalized and represent an approach of the majority of teachers from both countries. Nonetheless, the response to the questionnaire was limited. The questionnaire was completed by 140 teachers in total, 116 teachers from the Czech Republic and only twenty-four teachers teaching English in the United Kingdom. The number of respondents from Great Britain was limited because the questionnaire was addressed only to teachers who teach English as a foreign language at lower-secondary school level in the UK which means only the teachers who teach English to speakers of other languages living in the United Kingdom. On the other hand, 140 teachers still could be considered as a valid representation of the teaching community.

Secondly, it is the actual form of the survey that has its limitations. The questionnaire was chosen as the form of the research for this diploma thesis because it can reach a great number of people and does not take too much time to complete in comparison to other survey methods like an interview or the material analysis. A questionnaire, however, can contain only a limited number of questions and does not provide the researcher with face-to-face contact with the respondents. Even though the author strived to create the questions as clear as possible there is a chance that some of the respondents would not fully understand some of the questions.

The prepared options offered as answers for each of the questions of the questionnaire also create a certain level of limitation. Such limitation is, however, necessary in order to receive clear analysable data.

Finally, the findings of the research can be limited in a way by the complexity and variety of methods used by the addressed teachers. While a teacher may steadily use aspects of a certain approach, they can use a great variety of different methods at the same time that might not always be consistent with the chosen approach. Therefore, the findings of the research offer an insight into the variety and complexity of the methods and approaches that are being currently employed by the teachers, and describe the major characteristics of this variety as shown in the survey results.

11.1 The questionnaire

The questionnaire consists of 16 questions, and an introduction and conclusion. The introduction informs the respondent about the aims and the extent of the questionnaire and the expected time its completion might take. It also expresses the author's gratitude to the respondents for taking their time to participate in the survey, assures them of its anonymity and confidentiality and gives basic instructions regarding the way questions should be answered. The questionnaire is concluded with information about the author of the survey and with words of thanks.

11.1.1 The form of the questions

The questionnaire consists of sixteen questions and, as it was indicated before, the questionnaire includes two categorizing questions. The two questions at the beginning create the categories and classify the answers according to the location and experience of the respondents. Questions number one and two create categories that serve as a classifying tool, in order to distinguish the differences between methods and approaches used at schools in the Czech Republic and in the United Kingdom, as well as the possible influence of the length of the teaching experience on the choice and usage of the teaching methods and approaches. The second question offers three categories: teachers with teaching experience up to three years, a category of teachers with four to nine years of experience, and teachers with ten years of teaching practice and more.

The rest of the questions concern the subject matter of the survey, teaching methods and approaches. The questions in the survey are created to address the subject matter indirectly, though. They do not ask about the methods and approaches directly. The author of the survey chose to ask indirectly for two main reasons. Firstly, the teachers might feel like their knowledge of the methodology of TEFL and TESL is being tested. The respondents also could try to answer the survey questions in a way they think they should or the way they feel they are expected to. Secondly, many teachers might employ the methods and approaches in their lessons intuitively or automatically without realizing that they are using aspects of the Silent Way or TPR. Therefore, they might not be able to identify the approaches and methods according to their names. On that account, answers to questions like *'Do you apply any aspects of the Silent Way to your language classes?'* or *'Choose from the following list of approaches the one you use in your lessons: Grammar-Translation, CLT, Cognitive*

Approach, etc. would not offer survey material with information value high enough and the validity of the survey would be questionable.

It is also possible to classify the questions into closed-ended questions (the answer has to be chosen from the given options), semi-open-ended questions (the respondent can choose from the given options or formulate his/her own) and scale questions (the given options are compared or evaluated by the respondent).

Questions number one to ten, and question number thirteen are close-ended questions. In these questions, the respondents choose from the given options. The question number five instructs the respondents to tick all the suitable options. The respondents can choose more than one answer for the question number thirteen. The rest of the close-ended questions offer only one answer. The respondents, therefore, pick the most suitable option from the given answers.

Questions number eleven, twelve, fourteen, and fifteen are the scale questions. These types of questions take more time to complete because each option needs to be considered and accordingly evaluated by the respondents.

The last question of the questionnaire is semi-open. There is also an option to give extra information in the question number five, too. The respondents can choose one of the given options and also formulate their own answer.

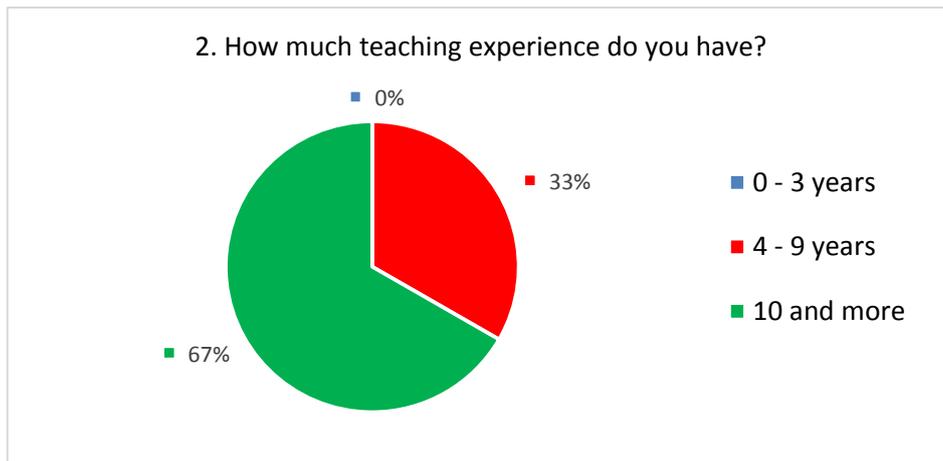
12 The analysis of the survey material

Out of the questionnaires sent out to the teachers and schools in the Czech Republic and the United Kingdom, 140 got completed and were sent back to be analysed. These completed questionnaires served as the survey material for the analysis described in the following chapters. The questionnaire was focused on the accumulation of the desired data for the analysis. The data are analysed and compared according to the created categories and their characteristics. The analysis is also the key stage in order to formulate the findings and determinate the research results.

The analysis of each question is also illustrated by a diagram to make the research data clearer and therefore more easily understandable to the reader. All the graphs are to be found in Appendix C and D. The questions where one of the offered options was chosen by 100% of the respondent of the particular category are not illustrated by a graph since already the numerical value of the answer is evident enough.

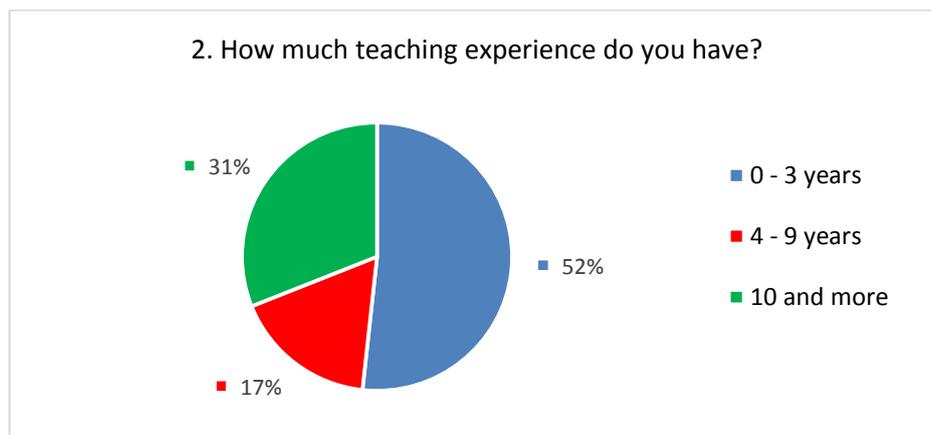
12.1 Questions 1 and 2

Both question number one and two are categorizing questions. These questions do not need to be analysed, they serve only as a tool of categorization. Question number one asks the respondents where they teach. The English version of the questionnaire was completed by 100% of the respondents teaching in the United Kingdom. The Czech version of the questionnaire was completed by respondents only teaching at schools in the Czech Republic. These two categories are referred to as the English category or the English respondents and the Czech category or the Czech respondents in the following text.



Graph 1: Question 2: English category: The length of teaching experience.

Question number two concerning the length of the respondent's teaching experience offered three categories. The respondents from the United Kingdom who completed the questionnaire were only teachers with teaching experience longer than three years. Out of the 24 respondents, there were 33% with four to nine years of teaching experience and 67% with teaching experience longer than ten years. There were no respondents with teaching experience shorter than four years, see Graph 1 above.



Graph 2: Question 2: Czech category: The length of teaching experience.

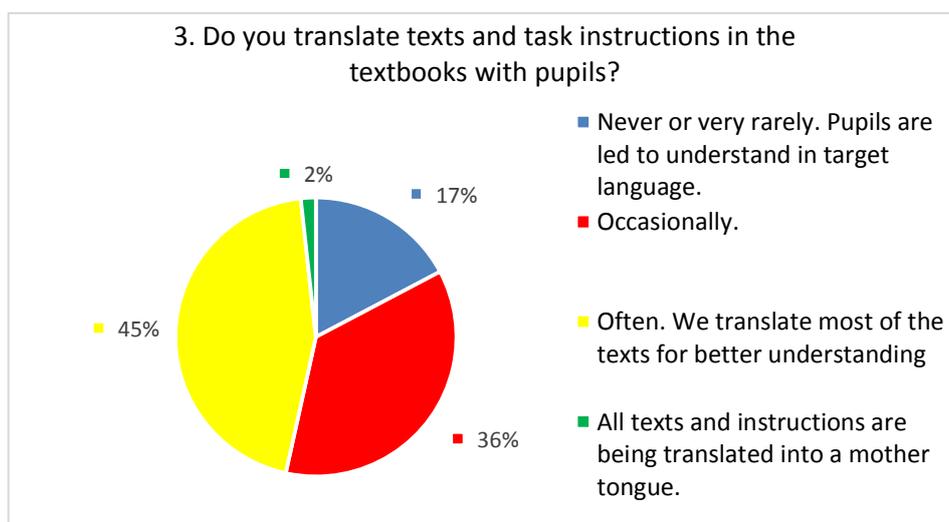
As visible from Graph 2 above, there were 52% of the respondents from the Czech Republic who completed the survey with three and fewer years of teaching experience, 17% with between four and nine years of experience, and 31% of the teachers with experience longer than ten years. The categories distinguishing the length of the teaching experience of the addressed teachers are referred to as the 0 - 3 category, 4 - 9 category, and 10+ category in the graphs.

Questions one and two categorize the collected data for analysis. These categories are to help distinguish the differences between methods and approaches to teaching English

in the Czech and English environment. They offer the possibility to see whether the length of the teaching experience plays a significant role in the employment of any particular methods and approaches to teaching the English language.

12.2 Questions 3 and 4

Questions three and four deal with translation and usage of the mother tongue of the pupils in the classroom. Question number three asks whether the teacher translates texts and task instructions in the textbooks with the pupils. All of the respondents from the English category answered that they never or very rarely translate, and that pupils are led to understand the target language without translation.

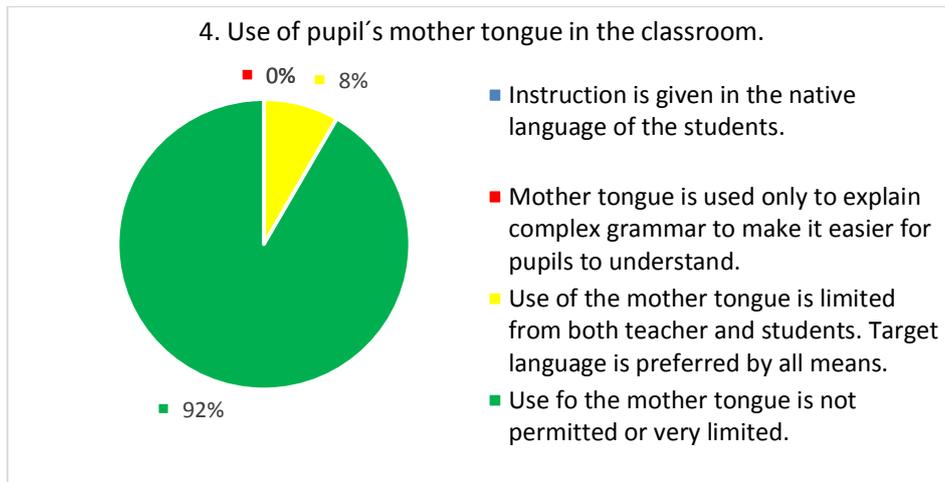


Graph 3: Question 3 – Czech category: Translation of texts into

The answers from the Czech category were more varied. As Graph 3 shows, 17% of the respondents answered that they never or very rarely translate texts into the native language of the pupils during the lessons, 36% translate the texts and instructions occasionally, 45% translate most of the texts and task instruction for better understanding, and 2% of the addressed teachers translate all texts and instructions into the mother tongue of the pupils.

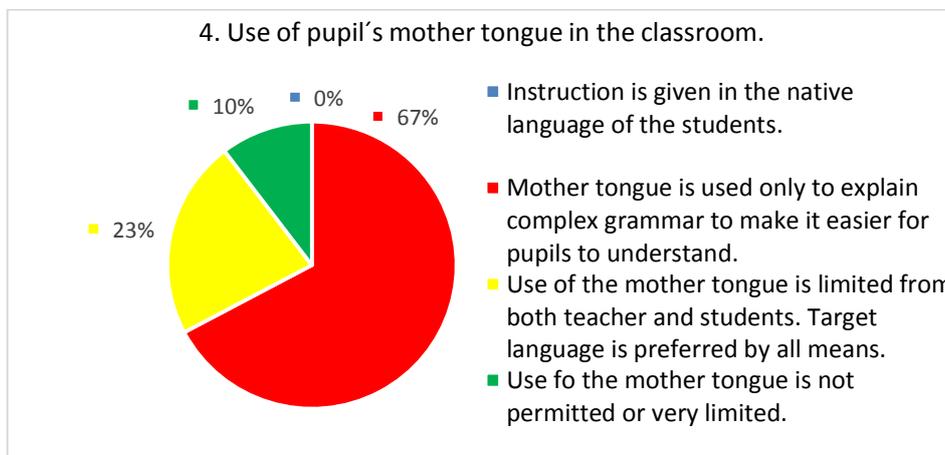
It is possible to see the first highly different set of answers when the Czech and English categories are compared. Only 10% of the Czech respondents never or rarely translate the texts and task instructions in comparison to 100% of the English respondents who chose this options. Such difference is, of course, understandable, though.

The fourth question surveys the usage of pupils' mother tongue in the classroom. Most of the respondents of the English category, namely 92%, use only the target language in the classroom, see Graph 4 below.



Graph 4: Question 4 - English category: Use of pupil's mother tongue in the classroom.

The answers from the respondents from the Czech Republic were again more varied, as shown in Graph 5 below. None of the respondents chose the option stating that it is the native language of the learners that is used most of the time in the classes. However, 67% of the respondents use the mother tongue of the pupils mainly to explain complex grammar in order to make it easier for pupils to understand. The use of target language is preferred by 23% of the respondents who try to limit the use of the native language in their classes, and 10% do not allow the mother tongue of the pupils to be used or they keep it very limited.



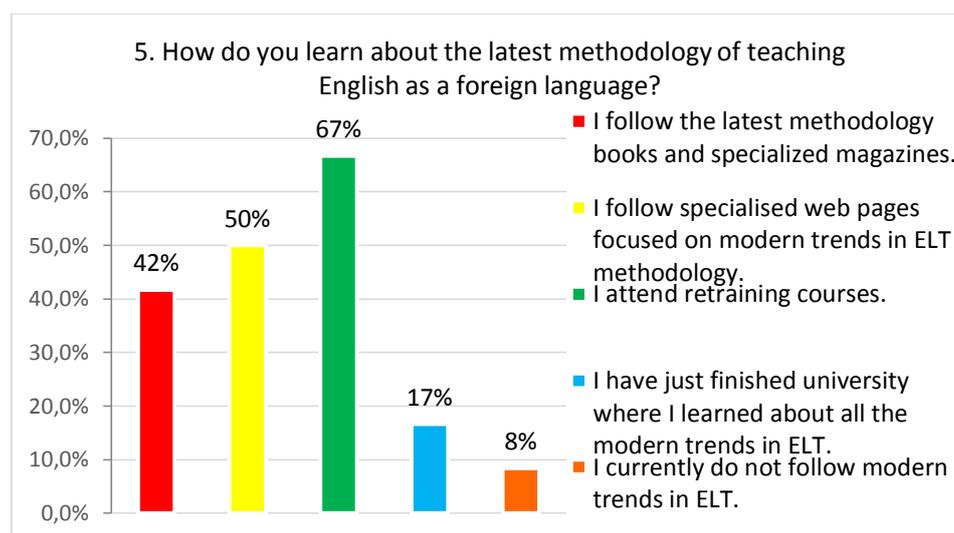
Graph 5: Question 4 - Czech category: Use of pupil's mother tongue in the classroom.

The high dissimilarity of the answers of the English and Czech respondents is again understandable given be the overall conditions of where the language course takes place.

12.3 Question 5

The fifth question is a close-ended question where the respondents could pick more than one of the given options. This part of the questionnaire looks at the way the teachers learn about the latest methodology of teaching English as a second and foreign language. Since it was possible to tick several options, the final percentage might be higher than 100%. The respondents were also encouraged to write down the sources from which they learn about the latest methodology in the blank space under the given options.

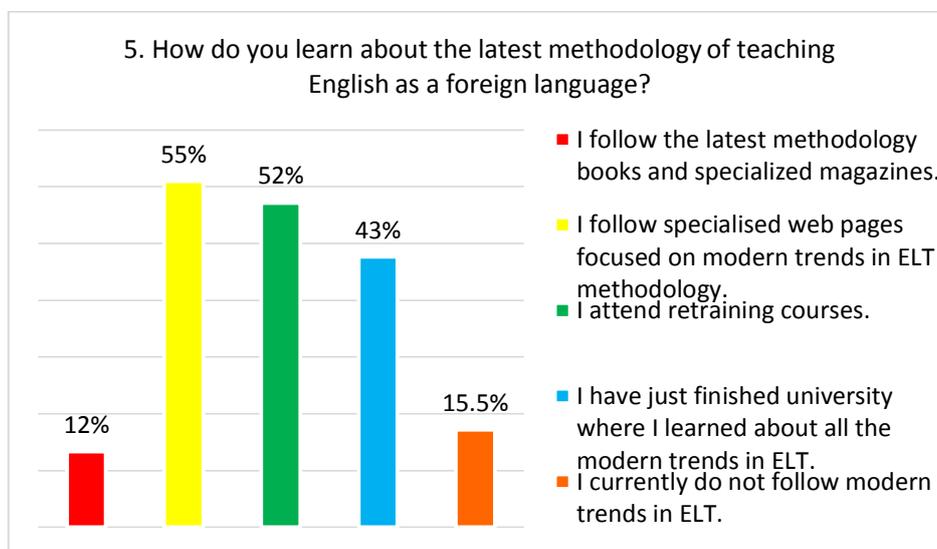
Most of the English teachers attend retraining courses to keep up with the latest methodology, namely 67%. As visible in Graph 6 below, 50% also follow a specialized web pages focused on modern trends in ELT, 42% of the teachers follow the latest methodology books and specialized magazines. 16% of the respondents answered that they had just finished university where they learned about all the modern trends in ELT and 8% of the respondents stated that they currently do not follow modern trends in ELT. One of the respondents commented in the given blank space that he/she follows an *ELT magazine*, another comment was *Twitter feeds* and one of the respondents stated that he/she is an active member of *NATECLA*.



Graph 6: Question 5 – English category: How do you learn about the latest methodology in teaching English as a second language?

Following graph number 7 shows the answers to the question by the teachers from the Czech Republic. Most of the respondents, 55%, follow specialized web pages focused on modern trends in ELT. They mentioned web pages: *www.learnenglish.de* and *www.english-corner.cz*. More than half of the respondents, 52%, also attend retraining courses, where one of the teachers mentioned *ICL International House Brno*. 43%

of the respondents recently finished university where they learned about modern trends in ELT and 12% follows the latest methodology books and specialized magazines. *Oxford University Press* and *Cambridge lectures* were mentioned in the open part of the question. The rest of the respondents of the Czech category (15.5%) answered that they do not follow modern methodology trends.



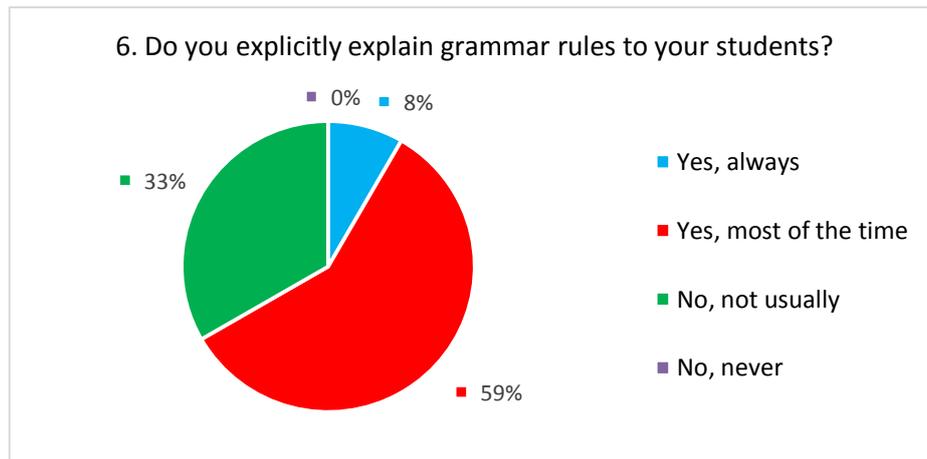
Graph 7: Question 5 – Czech category: How do you learn about the latest methodology in teaching English as a foreign language?

12.4 Question 6

The questionnaire also surveyed the way grammar is taught, whether is the grammar taught deductively (the grammar rule is explained first and then used on examples) or inductively (students discover the grammar rules from the examples or texts given to them). The deductive way of teaching is based on explicitly explaining the rules alone, for example, the past tense simple. The teacher introduces the rules and later on lets the students practice the usage of the rule with examples. The inductive approach does it the other way round. Pupils are introduced to a piece of text or an exercise which includes the target grammar so they can asked discover the rules themselves.

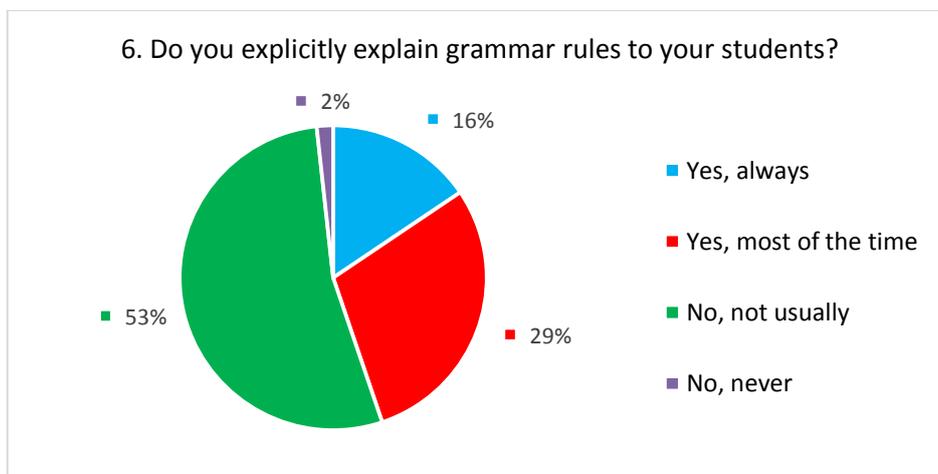
More than half of the teachers of the English category prefer to teach grammar deductively. They prefer to explain the grammar rules first and then practice them in exercises. Precisely 59% of the English teachers use the deductive way of teaching grammar, and 8% of the teachers use only the deductive approach to teaching grammar which means they always explain the piece of language first and practice it later. On the other hand, 33% of the addressed teachers rather let students discover the rules by themselves from given

examples inductively. None of the teachers completing the questionnaire uses exclusively inductive way to teach grammar, see Graph 8 below.



Graph 8: Question 6 – English category: The inductive versus deductive approach to grammar instruction.

Graph 9 represents the answers by the teachers from the Czech Republic. More than half of the respondents, 53%, prefer to have students discover the rules by themselves in contrast to 59% of the English teachers who prefer to use the deductive way of teaching grammar, whilst only 29% of the Czech teachers prefer to use teach grammar deductively and 16% of the Czech respondents always teach grammar deductively. A very small percentage (2%) of the Czech teachers claim to never explain the grammar rules directly; they always let students discover the rules from the given texts or exercises.



Graph 9: Question 6 – Czech category: The inductive versus deductive approach to grammar instruction.

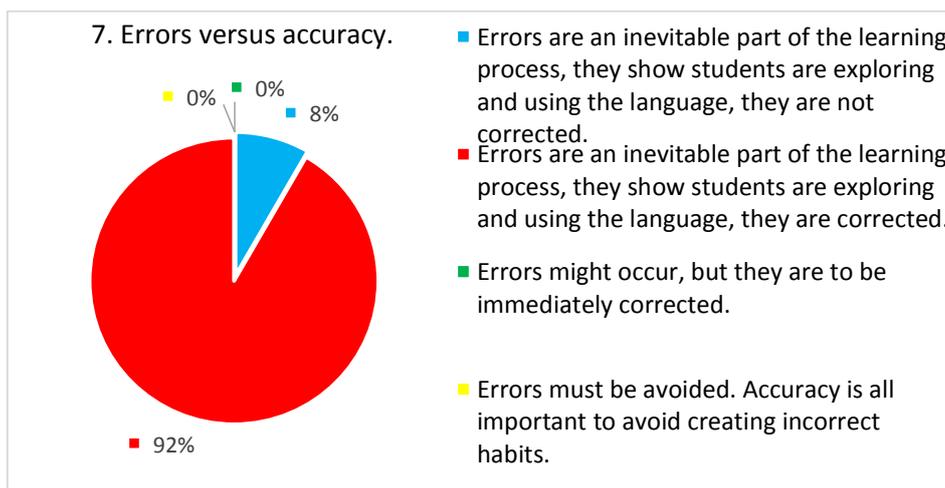
Comparing the answers of both groups of respondents it is possible to say that the teachers teaching English in the Czech Republic use the inductive way of teaching

grammar more frequently and the teachers teaching in the United Kingdom prefer to directly explain the grammar rules.

12.5 Question 7

Question number seven determines the teacher's attitude to the errors and accuracy. Four options were given with the scale from when the errors are an acceptable part of the learning process to when the errors must be avoided and accuracy is all important to create only desirable language habits.

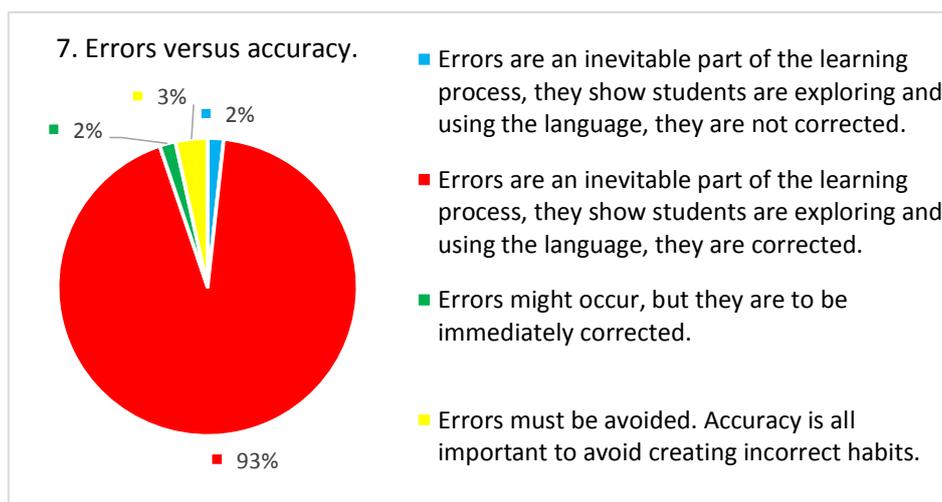
None of the addressed teachers teaching in the UK believe errors must be avoided and that the accuracy is all important in order to avoid creation of incorrect habits, as well as that, none of them feel that the errors must be immediately corrected if they occur. On the other hand, 92% of the respondents consider the errors an inevitable part of the learning process, showing that the students are exploring and using the language they learn. At the same time, they believe the errors should be corrected. The same attitude to the occurrence of errors showed 8% of the addressed teachers who, on the other hand, believed that the errors are not supposed to be corrected, as illustrated in Graph 10.



Graph 10: Question 7 – English category: Errors versus accuracy.

Very similar answers were given by the Czech teachers as apparent from Graph 11 below. Almost all of the respondents, namely 93% of them, believe that the errors are an inevitable part of the learning process showing that students are exploring the language and they believe the errors should be corrected. While 2% percent of the respondents chose the option saying that errors are an inevitable part of the learning process and they should not be corrected and the same percentage accepts the possible occurrence of mistakes,

but think they are to be corrected immediately. The rest of the respondents, 3% considers accuracy all important and think that errors must be avoided.

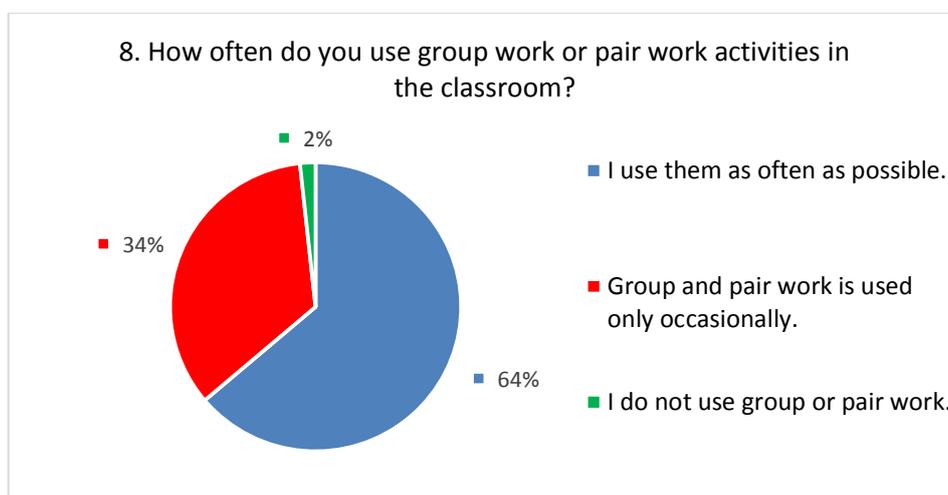


Graph 11: Question 7 – Czech category: Errors versus accuracy.

12.6 Question 8

The eighth question focuses on the use of group and pair work trying to find out how often the teachers use them. The addressed teachers could choose from options: often, occasionally and never. All of the teachers from the English category use the group and pair work as often as possible because more students can speak at the same time and practice communication in the target language.

Out of the Czech respondents, 64% use group and pair work as often as possible, 34% use group and pair activities only occasionally, and 2% do not use group work at all, see Graph 12.

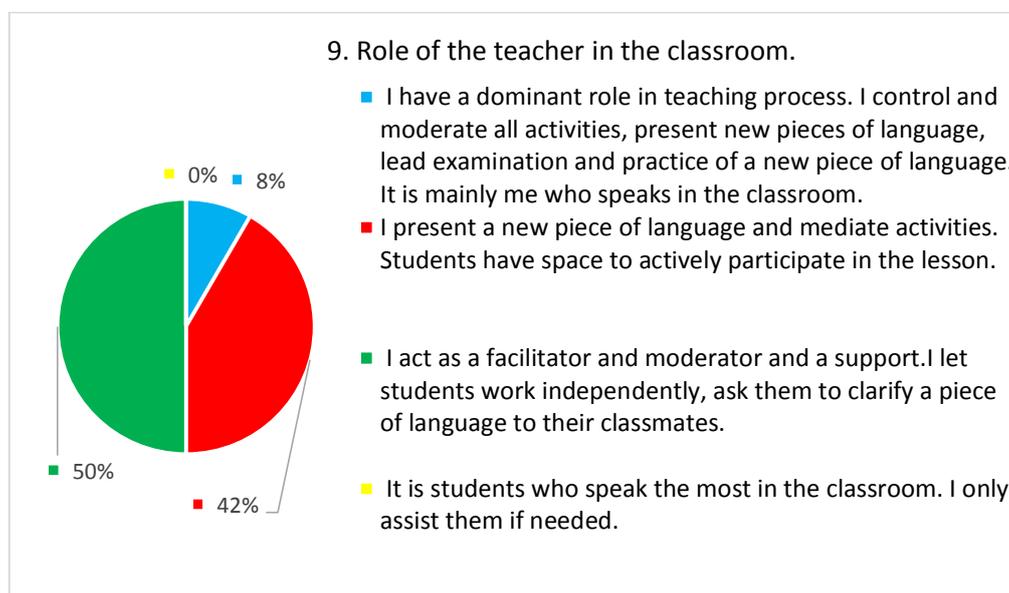


Graph 12: Question 8 – Czech category: Group and pair work.

The popularity of group and pair work in TESL in the United Kingdom is very clear here. More than half of the addressed Czech teachers appreciate the advantages of group work, too, and one third of Czech respondents use it occasionally while only a very small percentage do not use it at all.

12.7 Question 9

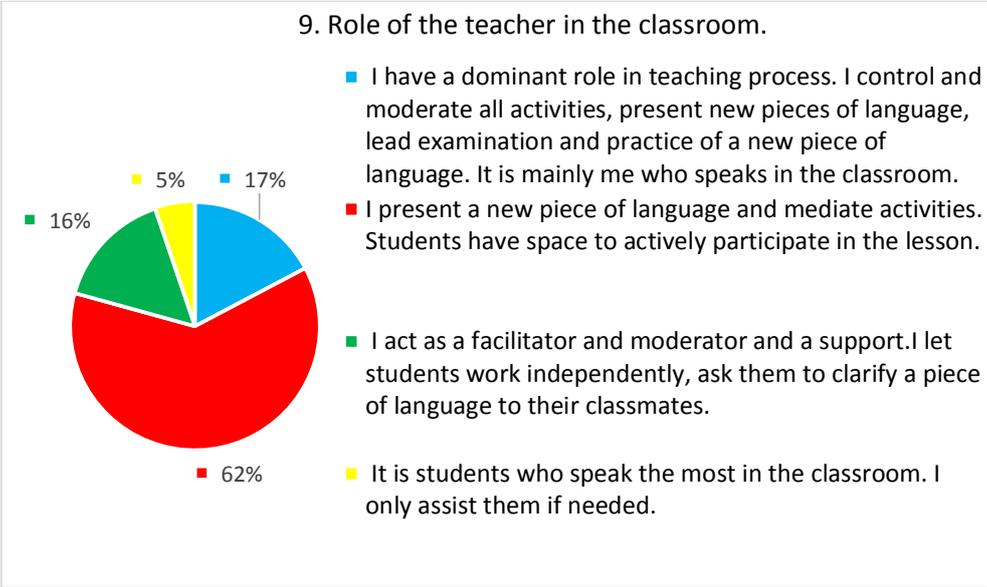
The questionnaire proceeds with the question surveying the roles of the teacher and the proportion of teacher's and students' speaking time during the lessons. Question number 9 tries to find out what role the teachers feel they have in the teaching-learning process in the English language classroom and the proportion of the speaking time of the teacher and pupils. The answers from the addressed teachers teaching in the United Kingdom are depicted in Graph 13 and the answers from the Czech version of questionnaire are represented by Graph 14.



Graph 13: Question 9 – English category: Role of the teacher in the classroom.

The question offers four options. Out of the addressed teachers from the United Kingdom, 8% consider their role in the classroom as dominant. They control and moderate all activities, present new pieces of language, lead examination and practice of the language. It is mainly them who speak in the classroom. From the respondents from the Czech Republic, 17% picked this option, too. Almost 42% of the English teachers and 62% of the Czech teachers consider their role as presenters of new pieces of language and mediators of activities offering pupils space to actively participate in the lessons. Half of the respondents

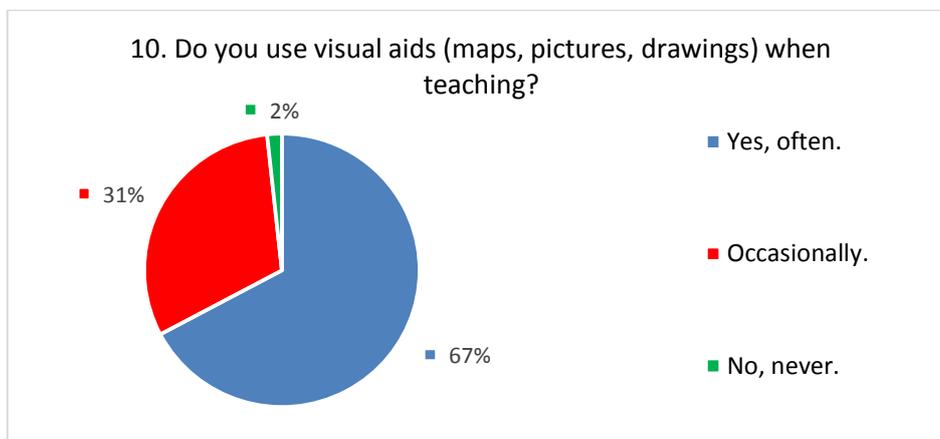
of the English category, exactly 50% of them, act as facilitators and moderators in the teaching-learning process. They let students work independently, ask them to communicate with their classmates and support them to actively participate in the lesson so the most of the talking in the class is done by pupils. This option was chosen by 16% of the Czech teachers. None of the teachers from Great Britain and 5% of the Czech teachers chose the option where the teacher only assists pupils if needed and it is the students who speak the most in the classroom.



Graph 14: Question 9 – Czech category: Role of the teacher in the classroom.

12.8 Question 10

The tenth question asks about the frequency of the use of visual aids in the classroom. All of the addressed teachers teaching English as a foreign language in the United Kingdom answered they use visual aids very often. Graph 15 shows that 67% of the Czech teachers use visual aids often, too, 31% of them use them occasionally, and 2% do not use visual aids to support their teaching at all.



Graph 15 : Question 10 – Czech category: Usage of visual aids in the classroom.

12.9 Question 11 and 14

Questions eleven and fourteen are concerned with four basic language skills: reading, speaking, writing, and listening, and their place and prominence in the English language instruction. Both of the questions are the scale questions. The respondent is asked to classify or evaluate the given options. Each of the questions has four options.

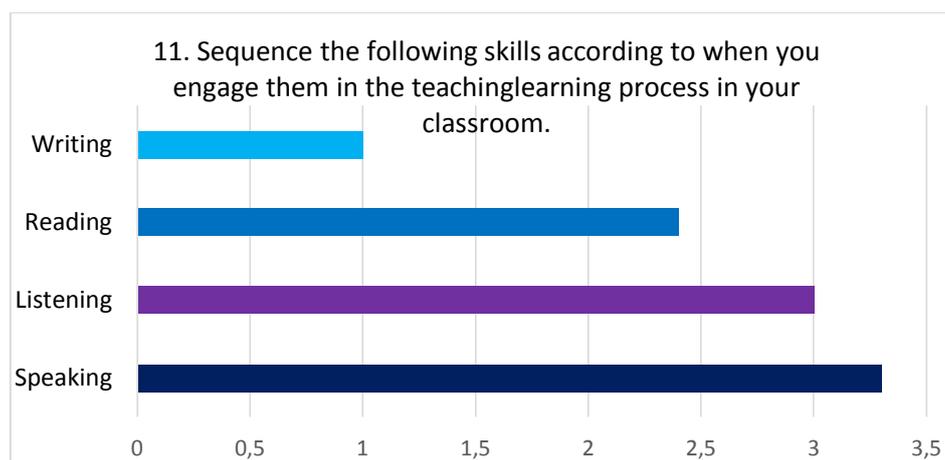
Question number 11 asks the respondents to sequence the following skills according to when they engage them in the teaching-learning process in their teaching. The respondents are to sequence the following statements by moving each statement to the column on the left in their desired order.

The statements are: *Reading (First, we start with reading texts with my students. I introduce my students to written form of target language to begin with, and later on we approach other skills.), Speaking (Students encounter the target language in oral form at the beginning. We mainly talk in the target language and later on we focus on other skills like writing, reading and listening.), Writing (The first skill to be developed with students in my classes is writing and after that other skills.), and Listening (My pupils mainly listen*

to the target language at the beginning and later encounter other skills in the target language.)

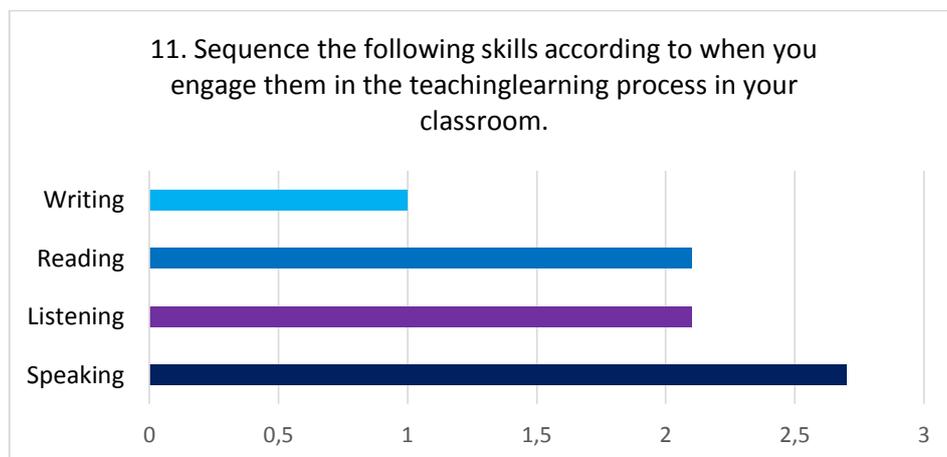
Both the English and the Czech respondents sequenced the statement in the same order. The teachers firstly engage speaking and work on the speaking skill, after that they introduce the listening skill, later on they approach reading skill and the writing skill comes last. The listening and reading skill occupy almost the same position in the answers of the teachers teaching at schools in the Czech Republic which indicates that the Czech teachers often engage the listening and reading skill at the same time. In the answers of the English teachers the speaking and listening skill occupy almost the same position with only a slight difference which means that many of the respondents engage both of the skills at the same time.

Therefore it is possible to say that the teachers teaching English as a second language in the United Kingdom often start the language instruction engaging speaking as well as listening skill and, occasionally, they start with the speaking skill and engage listening later. The reading skill comes as the third skill, and writing is always developed as the last one, see Graph 16.



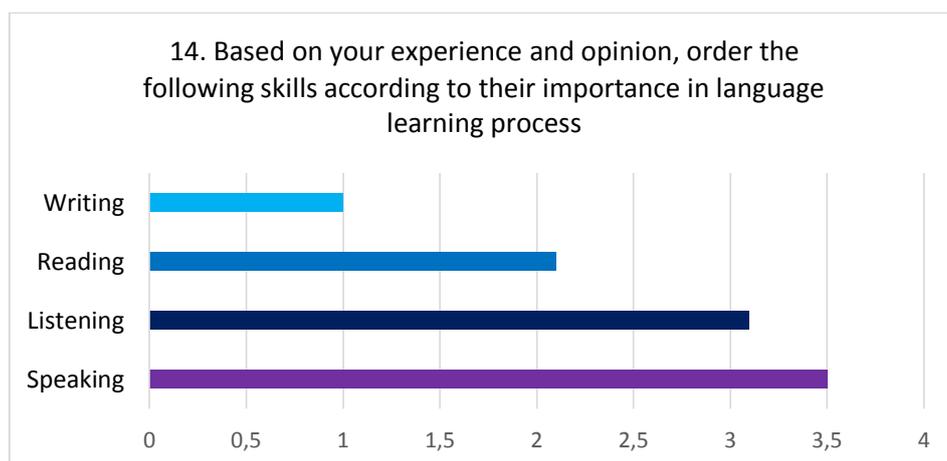
Graph 16: Question 11 – English category: The sequence of the four basic language skills in ELT.

The teachers from the Czech Republic always place writing at the last position in the language instruction, too. The students start with speaking activities under the guidance of the Czech teachers and after that they focus on listening and reading at the same time, see Graph 17.



Graph 17: Question 11 – Czech category: The sequence of basic language skills in ELT.

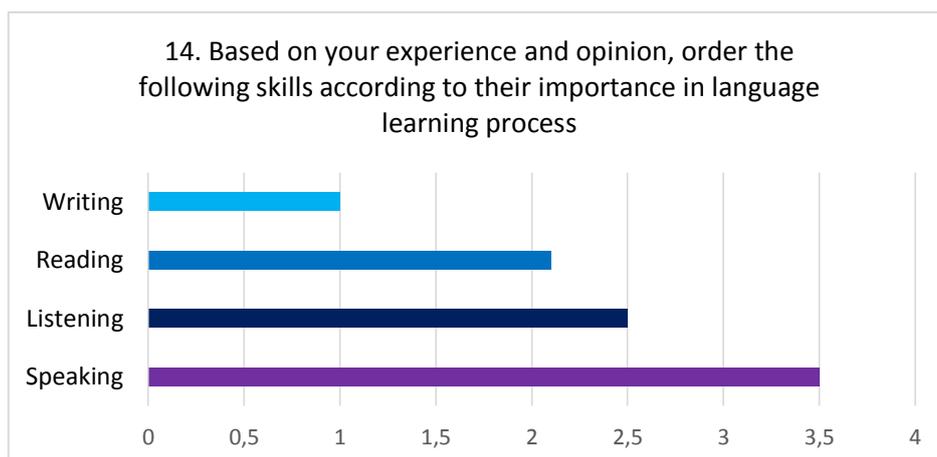
The other question focused on the language skills in the questionnaire is question number fourteen. This question asks the respondents to sequence the language skills (speaking, reading, listening, and writing) in descending order according to their importance in the language learning process based on their experience and opinions.



Graph 18: Question 14 – English category: The importance of the four basic language skills.

As visible from Graph 18 and 19, the teachers from both countries share the opinion about the importance of the four skills in the process of the language learning. The speaking skill is considered to be the most important skill in the language learning process based on the teachers' experience and opinions. Listening is considered to be the second most important skill to be mastered. Reading skill is seen to have less importance than listening

comprehension and the writing skill is considered to be the least important of the four skills in the process of the language learning.



Graph 19: Question 14 – Czech category: The importance of the four basic language skills.

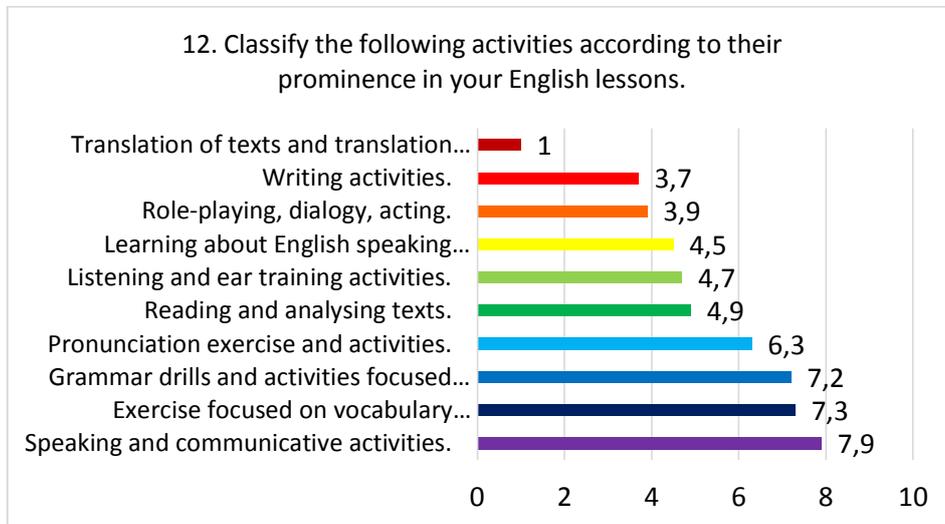
12.10 Question 12, 13, and 15

In order to create a more accurate picture of the actual teaching practice of the addressed teachers, it was necessary to acquire enough information about the activities and teaching procedures they use in their lessons. Question number twelve together with questions thirteen, and fifteen try to collect basic data that would offer at least a shallow insight into the teachers' concept of teaching, and that would indicate the methods and approaches they use.

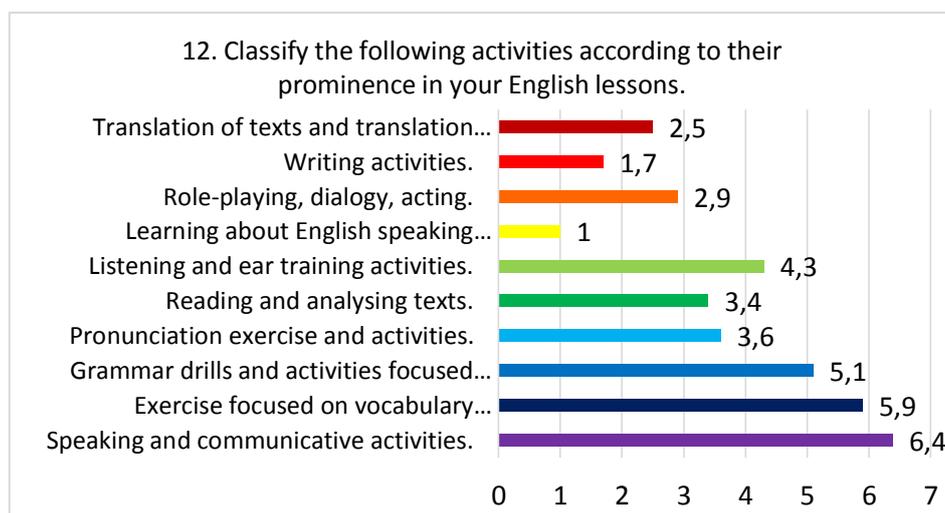
Question number twelve instructs the respondents to arrange the given examples of activities according to the prominence of their usage in the language lessons. The most frequently used type of activity is to be placed first and the least frequently used type of activity the last. As clear from the graphs 22 and 21, there are ten types of activities for the respondents to classify: *reading and analysing texts; translation of texts and translation exercises from target language to mother tongue and vice versa; grammar drills and activities focused on practicing grammar; exercise focused on vocabulary learning; speaking and communicative activities; pronunciation exercises and activities; listening and ear training activities; role-playing, dialogues, and acting; writing activities; and learning about English speaking countries and their culture.*

As depicted in Graph 20, the majority of the addressed teachers from the United Kingdom most frequently use speaking and communicative activities. The speaking activities are followed by vocabulary and grammar focused activities with almost the same frequency

of the usage. Pronunciation exercises were classified as the fourth in the scale of the frequency of the usage. The English teachers teach reading and text analysis, listening, and culture of the English speaking countries with less frequency. Role-plays, dialogues and acting, and writing do not appear to be used frequently in the English language courses in Great Britain and activities focused on translation are not used at all.



Graph 20: Question 12 – English category: The prominence of particular activities in ELT.



Graph 21: Question 12 – Czech category: The prominence of particular activities in ELT.

The greatest difference between the approach of the teachers from the Czech Republic and the ones from the United Kingdom is in the frequency of the usage of the speaking and communicative activities. Whilst the respondents of the English category classified the speaking activities as the most frequently used type of activity the respondents of the Czech category, see Graph 21, most frequently use activities and exercises focused on vocabulary and grammar. Speaking and communicative activities were classified

as the third most frequent activities used in the lessons by the teachers teaching in the Czech Republic.

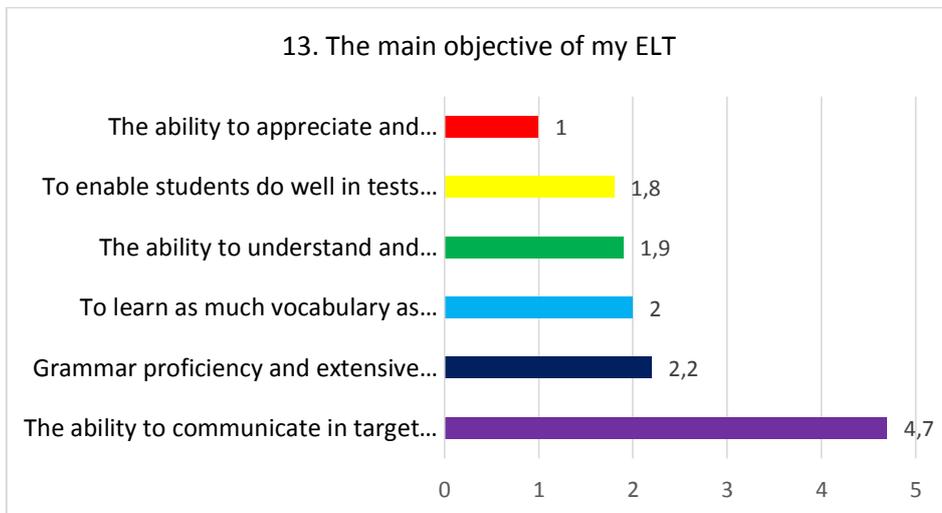
The Czech teachers devote most of the time of their lessons to exercise vocabulary and grammar and slightly less time is devoted to the speaking and pronunciation activities. The following activities are used in decreasing order: reading, listening, teaching about English speaking countries, role-playing and dialogues, writing and the least frequently used activity is considered to be the translation of the texts.

Another key aspect indicating a certain approach and method is the objective of English language teaching as seen by teachers. Question number thirteen asks the addressed teachers about the goals of their language teaching. To facilitate the evaluation of this question, six options were offered to the respondents. Since the author understands that the goals that teachers state for their courses are very complex, it would be very limiting for them to choose just one option. Therefore, the respondents were asked to classify the offered goals of teaching in descending order from the statement that corresponds with their goal the most to the least suitable one.

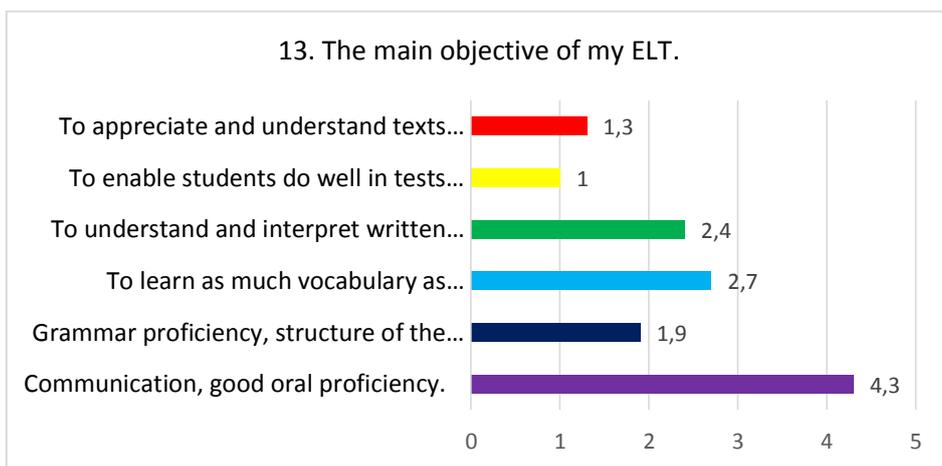
Almost 100% of all the respondents teaching both in Great Britain and the Czech Republic aim primarily to enable students to communicate in the target language and to provide them with good oral proficiency. Both teachers from the UK and the Czech Republic then identified grammar proficiency and extensive knowledge of the structure of the target language as subordinate to the oral proficiency. According to the answers from the English category, the knowledge of vocabulary and ability to understand and interpret texts written in the target language shared the third position in the scale of goals, followed by the objective to enable students to do well in tests and exams in the target language. The ability to understand and appreciate texts written in the target language was seen as the least corresponding option with the general objective of the addressed teachers of TEFL, see Graph 22.

As it was mentioned in the previous paragraph the primary and most important part of the objective of the Czech teachers, as illustrated by Graph 23, is the ability to communicate and the oral proficiency of their students, secondly it is to provide an extensive knowledge of vocabulary and to be able to understand and interpret written texts. Smaller importance holds grammar proficiency and appreciation

and understanding of texts written in the target language. All the Czech teachers stated that the aim to enable students to do well in tests and exams does not correspond with their understanding of the goals of ELT at all. The detailed values of and their mutual ratio are shown in the Graph 22 and 23.



Graph 22: Question 13 – English category: The main objective of my ELT.

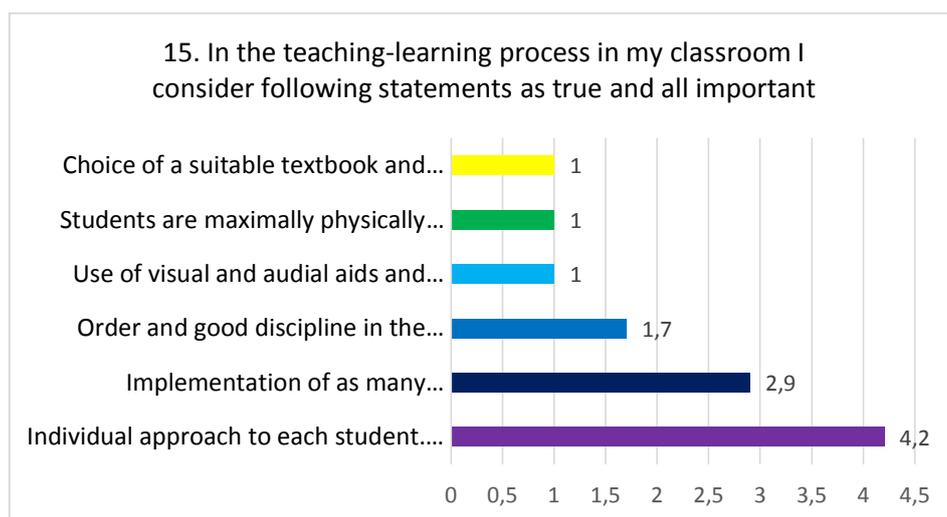


Graph 23: Question 13 – Czech category: The main objective of my ELT.

The fifteenth question in the questionnaire approaches the subject matter in a more straightforward way and asks about the teacher's attitude to offered statements phrased in five options. The options refer to key aspects or characteristics of the approaches and methods mentioned in the theoretical part of the diploma thesis, such as Suggestopedia, CLT, TPR, and the Silent Way.

The teachers are asked to evaluate the statements given in the options below the question, according to how much they correspond with the reality of their teaching practice and how important of a role they play in their teaching.

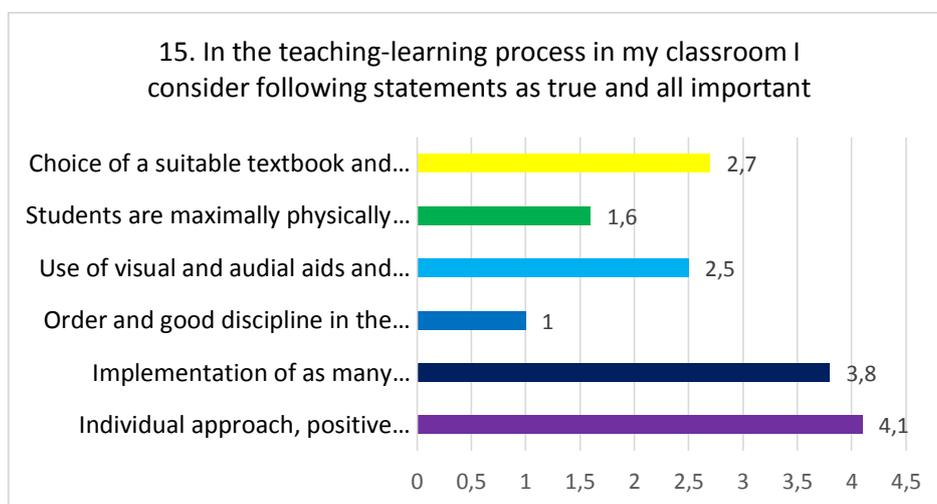
Graph 24 shows that the English respondents assign the highest importance to the individual approach to their students. They find it important to have students feeling comfortable and relaxed in a positive classroom environment. Implementation of as many communicative activities as possible to make students use the target language as much as possible was evaluated as the second most important aspect of the respondents' approach. Order and discipline plays the third most important role according to the teachers teaching in the United Kingdom. The addressed teachers do not use kinaesthetic activities and other activities that require actual physical motion like pantomime too much in their language classes. They also do not put much emphasis on the choice of a textbook or on preparation of other teaching materials and the use audio-visual aids like pictures, recordings, Cuiseanire rods, or posters. In other words, the use of visual and audial aids, the maximal physical engagement of the students in the learning process, and the choice of a textbook and teaching materials received same evaluation and were placed the last considering their correspondence to the respondents' concepts of teaching.



Graph 24: Question 15 – English category: Teaching principles.

Like the English teachers, the respondents of the Czech category consider the individual approach and positive atmosphere and the importance of the communicative activities and the time given to pupils to speak in the target language as the most appropriate to their own teaching practice. The Czech teachers also expressed agreement with the statements that the choice of a suitable textbook and teaching material and the use

of audio-visual aids like pictures or recordings are important and more or less matching to their concepts of teaching. Kinaesthetic activity is not a very important part of the language instruction from the point of view of the respondents teaching in the Czech Republic. The lowest rate of agreement was expressed with the option of the order and discipline in the classroom. The Czech teachers do not lay stress on a strict discipline of the students or do not consider it as important as the other options.



Graph 25: Question 15 – Czech category: Teaching principles.

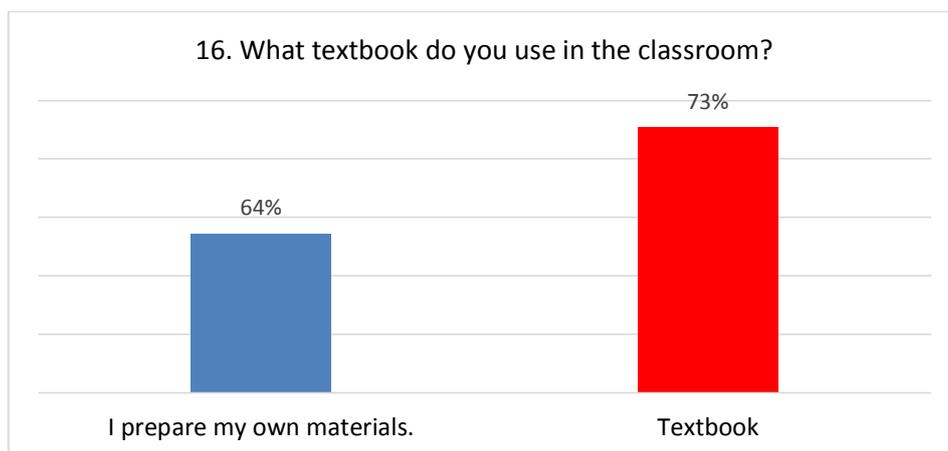
Because of the form of question number fifteen, the results are offering rather qualitative picture of the respondents' beliefs and teaching principles than quantitative list of results. This type of question has its limitations to a certain extent, due to a number of options and their phrasing. Despite the fact that the options were made to cover a rather large range of possibilities, there might be respondents who do not agree with any of the options or agree with most or all of them but still have to evaluate each of them differently.

12.11 Question 16

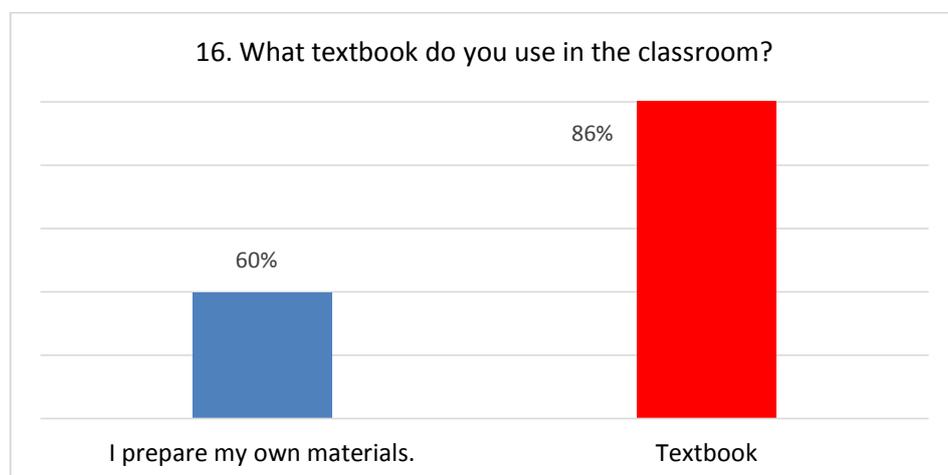
The last question of the questionnaire inquires whether the addressed teachers use only a textbook or prepare their own materials. This question also tries to survey what textbooks are currently used to teach English as a second and foreign language in the Czech Republic and Great Britain. The respondents could choose both of the options in this question.

Out of twenty-four addressed teachers teaching in the United Kingdom, 73% use a textbook and 64% prepare their own materials. It follows that 36% of them use both

a textbook and other materials and that barely 10% of the respondents use only a textbook, see Graph 26. From the total number of the respondents of the Czech category, 45% use both a textbook and their own materials, and 26% use a textbook alone, see Graph 27.



Graph 26: Question 16 – English category: A textbook and other teaching materials in ELT.



Graph 27: Question 16 – E category: A textbook and other teaching materials in ELT.

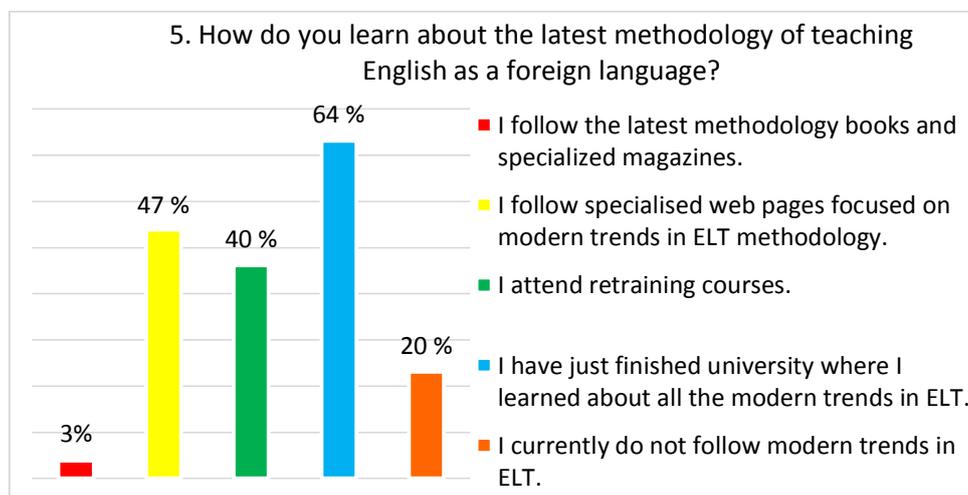
The respondents also had a chance to write down the names of course-books they use in their language classes. This dissertation project, however, does not deal with the specific course books in regards to the applied approaches and methods, but the author of the work still took the chance to collect the data for future reference and to indicate the difference between the teaching materials used to teach English as a second language in the United Kingdom and to teach English as a foreign language in the Czech Republic.

The most frequently used textbook in Great Britain seems to be *New English File* and *Cutting Edge*. *New English File* was mentioned eight times and *Cutting Edge* four times. Two respondents mentioned *Headway* and two mentioned *Open Mind*. The majority of the addressed teachers teaching at lower-secondary schools in the Czech Republic use

the *Project* textbooks. *Project* was mentioned thirty-four times. The second most frequently course-book seems to be *Headway* that was mentioned ten times. *New English File* is used by seven of the addressed teachers teaching in the Czech Republic. *Your Space* and *Start with Click* were both mentioned four times. The textbooks that were mentioned twice are *Chit Chat*, *Chatterbox*, *Way to Win*, *Real life*, and *Happy House*. Other books mentioned just once are *Orange Line*, *More*, and *Grammar for Dummies*.

12.12 The length of teaching experience

As the analysis of the collected data from the survey proceeded it was obvious that the length of the teaching experience of the addressed teachers did not play any significant role for the analysis. Answers given by the teachers with different length of teaching experience did not vary from the general results to the point where it could change the interpretation of the findings. The only significant difference appeared in question number five.

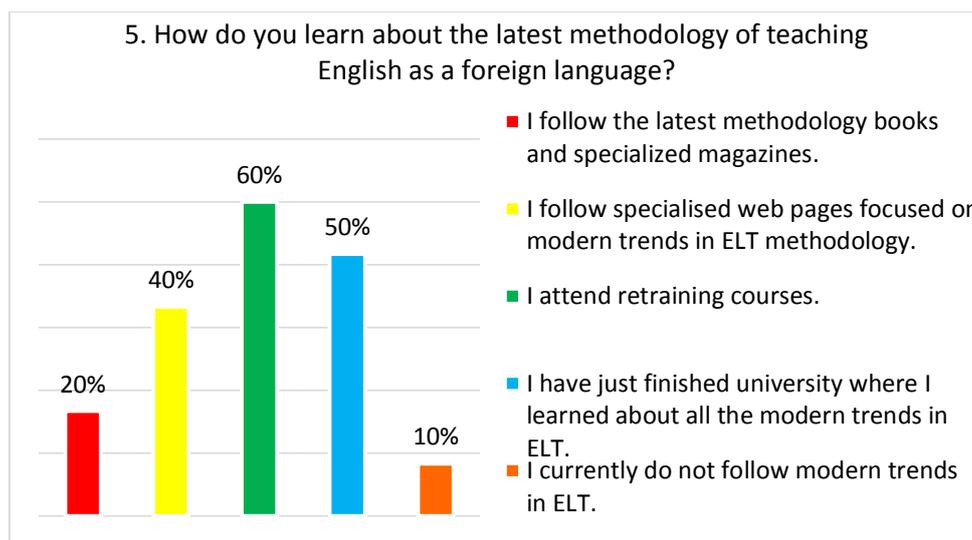


Graph 28: Question 5: Czech category: Answers of the teachers of the 0 – 3 category.

Question number five surveys how teachers learn about the latest English language methodology. Graph 28 shows that most of the teachers teaching in the Czech Republic with up to three years of teaching practice stated that since they had just finished university, they already had learnt about all the newest methods and approaches to teaching English. To keep up with the development of methodology they also follow specialised web pages that focus on modern trends in ELT. According to their answers, 40% of the teachers with up to three years of teaching experience also attend specialized training courses to stay up to day with the latest methodology and to improve their teaching performance. Out of sixty

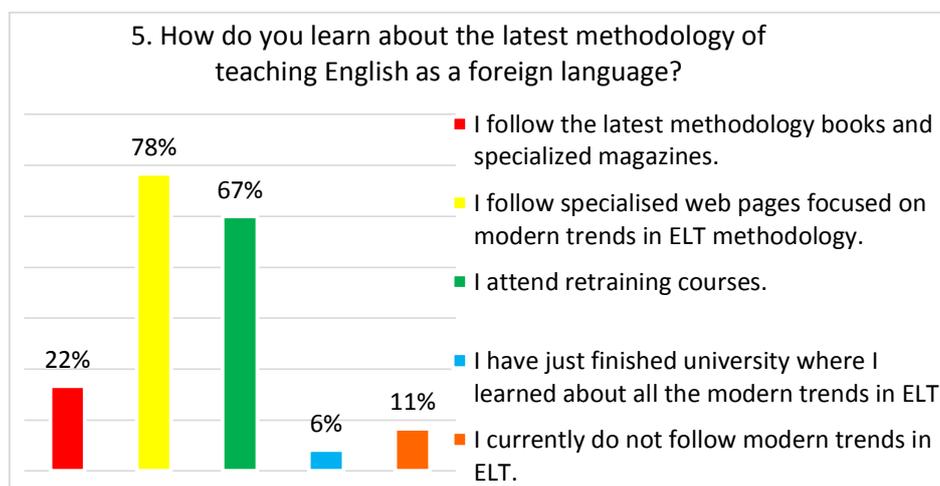
addressed teachers with three and fewer years of experience, twelve (20%) do not follow modern trends in ELT at all and only two (3%) respondents read methodology and specialized magazines.

The majority of the Czech teachers with four to nine years of teaching practice keep up with the latest methodology by attending specialized training courses or believe they have received all the knowledge about the latest trends in ELT methodology at university. 40% follow specialized web pages, and 20% follow ELT magazines or read books concerning the matter. Only two respondents from this category stated they are not currently interested in modern trends of ELT methodology, see Graph 29.



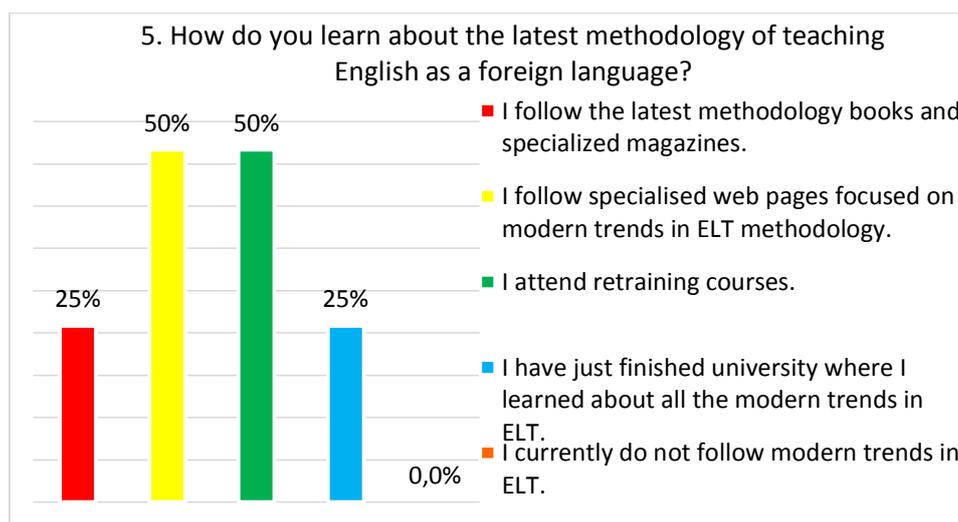
Graph 29: Question 5: Czech category: Answers of the teachers of the 4 – 9 category.

As graph 30 reveals, 78% of the teachers with teaching experience longer than ten years learn about the latest trends of ELT from the Internet, 67% of them also attend training courses, and 22% of them read specialized publications and magazines.

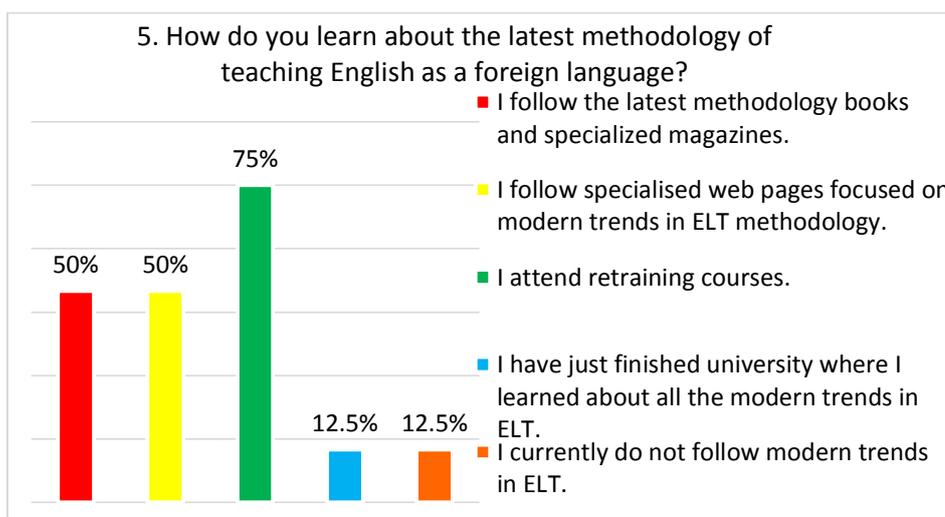


Graph 30: Question 5: Czech category: Answers of the teachers of the 10+ category.

No teachers with teaching experience shorter than four years teaching English in the UK took part in the survey, therefore, only answers by teacher, with up to nine years of experience and teachers with more than nine years of teaching practice can be taken into account. Half of the addressed teachers with up to nine years of practice follow web pages that deal with ELT methodology and attend training courses to keep up with the current trends of ELT. As visible in Graph 31, one quarter (25%) of them also read specialized methodology books and magazines. On the other hand, 25% of the respondents of this category believe they have learnt about all the modern trends in ELT.



Graph 31: Question 5: English category: Answers of the teachers of the 4 – 9 category.



Graph 32: Question 5: English category: Answers of the teachers of the 10+ category.

The addressed teachers with ten or more years of teaching experience gain information about the latest ELT methodology by participating in training courses. Half of them also read methodology books and magazines and follow specialized web pages. As obvious

from Graph 32, only very few of the addressed teachers (12.5%) do not follow modern trends in ELT methodology. Surprisingly, two of the addressed teachers with teaching experience longer than ten years believe that they have learnt about all the modern trends in English language teaching methodology at university they attended.

All the collected and analysed data is discussed in the terms of particular aspects of methods and approaches to teaching English as a second and foreign language in the following chapter.

13 Formulation of findings and research results

The previous chapters presented the gained data from the questionnaire. Since the questions in the questionnaire address the subject matter of this paper indirectly for the reasons stated in Chapter 11.1.1, the findings need to be interpreted in the terms of ELT methodology. This chapter, therefore, interprets the collected and analysed data according to the answers from the questionnaire. The analysed data obtained from the questionnaire served as a base for formulation of a general model of currently used practices used to teach English as a foreign and second language at lower-secondary school level in the Czech Republic and Great Britain.

13.1 The Czech model

Following the data gained from the research, an average English language teacher at lower-secondary school level in the Czech Republic considers the communicative competence and good oral proficiency as the ultimate goal of his/her language instruction. In other words, the objective of ELT as stated by the (addressed) teachers teaching English language in the Czech Republic is to enable students to use the target language for communicational purposes, which means they are able to actively use and understand the target language, negotiate the meaning, and know how to use the target language in different communication events (communicative strategies).

To reach the aimed communicative competence the (addressed) teachers employ communicative activities as much as possible and the students' speaking time exceeds the teacher's speaking time. In other words, teachers give their students enough space to use the target language and to express themselves. A teacher plays a role of a language presenter and mediator of classroom activities. The teacher motivates and encourages students to actively participate on the course of the lesson.

Beside the communicative competence, also extensive vocabulary and grammar proficiency are considered to be important components of the ELT objective as well as the ability to understand and interpret written text in order to gain information from them. The ability to understand texts is a very significant ability today since many sources especially the ones on the Internet are in English.

The language classroom is based on individual approach to pupils and high number of communicative activities. A choice of a suitable textbook is considered to be a part of the successful language instruction. Teaching is highly pupil-oriented. A learner is in the centre of interest. A positive classroom environment and feelings of their pupils is the most significant aspects of the teaching approach employed by the (addressed) teachers. Individual needs and qualities of the learners are taken into account and worked so the learner feels relaxed and so the learning process is enhanced. Pupils are encouraged to express the language they learn with their bodies. Teachers apply many activities that use aspects of kinaesthetic learning.

Most of the time of the language instruction is given to speaking and communicative activities. A considerable amount of time is given to grammar and vocabulary instruction through different activities and exercises, too. These activities could be exercises enhancing vocabulary learning, grammar oriented activities and drills, or grammar and vocabulary exercises in textbooks.

Less frequently used activities are activities focused on listening comprehension and ear training as well as learning about the culture of English speaking countries, and pronunciation exercises. Reading, writing and translation activities and exercises play a minor role in the language class in comparison to the previously mentioned activities focused on oral proficiency, vocabulary and grammar.

Despite the great focus of ELT on communication and the active use of the target language, the (addressed) Czech teachers still often use translation and give instructions in the mother tongue of their pupils, presumably to facilitate the understanding of texts or instructions for the pupils. At the same time, a tendency to slightly limit the usage of mother tongue is visible.

Grammar is presented in both an inductive and deductive manner. Approximately half of the (addressed) teachers usually let their students discover the rules by themselves from given examples. The other half prefers rather the deductive approach, so that they explicitly explain the grammar rules first and after the rules are understood they are exercised. Errors are treated by teachers from both countries as an inevitable part of the learning process showing that students are exploring the language and using new pieces of the target language. If an error occurs it should be corrected, though.

Speaking and listening are considered to be the primary skills of ELT. Students are encouraged to actively use the language in speaking activities from the very beginning, and after that a listening and reading comprehension is attended. Group and pair work and a lot of visual aids like posters, maps, pictures and schemes are often used to enhance learning, but not as frequently and to such extent as in the British model.

13.2 The British model

The principles and practices used by teachers teaching in the United Kingdom resemble the Czech model in several aspects. The greatest difference is, as expected, in the use of the native language of the pupils. Teachers currently teaching English as a second language at lower-secondary school level in the United Kingdom never translate texts or give instructions in the students' mother tongue. Only the target language is permitted in the classroom. On the other hand, both the teachers teaching in the UK and teachers teaching in the Czech Republic share the same attitude to errors and their correction as it was already mentioned in the previous chapter. Even though it is desirable to correct errors, they are considered to be a proof of students experimenting with the language and a sign of learning.

The teachers from the UK appear to present grammar rather deductively in comparison to the Czech teachers, who prefer the inductive way of teaching grammar. Another slight difference appears in using visual aids and group and pair work in the classes. Whilst group and pair activities and visual aids are used quite often in the Czech model they are used as much and as often as possible in the English model to facilitate and support the learning process and to let the language learners talk as much as possible.

The role of the teacher as seen by the teachers from the UK corresponds with the Czech model only with added emphasis on the pupil's independence and activity.

According to the majority of the (addressed) language teachers the first and foremost objective of language teaching is the communicative competence of their students. Other aspects of language are subordinate to this goal. Therefore the speaking skill is emphasized over the other language skill and likewise in the Czech model the listening, reading, and writing skills are considered to be less important in descending order. In contrast to the Czech model, the teachers teaching in the UK engage in both listening and speaking skill at the same time from the very beginning, though. Students listen to the target language

and train comprehension and at the same time they develop their speaking skills. Reading and writing skills are being developed later.

The (addressed) teachers believe that an individual approach to each student and a comfortable and inspiring classroom environment are the most important factors influencing their ELT. Teachers give enough talking space to their pupils and try to implement as many communicative activities as possible so that there is space for real speaking practice. The order in the classroom and discipline are also seen as important components of a successful language instruction, unlike the Czech model that does not assign so much importance to discipline and order in the classroom. On the other hand, less importance is given to the choice of a suitable textbook, while the Czech teachers consider it highly important.

The most frequently used activities in the classroom are not communicative activities as it is in the Czech model, but exercises focused on vocabulary and grammar learning and drills. Speaking activities and pronunciation practice follows after, in frequency.

14 Resources for English language teachers

Besides finding what methods and approaches to ELT are currently used in the Czech Republic and the United Kingdom by teachers, the objective of the diploma thesis was also to ascertain whether English language teachers try to keep up with modern trends in ELT and how they do so. The fifth question of the questionnaire addressed this matter. The question offered an option for the addressed teachers to write down the resources about ELT they personally use to learn about latest trends in ELT methodology.

The response to the open-ended part of the question, however, was not broad enough to provide a sufficient list of possible sources of information for teachers who would like to learn more about the ELT methodology and the new trends in it. The reasons, why respondents did not share more information about possible resources in the open-ended part of the question, might be diverse. It could have been caused either by the fact that there are so many possibilities and they did not know which one to state, or they did not know about any valid source, or they simply did not want to spend more time writing anything down. Their answers were: ICL International House Brno, Oxford University Press, Cambridge lectures, ELT magazine, twitter feeds, NATECLA (National Association for Teaching English and Community Languages to Adults). Some of the answers of the respondents were not relevant to the topic, for example, web page www.learnenglish.de. This web page offers various materials for English language learning but does not provide anything concerning methods, approaches to ELT or new findings and theories in the field. The same goes for www.english-corner.cz that relates rather to teaching materials (teaching aids) than teaching theories and practices.

On the other hand, ICL International House Brno indeed offers various courses and training for English language teachers. These courses are to be found at the official web page of ICL International House. The list of the offered courses for teachers is to be found at: <http://www.ilcbrno.cz/jazykove-kurzy-anglictiny-metodologicke-kurzy-v-anglictine-pro-ucitele-anglictina-brno/> (ILC International House Brno 2017). Most of the offered courses are certified by The Ministry of Education, Youth and Sports of the Czech Republic. The courses are focused on quality improvement of the quality of teaching the English language. Some of the courses are solely focused on developing teachers' knowledge of teaching in order to make them better informed practitioners (ILC International House Brno 2017).

The Ministry of Education, Youth and Sports of the Czech Republic together with British Council and BBC cooperated on a project called Teaching English (www.teachingenglish.org.uk). This project is offered free of charge to all teachers who are interested in improving their methodological skills and acquiring new advanced teaching techniques in English, including the use of ICT in language teaching. The web page www.teachingenglish.org.uk provides a great volume of resources from lesson plans and activities to methodology resources, online training courses for teachers and a plentiful amount of other materials for teachers' development including a vast database with methodology books, journals, articles, etc.

Wide usage of online courses and electronic books offered at: www.teachingenglish.org.uk shows a great potential of the online medium. Teachers from all around the world can reach them without any problem as long as they have access to the Internet and a computer. There are many resources about ELT for English language teachers. Another very rich resource for English language teachers could be the ELTJam Academy (<https://eltjam.com/>) who offers courses, seminars, and records from ELT conferences about the latest trends in ELT methodology for English language teachers. Teachers from the Czech Republic might find there a lot of inspiring articles even without attending any of the offered courses.

TEFL and TESL methodology is, besides other things, dealt with by a vast number of ELT journals. These are, for example, TESL-EJ, L2 Journal, ELT Journal, and ATE Newsletter. TESL-EJ, or Teaching English as a Second Language – the Electronic Journal (Sussex 1994) is a journal freely available on the Internet that presents an overall view of L2 teaching. It publishes articles and research papers by young as well as established authors. ELT Journal is unfortunately not freely available on the Internet and has to be purchased. ELT is published by Oxford University Press and offers an extensive variety of studies on the topics of TEFL.

L2 Journal (L2 Journal 2017) promotes the practice and the research of L2 learning and teaching. It publishes articles on second language learning and acquisition, L2 methodology, teacher training, language and technology, syllabus and curriculum development, etc.

ATE Newsletter (ATE Newsletter 1991) is a journal of the Association of Teacher of English of the Czech Republic. ATE Newsletter concerns all possible matters of L2

methodology from changes in the Czech Educational system to language skills, literature, and CLIL.

There are many possible resources for English language teachers and educators generally out there, be it journals, web pages, books, courses, and training, or conferences. The vast offer is a great advantage on one hand and a disadvantage on the other. Sometimes it might be difficult to find a reliable source of information in such wide range of possibilities and, therefore, it is important to work with resources cautiously and check their reliability.

Conclusion

The diploma thesis *Methods and Approaches in Teaching English at a Lower-Secondary School Level*, as the title itself suggests, was concerned with teaching English as a second and foreign language to pupils at a lower secondary school level. The thesis consists of the theoretical and the practical part. The theoretical part offered characteristics of a lower-secondary school pupil, since the thesis was focused on ELT methodology used at lower-secondary schools. The characterization of the lower-secondary school pupils was provided in order to avoid confusion concerning the age of the target group of learners.

The English language teaching methodology is very complex and includes a vast number of methods and approaches to teaching, therefore, only a few selected approaches and methods could have been presented. To do so the terms “approach”, “method”, and “technique” had to be clarified and classified as for their mutual relations in order to avoid confusion as their definitions vary in the works of various authors. The basic historical development and relations among the approaches and methods were introduced as well as their basic principles, used techniques, relations to other methods, teaching materials, roles of the teacher and pupil, importance and sequence of four language skills, and the goals of the teaching-learning process. The current trends in the ELT methodology were briefly introduced to illustrate the constant and unceasing development of the ELT methodology. The resources about modern trends in ELT for English language teachers were briefly mentioned, too, in order to provide the reader with a few sources about the latest trends in the ELT methodology.

The practical part was based on a research that was carried out through a questionnaire. The questionnaire was sent to the teachers of English as a foreign language in the Czech Republic and to the teachers of English as a second language in the United Kingdom at a lower-secondary school level. The objective of the questionnaire was to gather information about the methods and approaches currently used by the teachers from both countries, consequently comparing both. Moreover, the questionnaire tried to determine whether the English language teachers are interested in the modern trends in ELT methodology and how they learn about it. The data from the questionnaire was categorized and compared and two models of teaching practices were created; the Czech model based on the results of the questionnaire completed by the teachers teaching in the Czech Republic,

and the English model based on the answers of the addressed teachers teaching English language as a second language at lower-secondary school level in the United Kingdom.

The objective of this work was not to evaluate or state which ELT method or approach is better or has better results and should be used. The aim was to find out what teaching practices are actually being used in real English language classrooms in the Czech Republic and the United Kingdom and compare them. It was not possible to determine which teaching model is more effective or more appropriate, as apart from the internal factors, there are also external factors influencing the language learning such as the language environment. Whilst pupils in the Czech Republic are surrounded by their mother tongue when outside the language classroom, pupils studying in the UK are exposed to the target language constantly. The thesis was only concerned with the internal processes such as behaviour and the decision making of the teachers in English language classrooms. The comparison of the two teaching models based on the research has led to interesting findings. Whilst the goals of the language instruction were stated the same by both of the addressed teachers teaching in the Czech Republic and teachers teaching in the UK, the way to its fulfilment varied slightly.

The teachers in the Czech Republic usually teach grammar inductively in contrast to the more deductive approach of the teachers in the United Kingdom. Errors are treated as inevitable and natural part of the learning process by both groups, on the other hand. The opinions of the teachers teaching in both the Czech Republic and the UK were, as for the role of the teacher in the teaching-learning process, also almost the same. The teacher is a facilitator of the learning process and moderator of the classroom activities and leads pupils to be independent and active. In their lessons, they consider an individual approach to their students and positive classroom atmosphere very important in both countries. The (addressed) teachers try to employ as many communicative activities as possible in order to achieve their teaching goals. The teachers in the Czech Republic also attribute the significance to the selection of a suitable textbook whilst the UK teachers tend to care more for the order and discipline in the class. The teachers teaching in the Czech Republic dedicate most of the lesson time to speaking and communicative activities. The rest of the lesson time is mainly occupied by vocabulary and grammar teaching, and also listening. Most time in the language lesson is usually devoted to vocabulary and grammar exercises in the United Kingdom, though. Grammar and vocabulary teaching holds the highest

importance in the language lesson in the UK, speaking and communicative activities and pronunciation teaching follows.

The survey showed that most of the teachers are interested in learning about the new trends in ELT methodology using various resources. The teachers from the Czech Republic prefer to follow the resources on the Internet that help them to improve their teaching. The teachers teaching in the UK often attend training courses in order to keep up with the developing ELT methodology.

The practical part of the dissertation was supposed to include a survey aimed at the pupils' view on the methods and approaches used in the English language classes, too. This part of the research, however, was not carried out because I came to the conclusion that it would not offer a valid source of information for the subject matter of this dissertation project, since the thesis was focused on the teacher's point of view. However, the pupil's opinion on the current language teaching practice might be an interesting subject of further research.

The purpose of this paper was to point out the diversity of ELT methodology and its constant development and changes, and to highlight the importance of the knowledge of ELT methodology for the consciously developing teaching practice. Since there is no such thing as a universal method, every teacher develops their own way of teaching. It is not a stable frame, though. It develops with the teacher and adjusts to the individual needs of pupils. It is interdependent with the teaching materials and changes along with the ELT methodology.

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Appendices

Appendix A - Czech questionnaire

Věnujte prosím několik minut svého času vyplnění následujícího dotazníku týkajícího se metod a přístupů k výuce anglického jazyka na druhém stupni základních škol.

Dotazník obsahuje 16 otázek a zabere přibližně 5 až 10 minut Vašeho času. Vždy označte jednu odpověď, pokud v otázce není uvedeno jinak.

Dotazník je součástí výzkumu k diplomové práci a jeho cílem je zjistit jaké metody a přístupy k výuce anglického jazyka jsou nejčastěji využívány na druhém stupni ZŠ v České Republice a Velké Británii. Výsledky dotazníku budou pak vzájemně porovnány.

Dotazník je zcela důvěrný a anonymní.

1 Kde vyučujete?

- V České Republice
- Ve Velké Británii

2 Jak dlouhá je Vaše učitelská praxe?

- 0 – 3 roky
- 4 – 9 let
- 10 a více

3 Překládáte s žáky texty a zadání v učebnici?

- Nikdy nebo jen velmi zřídka, žáci jsou vedeni k porozumění bez překladu do rodného jazyka.
- Občas.
- Často. Většina zadání a textů je překládána do rodného jazyka pro lepší porozumění.
- Všechna zadání úkolů a texty v učebnici překládáme.

4 Použití rodného jazyka ve výuce.

- V hodinách je ve většině případů používán rodný jazyk. Instrukce jsou vždy podávány v rodném jazyce.
- Rodný jazyk je během hodin využívám především k vysvětlování gramatických jevů a jako pomoc pro lepší porozumění.
- Použití rodného jazyka v hodině je jak se strany učitele tak žáků omezeno. Angličtina je vždy preferována.
- Rodný jazyk se v hodinách vůbec nepoužívá nebo jen velmi omezeně.

5 Jak se dozvídáte o nejnovějších metodách ve výuce anglického jazyka? (Označte všechny vyhovující odpovědi.)

- Čtu nejnovější metodické publikace a specializované časopisy. (Pokud chcete, napište jméno knih / časopisů, z kterých čerpáte.)
- Sleduji specializované webové stránky, které se zabývají nejnovějšími trendy ve výuce anglického jazyka jako druhého a cizího jazyka. (Pokud chcete, napište jméno webových stránek, z kterých čerpáte.)
- Navštěvuji školení a kurzy. (Pokud chcete, napište jméno školení nebo kurzu, který jste navštívil/a.)

- Právě jsem dokončil/a univerzitní vzdělání, kde jsem studoval/a nejnovější metodologii.
- V současné době nesleduji moderní trendy ve výuce anglického jazyka.

6 Vysvětlujete žákům přímo vybranou látku?

- Ano, vždy. Nejprve přímo vysvětlím danou látku, gramatické pravidlo (například tvorbu a použití přítomného času prostého) a to pak s žáky procvičujeme na konkrétních příkladech.
- Ano, ve většině případů žákům vysvětlím vybranou látku předem a tu pak procvičujeme na příkladech.
- Ne, většinou ne. Častěji představím žákům část jazyka obsahující novou látku (například věty, kde je použit přítomný čas prostý) a nechám je vyvodit pravidlo, které pak procvičujeme.
- Ne, nikdy. Žáci sami vždy vyvozují pravidla z textů či příkladů, které danou látku obsahují.

7 Chyby a správnost.

- Chyby jsou v procesu učení nevyhnutelné a jsou důkazem toho, že žáci zkouší používat jazyk v novém kontextu. Chyby nejsou opravovány.
- Chyby jsou v procesu učení nevyhnutelné a jsou důkazem toho, že žáci zkouší používat jazyk v novém kontextu. Chyby jsou opravovány.
- Chyby se můžou objevit, musí být však vždy okamžitě opraveny.
- Cílem je se vždy vyhnout chybám. Správné odpovědi jsou velmi důležité, aby se nevytvořil nesprávný návyk.

8 Jak často používáte skupinovou práci nebo práci ve dvojicích v hodinách?

- Skupinovou práci a práci ve dvojicích používám velice často. Více žáků může mluvit najednou a procvičovat si komunikaci v angličtině.
- Skupinovou práci používám jen občasně.
- Skupinovou práci a práci ve dvojicích nepoužívám.

9 Role učitele v hodině.

- Jako učitel hraji dominantní roli ve vyučovacím procesu. Kontroluji a moderuji všechny aktivity, vykládám látku, vedu zkoušení a procvičování nové látky, vyvolávám žáky a vybírám, kdo bude mluvit. V hodině převážně mluví vyučující.
- Vykládám látku a zprostředkovávám aktivity v hodině. Nechávám žákům dostatek prostoru, aby se mohli aktivně účastnit výuky.
- Podporuji a moderuji výuku, přenechávám však většinu mluvení žákům, dotazuji se a nechávám žáky pracovat samostatně, žádám žáky, aby vysvětlili, objasnili látku spolužákům, podporuji žáky, aby se aktivně zapojovali do vyučovacího procesu.
- V hodině převážně mluví žáci. Zasahuji pouze, potřebují-li pomoc či asistenci.

10 Používáte ve výuce vizuální pomůcky (mapy, obrázky, kresby)?

- Ano, často.
- Občas.
- Ne, nikdy.

11 Seřad'te následující dovednosti dle toho, kdy je v rámci své výuky zapojujete do vyučovacího procesu (1 pro dovednost, s kterou s žáky začínáte, 4 pro tu dovednost, které se věnujete nejpozději, použijte stejné číslo pro ty dovednosti, kterým se věnujete zároveň).

- Čtení (Reading). S žáky se zpočátku věnujeme především čtení psaných textů. Žáci se nejprve setkávají s cílovým jazykem v psané formě a až pak se věnujeme dalším dovednostem.
- Řečové dovednosti (Speaking). Žáci se nejprve setkávají s mluvenou formou cílového jazyka. S žáky převážně zpočátku mluvíme v cílovém jazyce a až pak přecházíme k dalším dovednostem jako je psaní, čtení a poslech.
- Psaní (Writing). Jako první dovednost s žáky rozvíjíme psaní a až poté ostatní dovednosti.
- Poslech (Listening). Žáci jsou nejprve vystaveni poslechu v cílovém jazyce a až poté se věnují dalším dovednostem.

12 Rozříd'te následující aktivity podle toho, jak často je používáte ve vyučování. (Přiřad'te číslo 1 k nejčastěji používanému typu aktivity až po nejméně používanou aktivitu s číslem 10).

- Čtení a analýza textu.
- Překlad textů a překladová cvičení z angličtiny do češtiny a naopak.
- Aktivity zaměřené na procvičování gramatiky a drilování.
- Aktivity zaměřené na nová slovíčka.
- Aktivity zaměřené na komunikaci a mluvení.
- Procvičování výslovnosti.
- Poslech a trénink ucha pro poslech.
- Role-playing, dialogy, hraní rolí.
- Psaní a aktivity procvičující psaní.
- Aktivity zaměřené na rozšiřování znalostí o anglicky mluvících zemích a jejich kultuře.

13 Hlavním cílem mé výuky cizího jazyka je (Označte odpověď, která nejvíce odpovídá Vašemu pojetí výuky číslem 1 až po nejméně vyhovující odpověď s číslem 6):

- Schopnost komunikovat v cílovém jazyce.
- Porozumění a interpretace psaných textů a schopnost získávání informací z psaného materiálu.
- Zdatnost v gramatice a rozsáhlá znalost struktury cílového jazyka.
- Vybavit žáky rozsáhlou slovní zásobou.
- Vybavit žáky dostatečnou znalostí k obdržení dobrých výsledků v testech a zkouškách z daného jazyka.
- Schopnost porozumět a ocenit texty napsané v cílovém jazyce.

14 Dle Vašich zkušeností a názorů, seřad'te následující schopnosti dle jejich významnosti v procesu naučení se cizímu jazyku. (1 pro nejdůležitější schopnost, 4 pro nejméně významnou).

- Řečové dovednosti (Speaking).
- Čtení (Reading).
- Poslech (Listening).
- Psaní (Writing).

15 V mém pojetí výuky cizího jazyka považuji následující tvrzení za pravdivá a důležitá? (Označte tvrzení, které vaší výuce odpovídá nejvíce číslem 1 až po tvrzení, které je nejméně pravdivé s číslem 5).

- Individuální přístup k žákům a příznivá atmosféra v hodině. Žáci se ve třídě cítí bezpečně a příjemně.
- Výběr vhodné učebnice a učebních materiálů.
- Klid ve třídě a dobrá disciplína žáků je klíčová.
- Zapojení co největšího množství komunikačních aktivit, kde žáci mohou jazyk aktivně používat. Žáci mají dostatek prostoru k sebevyjádření a učitel v hodině hovoří jen minimálně.
- Maximální fyzické zapojení žáka v procesu učení – žák se pohybuje po třídě, zapojuje pohyby těla, když chce něco vyjádřit (např. pantomima, znaky).
- Použití množství audiovizuálních pomůcek jako obrázky, nahrávky, Cuisenaire kostky, mapy, ad.

16 Jakou učebnici používáte? (Označte všechny správné odpovědi.)

- Používám vlastní připravené materiály.
- Napište jméno učebnice / učebnic, které používáte do obdélníku vpravo.

Ještě jednou děkuji, že jste si našel / našla čas na vyplnění tohoto dotazníku.

S díky,

Michaela Lišková

Katedra anglického jazyka a literatury
Pedagogická fakulta
Univerzita Hradec Králové

Appendix B – English questionnaire

Please, be so kind and fill out the following questionnaire concerning the methods and approaches to teaching English as a second and foreign language.

Thank you in advance for taking the time to complete this questionnaire, it is greatly appreciated.

The questionnaire includes 16 questions and would take 5 to 10 minutes to complete. Please choose one answer in each of the questions unless instructed differently in the question.

The questionnaire is a part of a dissertation project, its goal is to determine which methods and approaches to teaching English are most commonly used by school teachers in the Czech Republic and in the United Kingdom, consequently comparing both.

The survey is completely confidential and anonymous.

1 Where do you teach?

- In the Czech Republic
- In the United Kingdom

2 How much teaching experience do you have?

- 0 – 3 years
- 4 – 9 years
- 10 and more

3 Do you translate texts and task instructions in the textbooks with pupils?

- Never or very rarely. Pupils are led to understand in target language.
- Occasionally.
- Often. We translate most of the texts and task instructions for better understanding.
- All texts and instructions are being translated into a mother tongue.

4 Use of pupil's mother tongue in the classroom.

- Instruction is given in the native language of the students.
- Mother tongue is used only to explain complex grammar to make it easier for pupils to understand.
- Use of the mother tongue is limited from both teacher and students. The target language is preferred by all means.
- Use of the mother tongue is not permitted or very limited.

5 How do you learn about the latest methodology of teaching English as a second language? (Tick all the suitable options.)

- I follow the latest methodology books and specialized magazines. (If so, feel free to write down the name of magazines or books.)
- I follow specialized web pages focused on modern trends in ELT methodology. (If so, feel free to write down the name of the page.)
- I attend retraining courses. (If so, feel free to write down the name of the course.)
- I have just finished university where I learned about all the modern trends in ELT.
- I currently do not follow modern trends in ELT.

6 Do you explicitly explain grammar rules to your students?

- Yes, always. I always first explain the piece of language, grammar (e.g. form and use of present simple tense) and then we practice it.
- Yes, most of the time I first explain the grammar rule which we practice in exercises.
- No, not usually. I let students discover the rules by themselves from given examples.
- No, never. Students always discover the rules from texts or exercises containing the target piece of grammar.

7 Errors versus accuracy.

- Errors are an inevitable part of the learning process, they show students are exploring and using the language, they are not corrected.
- Errors are an inevitable part of the learning process, they show students are exploring and using the language, they are corrected.
- Errors might occur, but they are to be immediately corrected.
- Errors must be avoided. Accuracy is all important to avoid creating incorrect habits.

8 How often do you use group work or pair work activities in the classroom?

- I use them as often as possible because more students can speak at the same time and practice communication in the target language.
- Group and pair work is used only occasionally.
- I do not use group or pair work.

9 The role of the teacher in the classroom.

- I have a dominant role in teaching process. I control and moderate all activities, present new pieces of language, lead examination and practice of a new piece of language. It is mainly me who speaks in the classroom.
- I present a new piece of language and mediate activities. Students have space to actively participate in the lesson.
- I act as a facilitator and moderator in the teaching-learning process. I let students work independently, ask them to clarify a piece of language to their classmates. I support students to actively participate in the teaching-learning process.
- It is students who speak the most in the classroom. I only assist them if needed.

10 Do you use visual aids (maps, pictures, drawings) when teaching?

- Yes, often.
- Occasionally.
- No, never.

11 Sequence the following skills according to when you engage them in the teaching-learning process in your classroom. (Sequence following statements by moving each statement to the column on the left in your desired order.)

- Reading. First, we start with reading texts with my students. I introduce my students to written form of target language to begin with and later on we approach other skills.
- Speaking. Students encounter the target language in oral form at the beginning. We mainly talk in the target language and later on we focus on other skills like writing, reading and listening.

- Writing. The first skill to be developed with students in my classes is writing and after that other skills.
- Listening. My pupils mainly listen to the target language at the beginning and later encounter other skills in the target language.

12 Classify the following activities according to their prominence in your English lessons. (Match the most frequently used type of activity with number 1 and up to the least frequently used type of activity with number 10.)

- Reading and analysing texts.
- Translation of texts and translation exercises from target language to mother tongue and vice versa.
- Grammar drills and activities focused on practicing grammar.
- Exercise focused on vocabulary learning.
- Speaking and communicative activities.
- Pronunciation exercise and activities.
- Listening and ear training activities.
- Role-playing, dialogues, acting.
- Writing activities.
- Learning about English speaking countries and their culture.

13 The main objective of my ELT (English language teaching) is (Mark the most suitable answer that correspond with your approach to ELT with number one up to the least suitable answer with number 6):

- The ability to communicate in target language. Good oral proficiency.
- The ability to understand and interpret written texts and gain information from them.
- Grammar proficiency and extensive knowledge about the structure of the language.
- To teach as much vocabulary as possible.
- To enable students do well in tests and exams in the target language.
- The ability to appreciate and understand texts written in target language.

14 Based on your experience and opinion, order the following skills according to their importance in language learning process (1 for the most important, 4 for the least important skill).

- Speaking.
- Reading.
- Listening
- Writing.

15 In the teaching-learning process in my classroom I consider following statements as true and all important (Mark the statement that corresponds with your own approach to ELT the most with number 1 up till statement that is the least truth with number 5).

- Individual approach to each student. Students feeling comfortable and relaxed. Good and comfortable classroom environment is important.
- Choice of a suitable textbook and teaching materials.
- Order and good discipline in the classroom are crucial.

- Implementation of as many communicative activities as possible so the students can actively use the target language. Students have enough space to express themselves and the teacher's speaking time in the classroom is minimalized.
- Students are maximally physically engaged in the learning process – pupils move around the classroom, engage their body in physical activity to express the language (e.g. pantomime, signs).
- Use of visual and audial aids and pictures, recordings, Cuisenaire rods, maps, etc.

16 What textbook do you use in the classroom?

- I prepare my own materials.
- Please, write down the name of the textbooks you use in the space on the right.

Thank you again for taking the time to complete this questionnaire.

I highly appreciate your help.

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